



DREXEL UNIVERSITY
School of
Education

Ph.D. in Education Program Handbook

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STUDENT ACKNOWLEDGEMENT FORM

Student Acknowledgement Form
Ph.D. in Education Program Handbook
School of Education
Drexel University

I, _____, have received and read the Ph.D. in Student Name (print) Education Program Handbook for the School of Education. I agree to abide by the policies and procedures stated in the Ph.D. in Education Program's handbook.

PHD IN EDUCATION HANDBOOK

School of Education
Drexel University

INTRODUCTION AND WELCOME

Welcome to the Ph.D. in Education program. By entering this doctoral program, you are committing to a goal of excellence in your field of study. You are joining an intellectual community where students and faculty work together to advance our understanding and knowledge. For the next few years, you will be engaged in formal learning experiences designed by the faculty specifically for your development to prepare you to enter the professoriate or another research-intensive position. While these formal learning experiences are essential to your professional development, the faculty has also designed the program to include many opportunities for informal learning. The signature pedagogy for both formal and informal learning opportunities is the mentoring process. To take advantage of these opportunities, students will immerse themselves in the culture of the academic environment. This Handbook covers policies and procedures beyond those covered in the Graduate School Handbook, which are specific to the PhD in Education program in the School of Education (SOE).

ABOUT THE PROGRAM

The Ph.D. program in the School of Education is designed for those who aspire to be leaders in the field of education, as researchers, scholars and teachers in higher education, community, or corporate settings. The program is designed to position students to become *Leading-Edge Scholars* who are at the forefront of research in their specific educational disciplines.

Specifically, the program of study involves formal coursework and informal experiences designed to develop a broad knowledge base and specialized content knowledge in:

- Education and educational research


- Content concentration in an area of specialization
- Multiple perspectives on education, including those from disciplines such as public policy, anthropology, sociology, history, and the learning sciences
- Research design and methodology

Students in the Ph.D. program work closely with faculty in the School of Education and across Drexel University and have opportunities to develop their instructional skills and experience through mentored and independent teaching opportunities. The program is designed as a part-time and full-time program and will require a minimum of four years of study.

PROGRAM RATIONALE

Drexel University School of Education's Ph.D. in Education program is a part-time and full-time, fully paid program for students who aspire to be scholars, researchers, instructors, and leaders in the field of education. The program is small and highly competitive by design, admitting only 6-8 students annually. Students in the program apply for research or teaching assistantships that provide a generous stipend and a health insurance subsidy. The Ph.D. students are generally on-campus a few days a week and work with their supervising professors, assistantship professors, and students in their cohort on research and presentations outside of their dissertation. All dissertation research is done independently. The program takes 4 years to complete with students completing courses in the first 3 years and using the fourth year to complete their dissertation.

MESSAGE FROM THE PROGRAM DIRECTOR

	<p>Welcome to the School of Education, PhD Program. In this handbook, you will find information regarding the program overview, curriculum, the program of study, information about faculty research areas and expertise, policies and procedures, and important details regarding program milestones.</p>
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The Program Director is responsible for: (1) seeing that rules and procedures of the program are followed by both faculty and students; (2) advising the School Dean concerning Ph.D. student aid, office space, and other administrative matters affecting Ph.D. students; and (3) chairing any task forces needed to review the Ph.D. Program.

The Program Director processes Ph.D. applications with assistance from the Ph.D. program advisor and members of the Admissions Committee. Program Manager, Mrs. Jemina Williams, plays an essential role in organizing and facilitating the day-to-day program operation. In addition, program director leadership are responsible for managing all aspects of the program, professional development for faculty, and for academic advising, and includes the following:

- Chairs the Ph.D. Advisory Committee, that oversees program activities such as: admissions, comprehensive exams, courses development, etc.
- Serves as the point of contact about rules, regulations, and procedures for graduate education in the program.
- Manages graduate activities pertaining to Ph.D. students' academic milestones.
- Manages any pedagogical, operational, and administrative issues that affect the program.
- Monitors and implements program design and practice, including modification of degree requirements and addition and deletion of graduate courses.
- Understands and applies the program's most recent regulations and ensures that any graduate program information in public documents (website, brochures, etc.) is up to date and consistent with approved SOE Office of Doctoral Studies regulations and information.
- Develops a good working relationship with the participants in the program (faculty, students, staff) and with staff and the associate dean(s) in the SOE Office of Doctoral Studies.
- Works with the department chair and other SOE leadership, and Faculty to assess enrollment capacity and strategic enrollment management for the program.
- Supervises or participates in the placement of graduate fellowship and assistantship
- Ensures that all Ph.D. students' dissertations have appropriate supervision and supervisory committees
- Works with the department chair, SOE Office of Doctoral Studies, and the Dean to maximize financial support for students, including making students aware of opportunities for external scholarships, etc.

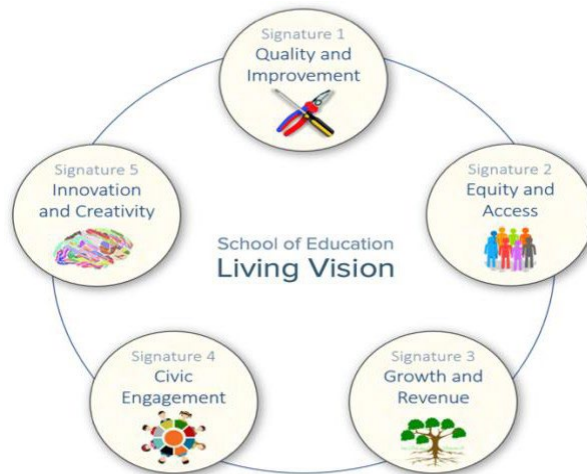
PROGRAM MISSION

Drexel University's Ph.D. in Education is designed for those who aspire to be leaders in the field of education as educational researchers, university faculty or research analyst in higher education and in educational, community or corporate settings. The Ph.D. in Education program is grounded in cross-cultural educational leadership, policy, and theory-driven research and demands extensive preparation in quantitative and qualitative research methods. Delivered through an on-campus format in Philadelphia, the Education Ph.D. degree program represents collaborative, transformational learning, and knowledge generation.

The Ph.D. Program aligns with the University Strategic Goals: (a) global impact; (b) research and innovation; and (c) creating an innovation nexus for research, technology, transfer, and economic development. Further, the Ph.D. Program currently supports the University's mission of developing a global impact by continuing to build its research portfolio and expanding & deepening the international experiences for its faculty and Ph.D. students.

School of Education: *Living Vision*

The *Living Vision* is the Dean's strategic plan for the School of Education, which consists of 5 signature foci:



The *Living Vision* covers five signature areas that define the School of Education:

Quality and Improvement: Our educational programs will continue their proud history of improving student learning and maximize their

personal and professional potential.

Equity and Access: The School of Education is 100% committed to increasing the availability of high-quality learning opportunities from pre-kindergarten through higher education and beyond and produce graduates who will do the same.

Growth: The School of Education is constantly evolving to keep up with a world that is ever changing. We are evaluating our programs so that we can provide education degrees and offerings that students need to achieve success in their careers.

Innovation and Creativity: The School of Education is excited to begin a new research enterprise this year that will support collaborative funded and non-funded research in education within School of Education (SOE), as well as other schools, colleges, and partners.

Civic Engagement: Drexel's mission is to be one of the most civically engaged universities in the United States, and the School of Education is proud to support this mission through programs aimed at strengthening our local community. Our programs include the Critical Conversations in Urban Education series, our work with the West Philadelphia Promise Neighborhood initiative, SOE's School Work Studio, and more programs that are on the horizon. Our school strives to be both responsible and responsive to our community and prepares students who share our values of community collaboration.

To better understand the scope of the *Living Vision* and each signature area, they can be accessed with the following link: <https://jpd322.wixsite.com/livingvision>. It is the hope of the Dean that the Living Vision generates "deeper conversation" among the faculty, staff, and other critical stakeholders as SOE further explores its future.

PROGRAM DESCRIPTION

The Ph.D. in Education is a rigorous program designed to prepare students for careers as educational researchers, scholars, and educational scholar leaders. The program involves intensive coursework in education and educational research. Curriculum involves both formal coursework and professional research and development activities in the education field. Students work closely with faculty members and collaboratively engage to focus on solving significant educational problems, often receiving course credit for independent studies in problem-based research activities. For the individual student, most guidance will come from their Faculty Advisor and committee members. The faculty advisor has expertise in the student's area of specialization. Upon admission to the program, the student is assigned a faculty advisor. The determination of an appropriate advisor will be made by the Director of the Ph.D. program after consulting with both individual students and prospective faculty advisors. Changes in advisors are handled similarly.

Graduates of the Ph.D. program will be able to demonstrate proficiency in subject material, including prior, current, and emerging research and theories in the student's area of specialization as well as significant issues and topics in the field of education, broadly construed. The result is both a broad knowledge base and specialized content knowledge that encompasses multiple perspectives on educational leadership and policy.

Career paths for graduates include:

- Tenure-track Professor at a college or university
- Education Secretary in a government administration or Department of Education
- Education Researcher for a government agency or non-profit organization
- Education Researcher for schools or universities
- Director of Education at a non-profit organization
- College President at a higher education institution
- Curriculum and Instruction Specialist for a school or agency

PHD FACULTY SCHOLARSHIP AND RESEARCH SIGNATURE AREAS

Faculty members produce the following research and scholarship types sponsored research projects (funded by federal agencies and foundations); conference presentations (peer-reviewed international, national, regional, and local); publications (peer-reviewed journal articles and books). Our research is unique in terms of the focus in these core areas:

Global Education: Global educational research aims to improve human condition by addressing issues of educational inequality, social justice, mobility, and intercultural communication. Through collaborations around the world, faculty research in education research informs educational policymaking and practices to impact the world.

Leadership Development and Adult Learning: Leadership and adult learning research focus on educational leadership principles, management, and organizational behavior including neural and behavioral learning processes, using basic and applied research designs. Helping organizations and systems better understand fair and equitable environments for their workforce is a central purpose, as well as supporting workers to professional growth and employee satisfaction.

Social Justice and Inclusive Education: Equity, access, social justice, and civic engagement research focus on teacher preparation in diverse, high needs urban environments across the globe. Topics include reading comprehension assessment, immigrant family literacies, community schooling, and supporting of students at risk or identified with learning challenges including students with autism, emotional support needs, dyslexia, and other learning disabilities.

STEM, STEAM, and Creativity: STEM research includes science (physics, biology, chemistry), technology, engineering, and mathematics education. STEM teacher professional development, student learning, participation, retention, and persistence, as well as motivation and identity are signature research areas. STEAM research examines the role of the arts in STEM and makerspaces. Creativity and innovation research centers on creativity belief systems, identity, and performance, as well as learning in and through the arts. Many projects address STEM engagement for students of color, Underrepresented Student Populations (URP) and culturally relevant informal STEM programs. Cognitive and non- cognitive assessments in STEM are features of this area.

Technology and Digital Learning: Technology and digital learning research use cognitive, pedagogical, and experiential approaches to design and research the efficacy of technology and digital spaces within formal and informal learning contexts. A critical area of research is helping teachers and other learning professionals effectively use immersive digital technologies in a variety of contexts to develop content knowledge and other non-cognitive aspects.

Health Sciences Education and Practice: Health sciences intersects education in programs such as applied behavior analysis and school psychology. With an increasing need for behavioral health services in schools, behavior analysts and school psychologists develop, implement, and disseminate behavior health interventions in public schools. In addition, these two disciplines study improved interventions, and intervention delivery systems as part of the scientist/practitioner model.

PHD FRAMEWORK:



ADMISSION REQUIREMENTS

The School of Education admissions committee will review each application, and, prior to acceptance, an interview may be required. Early application is recommended; please refer to the current information available from the Office of Graduate Admissions for the application deadline.

Additional information about how to apply is available on the Graduate Admissions at Drexel University site (<http://drexel.edu/grad/>).

Additional Requirements

In addition to the required materials listed above, applicants are encouraged to review the School of Education faculty list and contact faculty with whom they would like to work. Conversations with faculty should focus on student interests and their alignment with faculty research programs and projects. In addition, students are encouraged to discuss funding opportunities such as research or teaching

assistantships with current grants and funded projects.

Applicants are encouraged to clearly identify a School of Education faculty member whose research interests overlap with the candidate's interests. Applications that include recommendation letters from SOE faculty members discussing common interests and indicating their interest in working with the applicant will be given priority consideration. **(Note: this letter of recommendation is in addition to the required three letters of recommendation addressing prior academic performance and future potential).**

Admissions Timeline

Application deadline January 15

Application review by February 1

Interviews by February 15

Recommendations by Ph.D. Advisory Committee by March 1

Admission letters sent out by the first week of March

These admission requirements and standards are stated on the Program's website <https://drexel.edu/soe/admissions/graduate/>

Ph.D. Program Admission Requirements

Each candidate for the Ph.D. program will submit the following application materials:

- A completed online application
- Minimum GPA of 3.25 (3.5 is preferred)
- Official transcripts from all colleges and universities attended
- Application fee, \$65
- TOEFL scores are required for international applicants or students who earned a degree outside the US
- Essay that describes career goals and includes research interests. The essay should include how the applicant's research interests align with a specific School of Education faculty.
- Professional Resume/ CV
- Three Letters of recommendation
- In-person or telephone interview
- Writing sample

Students begin research activities during the first year of the program and continue to develop their skills by conducting various research projects with School of Education faculty. Activities in this vein include presenting research findings at conferences, writing research papers and dissertation work. For course descriptions, please see the Drexel University Course Catalog: [Education PhD < 2021-2022 Catalog |](#)

[Drexel University](#)

CURRICULUM

The curriculum requires that all students take a core set of courses while allowing individuals to pursue courses that pertain to their respective research interests.

PHD PROGRAM REQUIREMENTS

FOUNDATION IN EDUCATION COURSES

EDUC 750	Introduction to Doctoral Study in Education
EDUC 751	Educational History and Foundations
EDUC 752	Education, Learning, and Technology
EDUC 753	Educational Critical Theories and Practice
EDUC 754	Educational Change, Equity, and Social Action

RESEARCH COURSES

EDUC 804	Program Evaluation in Organizations
EDUC 835	Quantitative Research Methods and Data Analysis
EDUC 838	Doctoral Qualitative Research Methods and Data Analysis
EDUC 846	Doctoral Advanced Qualitative Research and Data Analysis
EDUC 847	Doctoral Advanced Quantitative Methods: Applied Regression Analysis
EDUC 850	Foundations of Research in Education
EDUC 851	Research Designs and Methods in Education
EDUC 857	Advance Research in Mixed Methods and Survey Research

CORE FOCUS COURSES PK-20+ EDUCATION

EDUC 848	Learning & Cognition in Education
EDUC 849	Design, Mind, Media, and Learning
EDUC 858	Conceptualizing PK-20+ Education
EDUC 859	Power and Politics in Education
EDUC 860	Educational Policy and Advanced Critical Theories

ELECTIVES

Nine Hours of Electives

Required Doctoral Seminar and Dissertation

EDUC 805 Doctoral Seminar for Proposal Writing

EDUC 998 PhD Dissertation

Total Credits 74.0

PART-TIME PROGRAM

The part-time PhD Program is a self-paid model for potential students. The Ph.D. in Education part-time program will be a 5-year full time individualized, interdisciplinary, experiential and is designed for inspiring scholar- practitioners in education, including those in public or private schools, community colleges, government agencies, professional associations, and other education-related settings. The part-time program is individualized, interdisciplinary, experiential and is designed for inspiring scholar-practitioners in education, including those in public or private schools, community colleges, government agencies, professional associations, and other education-related settings. The PhD is a research-based program that equips scholar-practitioners with the knowledge and skills needed to thrive in educational settings. Our mission, to prepare the educational researchers of tomorrow, is accomplished through the implementation of a rigorous doctoral program that emphasizes high quality educational research utilizing varied methodological approaches.

Degree Requirements:

Education PhD

Sample Plan of Study

Full-time Option

FIRST YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 750	3.0	EDUC 751	3.0	EDUC 753	3.0
EDUC 850	3.0	EDUC 752	3.0	EDUC 754	3.0
EDUC 858	3.0	EDUC 851	3.0	EDUC 835	4.0

9		9		10	
SECOND YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 838	4.0	EDUC 846	3.0	EDUC 849	3.0
EDUC 848	3.0	EDUC 847	3.0	EDUC 860	3.0
EDUC 859	3.0	Elective	3.0	Elective	3.0
	10		9		9
THIRD YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 804	3.0	EDUC 805	3.0	EDUC 998	1.0
EDUC 857	3.0	EDUC 998*	2.0		
Elective	3.0				
	9		5		1
FOURTH YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 998	1.0	EDUC 998	1.0	EDUC 998	1.0
	1		1		1
Total Credits 74					

* Students must successfully defend their dissertation proposal before enrolling in [EDUC 998](#) *PhD Dissertation*.

Part-time Option

FIRST YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 750	3.0	EDUC 751	3.0	EDUC 753	3.0
EDUC 850	3.0	EDUC 851	3.0	EDUC 835	4.0
	6		6		7
SECOND YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 838	4.0	EDUC 846	3.0	EDUC 754	3.0
EDUC 858	3.0	EDUC 847	3.0	EDUC 860	3.0
	7		6		6
THIRD YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 848	3.0	EDUC 752	3.0	EDUC 849	3.0
EDUC 859	3.0	Elective	3.0	Elective	3.0
	6		6		6
FOURTH YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 804	3.0	EDUC 805	3.0	EDUC 998	1.0
EDUC 857	3.0	EDUC 998*	2.0	Elective	3.0
	6		5		4
FIFTH YEAR					
FALL	CREDITS	WINTER	CREDITS	SPRING	CREDITS
EDUC 998	1.0	EDUC 998	1.0	EDUC 998	1.0

1	1	1
Total Credits 74		

* Students must successfully defend their dissertation proposal before enrolling in [EDUC 998](#) *PhD Dissertation*.

Link to PhD Plan of Study Full-time and Part-

time: <http://catalog.drexel.edu/graduate/schoolofeducation/educationphd/#sampleplanofstudytext>

STUDENT ADVISING

The School of Education is committed to providing the support students need to be successful in the program. Throughout the program, students are supported by the Ph.D. Program Manager, the student's Supervising Professor, and Ph.D. Program Director. The Ph.D. Program Manager serves as the academic advisor for all Ph.D. students and assists students with matriculation and the development of their program of study. Students are encouraged to keep in close contact with the Ph.D. Program Manager to ensure that the stages of coursework and research progression, including annual review, supervising professor appointment, candidacy, selection of dissertation advisory committee, dissertation defense, etc., are clear and well known to all involved. Should a student experience academic or other difficulty, the student should contact the Ph.D. Program manager.

Upon matriculating into the Ph.D. program, each student is paired with a First Year Advising Professor, a member of the graduate faculty with research interests like that of the admitted student's interests. By the end of **the first year of study, students must identify a permanent Supervising Professor** who supports their independent research project and dissertation and secures the approval from the proposed Supervising Professor, the Ph.D. Program Manager, and the Ph.D. Program Director.

The first role of the First Year Advising Professor is to work with the student (and the Ph.D. Program Manager) to develop and finalize a plan of study that includes all required courses and research credits. The student's plan of study and Supervising Professor must be entered in Eforms, identifying the Supervising Professor, and providing the details of the official plan of study, must be submitted to, and approved by the Office of Graduate Studies by the end of the students' third term of study (typically the Spring Term, Year 1).

The First Year of Study: Once students have confirmed their decision to enroll in the Ph.D. program, the Ph.D. Program Manager will work with each student to develop **a first-year Program of Study**. While the first-year Program of Study is generally based on the required list of courses for all Ph.D. candidates, some adjustments may be necessary based on course scheduling, specific areas of interest, or the student's prior academic experience. Additionally, students should submit all transfer credit requests to the Ph.D. Program Manager prior to enrolling

for their first term. If approved, the student will be notified, and their records will be updated accordingly. For more information about graduate transfer credits, please refer to the [Drexel Graduate College website](#).

During the first year of study, each student is expected to work with the Program Director and their First Year Advising Professor to complete the following:

- Select and submit an official Supervising Professor in Eforms, to be approved by the Graduate College by the end of the third term of study (spring term, first-year) - this person may be the same First-Year Advising Professor.
- Prepare and submit an official Plan of Study in Eforms to be approved by the Program Director and the Graduate College by the end of the third term of study.

Selecting an Official Supervising Professor: While many incoming Ph.D. students may have clear ideas of faculty members that they would like to serve as their Supervising Professor, some may not. As a result, a primary task for new Ph.D. students is to identify a permanent Supervising Professor. In many cases, the First Year Advising Professor may also be assigned as the permanent Supervising Professor, however, changes are also appropriate at this point. Students are encouraged to include the Ph.D. Program Manager, Program Director, and their First Year Advising Professor in conversations about new Supervising Professors as soon as the idea emerges. Regardless, it is the student's responsibility to initiate contact and confirm the faculty member's willingness to serve as their permanent Supervising Professor.

PH.D. PROGRAM POLICIES & PROCEDURES

Class Attendance: All doctoral students are encouraged to attend and present at conferences to enhance visibility and networking. However, students should try to ensure that scheduled classes are not missed due to conference attendance. While conference attendance is of value, class attendance is a core requirement for completing the program and hence, developing doctoral student research skills. If there is conflict between a scheduled class and a conference/symposium etc., students should give prior notice at least a month ahead to the faculty concerned so that the faculty can prepare to expect the student's absence. While the student can request the faculty to provide them with the class material for the class missed due to conference attendance, the faculty is not responsible for helping the student learn the material discussed in the class missed by the student. It is entirely the student's responsibility to plan so that they can learn the material discussed in the class they will be missing due to conference attendance. If any faculty agrees to provide a make-up class, it is out of their discretion as they are not obliged to do so.

On Campus Presence and Student Engagement:

PhD full-time students are expected to maintain a presence on campus, practice good citizenry, and full student residency for the duration of their PhD program as it relates assistantship and fellowship requirements. To facilitate the kind of mentorship and guidance needed in the PhD experience, students are expected to be on campus to deliver research, teaching, and graduate assistantship efforts. Violations of this program expectation could lead to the withdrawal of the assistantship and fellowship support.

PROCEDURE AND PROCESS FOR CHANGING DISSERTATION CHAIR OR COMMITTEE MEMBER (CM) AND CRITERIA FOR SERVING AS CHAIR OR CM

For changing Committee Member (CM; internal/external): (* Student can request changing CM latest by 1 quarter prior to anticipated scheduled defense of dissertation)

- Student informs the Chair/Supervising Professor (SP) of request to change
- If SP agrees to the change, the student approaches the new faculty to request their involvement on committee
- With potential new member's agreement student contacts current CM via e-mail to inform them of their pending request (copy to Chair/SP)
- Student contacts Associate Dean of Academic Affairs and Graduate Studies (ADAAGS) via email with requested change of the current CM (copy to current Chair/SP).
- ADAAGS verifies change with Chair/SP and contacts current CM.
- If the current CM disagrees, ADAAGS meets with him/her, reviews their input, and determines outcome of request giving priority to the student's request.
- If the current CM agrees, then ADAAGS notifies faculty regarding the planned change (dissertation points amended).
- Student, the new CM, SP/chair, and Program Director are informed of status of request by ADAAGS.

For changing SP/Chair: (* Student can request changing SP/Chair latest by 2 quarters prior to anticipated scheduled defense of dissertation.)

1. Student meets with current Chair (SP) and requests change to new Chair (SP) providing rationale.
2. Student informs ADAAGS and Program Director of desire for new Chair (SP) providing rationale.
3. ADAAGS offers the student the option of a mediated discussion with current Chair (SP) to address the expectations.
4. If the student disagrees, the switch goes forward. See # 6.
5. If the student agrees, ADAAGS mediates a meeting between the current Chair (SP) and student where the rationale is discussed.

- 5a. Following the meeting, the current Chair (SP) and the student agree to work on the areas of improvement and the current Chair (SP) continues in that role.
- 5b. Following the meeting, the current Chair (SP) and the student agree that a change is required. See #6.
- 5c. Following the meeting, the current Chair (SP) disagrees with the student that a change is required. The student's decision is given priority. See #6.
- 6. Student meets with new faculty and requests they become Chair (SP).
 - New faculty agrees to serve, and Student informs ADAAGS with copy to leaving and entering Chair/SP. ADAAGS verifies the change with both faculty (dissertation points amended). ADAAGS informs student, student's committee, and Program Director of status of request.
 - New faculty does not agree to serve. Student seeks out another faculty member to replace the current Chair (SP).

If a faculty seeks to recuse themselves from an assigned Supervising Professor or Committee member role:

- Email the ADAAGS and inform him/her of the request providing a rationale.
- The ADAAGS responds to the request:
 - If in agreement, a note is sent back to the faculty requesting that they have a conversation to inform the student.
 - If needing more information, then hold a conversation with the faculty to determine the next steps
 - Reaching agreement with faculty request (then faculty will hold conversation to inform the student)
 - Faculty decides to continue to work with student and withdraws his or her request.
 - The student once informed may:
- Approach another faculty directly. If this faculty agrees, then the student sends a note to the ADAAGS with a copy to the incoming faculty and the retiring faculty to inform all stakeholders of the change. The "retiring faculty" and "new faculty" share relevant information.
- May approach the ADAAGS to request a new assignment. The ADAAGS confirms the new appointment by sending a letter to the student, new faculty and retiring faculty. When the assignment is confirmed the "retiring faculty" and "new faculty" share relevant information

Criteria and Obligation for serving as the SP/Chair and CM (external and internal):

- Need to be responsive to student and provide feedback within 2 weeks' time (during quarters) from receiving Chapter drafts from student. (Note: Between quarters, this response time may be extended.)
- Need to be available to provide feedback to the student over 12 months including summer.

- Need to be able to meet monthly (virtually/in-person) with the student over 12 months including summers

Committee Member Presence at Defenses

All proposal hearings and dissertation defenses require the presence and participation of all dissertation committee. When a committee member is unable to attend the scheduled proposal hearing or dissertation defense, the Chair/Supervising Professor has two options:

1. Reschedule the Proposal Hearing or Dissertation Defense to a date and time when all committee members are available to attend.
Or
2. Formally replace the committee member who is unable to participate - i.e., the SoE committee member with another SoE faculty; the external committee member with a qualified person who is not a member of the SOE faculty.

In this option, the Chair/Supervising Professor then notifies the Associate Dean for Academic Affairs and Graduate Studies (ADAAGS who verifies the change with both the resigning committee member and the incoming committee member (dissertation points amended). ADAAGS confirms approval of the change with Chair/SP. The Chair/SP informs the student of the requisite change in committee membership.

We understand that students may be disappointed when this occurs, however, we need to ensure the integrity of the Proposal Review and Dissertation Defense process.

Criteria for acting as the Chair/SP, CM

- Needs to be responsive to student and provide feedback within 2 weeks' time (during quarters) from receiving Chapter drafts from student. (Note: Between quarters, this response time may be extended.)
- Needs to be available to provide feedback to the student over 12 months including summers. *
- Needs to be able to meet monthly (virtually/in-person) with the student over 12 months including summers. *
- Needs to be available to attend student proposal and dissertation defense over 12 months including summers. *
- Needs to relinquish the role of Chair/SP when they leave Drexel University; he or she may remain on the committee, but only in role of committee member
- Need to attend student defense over 12 months including summer.
- Someone who leaves Drexel University as the Chair or Co-chair may remain on the committee, but only in the role of committee member.

* If the dissertation defense happens during Summer and if the Chair or the CM is not working during Summer due to contractual arrangement, the student can make a request to the ADAAGS for changing Chair or CM to oversee his/her defense in Summer. This is an exception for the 1 quarter rule for CM change and 2 quarter rules for SP/chair change.

Procedure and process for changing Dissertation Chair or Committee Member (CM) and Criteria for serving as Chair or CM

A. Procedure and process for changing in Chair/Supervising Professor (SP) and Committee Member (CM)

For changing Committee Member (CM; internal/external): (* Student can request changing CM latest by 1 quarter prior to anticipated scheduled defense of dissertation)

1. Student informs the Chair/Supervising Professor (SP) of request to change
2. If SP agrees to the change, the student approaches a new faculty member to request their involvement on committee
3. With potential new member's agreement student contacts current CM via e-mail to inform them of their pending request (copy to Chair/SP)
4. Student contacts Associate Dean of Academic Affairs and Graduate Studies (ADAAGS) via email with requested change of the current CM (copy to current Chair/SP).
5. ADAAGS verifies change with Chair/SP and contacts current CM.
6. If the current CM disagrees, ADAAGS meets with him/her, reviews their input, and determines outcome of request giving priority to the student's request.
7. If the current CM agrees, then ADAAGS notifies faculty regarding the planned change (dissertation points amended).
8. Student, the new CM, SP/chair, and Program Director are informed of status of request by ADAAGS.

For changing SP/Chair: (Student can request changing SP/Chair latest by 2 quarters prior to anticipated scheduled defense of dissertation).*

1. Student meets with current Chair (SP) and requests change to new Chair (SP) providing rationale.
2. Student informs ADAAGS and Program Director of desire for new Chair (SP) providing rationale.
3. ADAAGS offers the student the option of a mediated discussion with current Chair (SP) to address the expectations.
4. If the student disagrees, the switch goes forward. See # 6.
5. If the student agrees, ADAAGS mediates a meeting between the current Chair (SP) and student where the rationale is discussed.
 - 5a. Following the meeting, the current Chair (SP) and the student agree to work on the areas of improvement and the current Chair (SP) continues in that role.
 - 5b. Following the meeting, the current Chair (SP) and the student agree that a change is required. See # 6.

5c. Following the meeting, the current Chair (SP) disagrees with the student that a change is required. The student's decision is given priority. See # 6.

6. Student meets with new faculty and requests they become Chair (SP).

New faculty agrees to serve, and Student informs ADAAGS with copy to leaving and entering Chair/SP. ADAAGS verifies the change with both faculty (dissertation points amended). ADAAGS informs student, student's committee, and Program Director of status of request.

New faculty does not agree to serve. Student seeks out another faculty member to replace the current Chair (SP).

B. If a faculty seeks to recuse themselves from an assigned Supervising Professor or Committee member role:

1. Email the ADAAGS and inform him/her of the request providing a rationale.
2. The ADAAGS responds to the request:
3. If in agreement, a note is sent back to the faculty requesting they have a conversation to inform the student.
4. If needing more information, then hold a conversation with the faculty to determine the next steps
 - i. Reaching agreement with faculty request (then faculty will hold conversation to inform the student)
 - ii. Faculty decides to continue to work with student and withdraws his or her request.

The student once informed may:

1. Approach another faculty directly. If this faculty agrees, then the student sends a note to the ADAAGS with a copy to the incoming faculty and the retiring faculty to inform all of the change. The "retiring faculty" and "new faculty" share relevant information.
2. May approach the ADAAGS to request a new assignment. The ADAAGS confirms a new appointment by sending a letter to the student, new faculty and retiring faculty. When the assignment is confirmed the "retiring faculty" and "new faculty" share relevant information

C. Criteria and Obligation for serving as the SP/Chair and CM (external and internal):

1. Need to be responsive to student and provide feedback within 2 weeks' time (during quarters) from receiving Chapter drafts from student. (Note: Between quarters, this response time may be extended.)
2. Need to be available to provide feedback to the student over 12 months including summer.
3. Must provide a current CV to the SP/Chair and Program Director
4. Need to be able to meet monthly (virtually/in-person) with the student over 12 months including summers.
5. Need to attend a student's defense over 12 months including summer.
6. Someone who leaves Drexel University as the Chair or Co-chair may remain on the committee, but only in the role of committee member.

If the dissertation defense happens during Summer and if the Chair or the CM is not working during Summer due to contractual arrangement, the student can make a request to the ADAAGS for changing Chair or CM to oversee his/her defense in Summer. This is an exception for the 1 quarter rule for CM change and 2 quarter rule for SP/chair change.

If the dissertation or proposal defense happens during Summer, and if the Chair or the CM is not working during Summer due to contractual arrangement, the student can make a request to the Associate Dean of Academic Affairs and Graduate Studies (ADAAGS) for changing the Chair/SP or CM to oversee his/her defense in Summer. This represents an exception for the one- quarter rule for CM change and two- quarterrul for chair/Supervising Professor change.

Time Requirements for the Ph.D. Candidacy Examination: Students are expected to successfully complete all requirements of the Ph.D. Candidacy Examination before the start of their third year of study. Students who do not meet all requirements for candidacy before the start of their third year of study may be required to cover significant portions of their tuition costs. Students who do not complete all requirements for candidacy by the end of the spring term of their third year may not be allowed to continue in the Ph.D. Program.

Time Requirements for Completing the Ph.D. Program: University policy requires that students who enter the Ph.D. program with a master's degree are permitted five years after initial registration to complete the Ph.D. degree. Students who need additional time (beyond five years) to complete the Ph.D. degree should make a request to the Office of Graduate Studies in consultation with the advisor and the Ph.D. program Director. The Office of Graduate Studies makes the final decision. All requests for extension should be accompanied with a revised plan of study and a projected time plan for completion. At most, an extension of one year may be considered.

Travel Subsidy: The School of Education and the Office of Graduate Studies offer a limited number of travel grants/subsidies to encourage Ph.D. students to participate and present at academic meetings and conferences.

- Office of Graduate Studies Travel Subsidy (up to \$400)
http://www.drexel.edu/provost/graduatestudies/research_funding/travel.html
- School of Education Ph.D. Travel Grant (up to \$400)
Contact Sherri Manson at slm88@drexel.edu for information on applying for the travel grant.

Doctoral Student Research Brief: The research brief is a summary of students' presentation at the Doctoral Student Colloquium. The Research Brief is a way to disseminate students' research information in a concise format, with a focused and explicit purpose, and with relevance to education. Examples include preliminary or pilot studies, research explorations such as literature reviews, works-in-progress, research issues related to education, or completed research studies.

Purpose: Each month one Ed.D. and one Ph.D. student will be presenting their research at the Doctoral Student Colloquium. Each doctoral student presenter will be asked to write a Research Brief that relates to his or her presentation. The Research Brief is a way to further disseminate the doctoral students' works to multiple audiences and to get an edited publication.

Audience: The audience will include the School of Education faculty, staff, and students; the University body at large, community members, partner associations, among others.

Marketing: The Research Briefs will be disseminated as an online publication on the School of Education website. At the end of the year the Research Briefs will be compiled into an edited monograph. The Research Briefs will be disseminated internally and externally as an example of our Doctoral student's research. The Research Briefs will also be used as recruitment and promotional tools.

Edited Publication: The Research Brief will be edited by a staff of faculty and doctoral students and will be distributed in an electronic format.

Emerging Voices in Education (EViE)

An academic journal by graduate students for doctoral students and early researchers

Emerging Voices in Education (EViE) is the internationally reviewed and editorially independent educational journal run by doctoral students through the Drexel University School of Education. EViE seeks to advance theory and practice of education by cultivating, disseminating, and archiving innovative scholarly research by doctoral students and early career researchers throughout the globe. It publishes original, peer-reviewed articles that utilize empirical, practitioner, and conceptual/theoretical research conducted by graduate students and early career researchers on an annual basis. It is the only such journal of its kind.

Supplemental Code of Conduct Guide for Doctoral Students

To develop, to the extent possible, a broad network of professional relations; to contribute, wherever possible, to the discourse of the scholarly discipline through conference presentations, publications, collaborative projects, and other means; to seek out a range of faculty

and peer mentors that can help students prepare for a variety of professional and career roles and responsibilities, and to take responsibility for keeping informed of regulations and policies governing their graduate studies and to complete all required paperwork and other degree obligations in a timely fashion.

- Familiarize yourself with academic integrity policy in [Drexel's Code of Conduct](#) (p. 8)
- Assistantship and communication ([see the Ph.D. student assistantship document](#))
 - Discuss with supervising professors' expectations, best forms of contact, frequency of meetings, responsibilities, and accountability
 - Be proactive about communicating any issues regarding work, time, or circumstances
- Represent Drexel University as a professional member of the community
 - Consider how your discourse and actions can reflect on the School of Education and Drexel University community at large
 - Interactions with professors, administrators, and other students should be done so in a professional, working manner

Research

To work responsibly toward completion of the degree in a timely fashion; to learn the research methods and historical knowledge bases of the discipline; to communicate regularly with faculty mentors and the master's/doctoral committees, especially in matters relating to research and progress within the degree program; to discover and pursue a unique topic of research to participate in the construction of new knowledge in the chosen field and application of that knowledge to new problems/issues; and to exercise the highest integrity in all aspects of their work, especially in the tasks of collecting, analyzing, and presenting research data.

- Understand best practices with regards to confidentiality and information sharing
 - Projects with a supervising professor should be kept confidential unless consent to discuss outside of the working group is received
 - Projects with fellow students or independent research should be discussed with PI regarding confidentiality. Defer to best practices as outlined in IRB protocol
- Discuss and determine authorship
 - Discussions about authorship should take place at the beginning of a project and be revisited as needed
 - Record guidelines, expectations, and roles throughout a project
 - Check the [APA guidelines](#) for guidance around authorship

- Reminders
 - As per CITI training, record-keeping during the research should follow the IRB proposal guidelines. Discuss with the principal investigator if there are questions
 - As a student, you need to seek out a professor willing to serve as a principal investigator for your project

Community

To create, in their classrooms and laboratories, an ethos of collegiality and collaboration; to realize their responsibilities as individual and professional representatives of both the University as a whole and the department or program in which they are studying, and to assist student peers in their professional and scholarly development. With the community in mind, the code of conduct was drafted with input and feedback from current and former Ph.D. students at Drexel University. Furthermore, the code of conduct should be considered a living document that is annually revisited by the Code of Conduct Committee, Ph.D. Advisory Committee, and the Program Director to address the shifting student community that works towards living the standards.

- Work towards creating a supportive and collaborative environment
 - Students and professors at Drexel University are the first professional contacts many students make and could last a lifetime
 - Supporting others in the School of Education is important as it is a space of learning, research, and teaching
 - Ph.D. students should actively participate to build community through service and community programming such as [GNOMES](#), [EViE](#), and [colloquiums](#)
- Utilize established channels for feedback
 - Instructors/supervising professors are the first point of contact if an issue arises in a class or assistantship
 - Advisors can guide you if there are continuing issues
 - If the issue is unresolved, you should contact the Program Director
- Engaging in the School of Education spaces
 - The Ph.D. “bullpen” is a common working space and should be treated as such
 - Lab spaces are designated to certain professors or teams. The space and resources within should only be used with permission from lab managers

GNOMES

The School of Education’s graduate student association, SoE GNOMES, fosters community between all Masters, Ed.D. and Ph.D. students through professional development, networking, and service opportunities. GNOMES is committed to addressing issues of

social justice in P-20 education systems in Philadelphia, nationally, and worldwide. Events will be directed by the entire membership and reflect the current needs of the SoE graduate population.

Students with questions about SoE GNOMEs should send an email to soegnomes@drexel.edu

The Institutional Review Board (IRB): Any study, research, or investigation utilizing data collected from human participants (directly or indirectly) by graduate students must be documented by approval of the IRB. IRB forms must be completed and approved prior to the commencement of the research. For more information about Drexel's Human Research Protection Program (<http://drexel.edu/research/human-research/humanSubjects/>). To prepare an IRB proposal, Ph.D. students must first complete Drexel's Human Subjects Research Training (Learner Group #2). The following links should be useful: <https://drexel.edu/research/compliance/human-research-protection-new/researchers/> <https://drexel.edu/research/compliance/human-research-protection-new/irb-members/>

Students with questions about the IRB should contact their Supervising Professor or the IRB at 215-255-7857 or orhrpp@drexel.edu.

Student Complaint Process: The student complaint process applies to student complaints, other than grades, concerning a course, process, or faculty. If a student has a complaint that they want to officially pursue, they must initiate an official complaint within 2 weeks of the issue or action that is in question. It is anticipated that the following steps will be followed:

1. The student will file their written complaint with the department head that their complaint resides. If there is a departmental appeals committee, the problem shall be referred directly to the committee. The department head or the departmental appeals committee shall normally submit a written response to the student within 10 working days following receipt of the written statement of the complaint. A copy of this response shall also be provided to the associate dean of academic affairs.
2. If no mutually satisfactory decision has been reached at Step 1, the student may submit a written appeal to the associate dean of academic affairs of the college or school in which the problem originated. Such an appeal shall be made within five working days following the receipt of the written response of the department head or the departmental appeals committee. The associate dean of academic affairs shall investigate the complaint as presented in the writing by the student, review the recommendation made by the department head or the departmental appeals committee and provide, in writing, a proposal for the solution to the complaint within 10 working days following its referral.
3. Step 1 can be treated informally if both the student and the department head or the departmental appeals committee agree to it. If no official complaint is filed, no final record will be kept.

4. If the complaint is not mutually resolved by Step 2, the student may file an official appeal with the appropriate Provost Office –either the Graduate College for graduate students or the Academic Affairs Office for undergraduates whose decision is final.

Decision & Record: A written statement of the decision and relevant materials shall be placed in the student's academic file in the Graduate College or Academic Affairs Office of Drexel University.

COMPREHENSIVE EXAMINATION

The comprehensive exams will occur during the Fall quarter of Year 2 of the student's PhD program. Each student will have 10 calendar days to complete their comprehensive examination. The objective of the comprehensive examination is for students to demonstrate their competence in a variety of skills vital to their scholarly development via a written exam and upon successful completion, an oral defense. Students will be asked to demonstrate their knowledge of fundamentals of education, research methods, and a clear understanding of their research area of focus.

Written Examination: The written exam will have two distinct questions, one based on the program curriculum, one centered on method design and student's program specialization. The exam will be evaluated by the student's comprehensive exam committee (the student's supervising professor and two SoE PhD Program faculty members). To achieve a passing score on the comprehensive exam, each member of the committee must accept the body of a student's written work as competent (see rubric). Once the written comprehensive exam is graded, an email will be sent to the student with the written exam results, the student will receive the following score:

PASS with a recommendation that the student be cleared to move forward to oral defense.

REVISIONS NEEDED with stipulations that must be met before the student is eligible to move forward to the oral defense. The revised comprehensive exam option may only be given once to a student. The student's faculty advisor will be responsible for reevaluating the comprehensive exam and providing the committee with a recommendation about the student's ability to move forward to the oral defense.

FAIL with a recommendation that the student be dismissed from the program. A student who fails their second attempt at the comprehensive examination will also be dismissed from the PhD program.

If a student fails the written examination, the oral portion cannot proceed, and the committee sets conditions for revising. If a student does not pass the written exam (on the first attempt or after an invited revision), their supervising professor will discuss the overall results with

the students. The student will have 10 business days from the day they meet with their supervising professor to submit a revisited submission of their examination. Upon successful completion of the written component, the student's oral portion of the examination can be scheduled. The oral defense needs to be scheduled and completed within a two-week period following the successful completion of the written exam. All members of the student's comprehensive exam committee must attend the oral defense.

Oral Comprehensive Examination Guidelines

PREPARATION FOR EXAMINATION

In preparation for the oral comprehensive examination, the student should:

- Meet with your supervising professor to discuss how to best prepare for the oral examination. Each committee chair will have a preferred examination format and structure, so this step is particularly important to complete.
- Review your written comprehensive exam response and develop notes that focus on key areas of knowledge and identify further insights about the educational research methods.

EXAMINATION PROCESS

The oral comprehensive examination is approximately 1 hour and 30 minutes in length. The suggested procedure for the oral examination is as follows:

1. The committee chair introduces the student.
2. The student summarizes the context of their written examination (based on supervising professor's guidelines).
3. The presentation of the research project is based on the supervising professor's preference.
4. The committee will direct questions to the student to assess competency and ability to synthesize knowledge gained while in the program.
5. Throughout the exam, the committee will assess student performance.
6. After the examination has been completed, the student will be asked to leave the room. At this time, the committee members will evaluate the student's performance on the examination.
7. The student is brought back into the room to receive the committee's pass/not pass decision.
8. The student will also be provided with direct feedback to help further their academic development.

EVALUATION

The criteria for determining a satisfactory and unsatisfactory oral examination:

Satisfactory

- For each program objective, the student must obtain a rating of "advanced," "good," or "threshold" to receive a determination of Pass for the examination.

- The ways in which the student synthesizes knowledge from the core courses, the specialty courses, and the research courses are clearly articulated.
- The student identifies a variety of strategies whereby this knowledge can be applied for the future.

Unsatisfactory

- If the student receives a “lacks understanding” in one or more of the program objectives, the student receives a determination of Not Pass for the examination.
- The ways in which the student synthesizes knowledge from the core courses, the specialty courses, and the research courses are not clearly articulated.
- The student cannot identify a variety of strategies whereby this knowledge can be applied in the future.

Concluding Process:

- An outcome is determined by the committee at the time of the examination. When the committee has reached a consensus of Pass/Not Pass for the examination, the chair will verbally convey the committee’s decision to the student.
- After the oral examination, the oral examination document is completed and is signed by all committee members.
 - If the results of the oral comprehensive examination are satisfactory, the supervising professor will return the completed form to the PhD Program Manager.
 - If the results of the oral examination are unsatisfactory, the supervising professor documents this unsatisfactory outcome. The student is responsible for scheduling a subsequent oral comprehensive examination meeting. Students are allowed a total of 2 attempts to successfully pass any section of their comprehensive examination. The student’s supervising professor is responsible for providing written feedback to students not passing the oral comprehensive examination.

ANNUAL REPORT OF DOCTORAL STUDENTS

All doctoral students are required to undergo a formal annual evaluation. Prior to the selection of the Candidacy or Dissertation Advisory Committee, the Ph.D. Faculty Advisory Committee will conduct the annual review. After the formation of the Candidacy or Dissertation Advisory Committee, the Candidacy or Dissertation Advisory Committee will conduct the annual review. Annual reviews for each doctoral student will be conducted during the spring term and the **formal report of annual review will be uploaded to the E Form System**. As part of the annual review, all Ph.D. students will compile an electronic portfolio, either by creating a personal website that presents artifacts of their progress and development. Artifacts can take several forms: written papers, documents, presentations, other media formats, and publications.

Each year, links to students’ electronic portfolios should be sent to the Ph.D. Program Manager by May 15. Electronic portfolios should include

(a) and introduction, including a rationale for the selection of each of the items included the portfolio and how each relates to the student's growth and development as a scholar (research, teaching, and service), (b) the student's current Curriculum Vita, and (c) the items included below:

Year 1: Annual Review

- Evidence of attendance at monthly SOE events, colloquia, and
- seminarsProposal to present at Research Day
- Proposal to present poster/paper at regional/national meeting
- Research synthesis, demonstrated through an annotated
- bibliography
- At least 3 artifacts documenting growth and development as a scholar (at least one of which comes from course projects oractivities)
- Draft of research questions, proposed methodology, and literature
- Formalized Plan of Study in Eforms

Year 2: Comprehensive Exam (Refer to the Comprehensive Exam section above)

Year 3: Annual Review & Dissertation Proposal Defense (Refer to Dissertation Proposal Defense section below)

- Evidence of attendance at monthly SOE events, colloquia, and
- seminarsPoster presentation at Research Day
- Presentation at conference
- Present at monthly SOE colloquia
- Evidence of effective teaching (if applicable)
- Overview of research questions(s) and
- trajectoryEvidence of writing for publication
 - I. Draft of article to be submitted to journal as author or co-author
 - II. If co-author, the student should include their specific role in the
- publicationEvidence of progress toward Dissertation Proposal

Year 4: Dissertation Defense

Rubric for Evaluating Electronic Portfolio

	Exemplary	Proficient	Partially Proficient	Incomplete
Year 1&3	All required artifacts are annotated and provide evidence of broad content expertise, skill in critical and analytical thinking, scholarship, and research methodologies.	Most required artifacts are annotated and provide evidence of content expertise, skill in critical and analytical thinking, scholarship, and research methodologies.	Some required artifacts are annotated and provide evidence of some content expertise, skill in critical and analytical thinking, scholarship, and research methodologies.	There are 1 or 2 required artifacts that are annotated and provide evidence of minimal content expertise, skill in critical and analytical thinking, scholarship, and research methodologies

Annual Review Report

By the end of the spring term of each year, a summary of the committee's annual review of the student will be forwarded to the student and placed in the student's official file. In this summary, one of three actions will be recommended:

- The student should be allowed to continue in the program without restriction.
- The Committee judges the student's performance to be unsatisfactory but that it had redeeming features. The student should be allowed to continue in the program subject to closer supervision and the results of a second review within 6 months. Deficiencies to be rectified must be shared with the student.
- The Committee judges the student's performance to be unsatisfactory, and this being at least the second such instance, recommends that the student be administratively withdrawn from the program at the end of the quarter.

The Dissertation Advisory Committee**Role and Composition of the Dissertation Advisory Committee**

A student's Dissertation Advisory Committee supports them as they conduct their dissertation research and ensures that the results of that study are worthy of a doctoral degree. This committee can be different from your candidacy exam committee but commonly the composition is the same. This committee consists of experts knowledgeable in your particular field of study and whose expertise may be beneficial to you in performing the research proposed. These members can assist you with research direction and technical challenges and will oversee your progress until the research is complete.

The committee must consist of at least five members for a PhD student, at least three of whom must be currently tenured or tenure track Drexel faculty members. At least two of the committee members must be from outside your primary specialization area. At least one of the committee members must be from outside the student's department, preferably from outside the university.

In the case of the School of Education, these requirements are interpreted as follows: at least two faculty members must be from outside your primary area of specialization but may be from within the School of Education. However, at least one committee member must be from outside the School of Education. The supervising professor will serve as the Committee Chair. If the supervising professor is a non-tenure track faculty member, the supervising professor will officially serve as committee co-chair and a tenure-track committee member will serve as the chair. The Associate Dean of Graduate Studies must approve any committee members from outside the University.

All Ph.D. students should review the role of the responsibilities of the Dissertation Chair. In addition, it is important to note that the student is responsible for maintaining contact with the dissertation committee and informing committee members of your progress. The suggested interval is every 6 months.

Selection of the Dissertation Advisory Committee

While the student is responsible for initiating contact and conversation with potential committee members, the formal selection of members of the Dissertation Advisory Committee is the joint responsibility of the student and the Supervising Professor. The selection of your Dissertation Chair and Advisory Committee is formalized in Eforms, no later than 6 months after successfully completing the comprehensive exam. It is the student's responsibility to ensure that this paperwork is submitted to the Office of Graduate Studies in an appropriate timeframe.

Changes to the Dissertation Advisory Committee

While not ideal, there may be a need to adjust the composition of the Dissertation Advisory Committee after it is initially established (for example, a faculty member is no longer at Drexel and unable to continue in to serve on the committee). Such changes should be requested in writing to the Ph.D. Program Director and submitting the changes in Eforms. Changes to the Dissertation Advisory Committee may require the written consent of the faculty members who will no longer serve on the committee.

The Dissertation Proposal

The dissertation proposal marks the official beginning of your doctoral research and the dissertation itself. The purpose of the dissertation proposal is primarily for you to begin to isolate and formulate a particular problem or a small set of related problems whose solution is important to the research community and is significant enough to merit being called doctoral research.

Format and Content of the Dissertation Proposal

The dissertation proposal is a complete volume that will typically serve as the foundation for the formal dissertation. At a minimum, the dissertation proposal should consist of:

- A statement of the problem, including specific research questions
- A review of the literature that situates the problem within the literature. The literature review should contain an argument for both the significance of the problem and the research questions and how the literature informs the perspectives, approaches, interventions that will be used to investigate the research questions
- A research method that includes the research design and a rationale for that design, the research site and participants, the proposed intervention(s), and the analytical methods to be employed.

Scheduling the Dissertation Proposal

In addition to the written proposal, it will include an oral presentation and defense. The members of the students' Dissertation Advisory Committee will review the Dissertation Proposal. If and when all members of the student's committee agree that the student's Dissertation Proposal is complete, the student will schedule a two-hour formal presentation and defense of their Dissertation Proposal. The student or chair will send the following information to the program manager at least two weeks prior to the defense:

- Date and time
- Confirmed Zoom room link and room#
- Title
- Committee members

The program manager will then send an announcement out to the SoE informing when the defense will take place.

The defense, which will be advertised widely within the SoE and is open to the entire SoE community, will consist of a 20-30 minute presentation by the student, questions from the SoE Community, an oral examination by the committee members, and private deliberations by the committee.

Results of the Dissertation Proposal Defense

After private deliberation, the Dissertation Advisory Committee informs the student one of the following results:

- Successful Proposal Defense: The student is granted permission to begin their dissertation research and has the committee's support for its completion.
- Unsuccessful Proposal Defense: Additional work is needed prior to beginning the dissertation research. The student may retake the candidacy examination one additional time. After revising the Proposal, a second attempt at presentation and defense will be scheduled. If the revised proposal does not meet the committee's standards, the Student, the Supervising Professor, and the

Ph.D. Program Director will meet to determine a path for moving forward.

The acceptance of your Dissertation Proposal by your Dissertation Advisory Committee is formalized in Eforms. In many cases, revisions may be requested prior to passing the proposal defense. This is not a failed attempt, but rather an opportunity for minor questions or concerns to be addressed in the proposal. In these cases, the Ph.D. Program Manager will hold Form D-3A for at most one month. If at the end of the month, the questions or concerns are not addressed to the satisfaction of the committee, the attempt may be deemed a failure.

The Dissertation

The Doctoral Dissertation is the capstone of the doctoral experience, where the candidate conducts the research described in their dissertation proposal. The dissertation is a formal academic paper that demonstrates an individual's ability to understand a significant problem in a particular field (and situate it within the existing research in the field) as well as their research skills, including the ability to post questions, develop appropriate research designs, collect, analyze, and interpret the data, and build theory and discover new knowledge.

Expectations

The broad expectations of the dissertation research are that (a) the topic/problem being studied are important ones with significant implications for the field and/or society in general, (b) it is embedded in the current research, (c) it involves the original and independent work of the student and (d) it produces "new" knowledge. Beyond those broad expectations, the remainder of the details is negotiated between the doctoral candidate, the supervising professor, and the dissertation advisory committee. There is no required structure for a Ph.D. Dissertation in the School of Education, however all dissertations must conform to the university format requirements, which is the responsibility of the student and supervising professor.

Scheduling Dissertation Defense

Once the Supervising Professor and the candidate agree that the dissertation is in a finished form, the dissertation defense should be scheduled. The dissertation defense must be scheduled at least four weeks prior to the desired defense date and is accomplished by the student, under the direction of the Supervising Professor and submitted in Eforms. At this point, or before, the final version of the dissertation should be forwarded to the Dissertation Advisory Committee for their review. The committee must have a minimum of two weeks to review the dissertation prior to the defense. Finding a date that works for each committee member takes time and the candidate is encouraged to begin the process early. The student or chair will send the following information to the program manager at

least two weeks prior to the defense:

- Date and time
- Confirmed Zoom room link and room#
- Title
- Committee members

The program manager will then send an announcement out to the SoE informing when the defense will take place.

The defense, which will be advertised widely within the SoE and is open to the entire SoE community, will consist of a 20-30 minute presentation by the student, questions from the SoE Community, an oral examination by the committee members, and private deliberations by the committee.

The Dissertation Defense

The dissertation defense will consist of an oral defense and should be scheduled for two hours. The defense, which will be advertised widely within the SoE and is open to the entire SoE community, will consist of a 20-30 minute presentation by the student, questions from the SoE Community, an oral examination by the committee members, and private deliberations by the committee.

Results of the Dissertation Defense

During the private deliberation, each member of the Dissertation Advisory Committee will cast a vote as to whether the candidate successfully defended his or her dissertation. This vote will determine the result of the defense:

- Successful Defense: The dissertation has been successfully defended when no more than one dissenting vote has been cast by a member of the Dissertation Advisory Committee (the dissenting vote cannot be that of the Supervising Professor or committee chair/co-chair).
- Unsuccessful Defense: In the event that there is more than one dissent, the defense will be deemed unsuccessful. A candidate may re-attempt the defense a maximum of one time and this second defense will be scheduled at least six months after the original defense. According to University Policy, a candidate that fails their second defense attempt will be dismissed from the university.

In many cases, revisions may be requested prior to accepting the dissertation. This is not a failed attempt, but rather an opportunity for minor questions or concerns to be addressed in the proposal. If at the end of the month, the questions or concerns are not addressed to the satisfaction of the committee, the attempt may be deemed a failure.

Successfully passing the Oral Defense is formalized by through Eforms. This is to be done by the Committee Chair (or co-Chair) within 48 hours of the exam. The final dissertation must be submitted in [ProQuest](#)

Graduation

Students must [apply for degree completion](#) via Drexel One by the appropriate deadline for the term they intend to defend their dissertation and graduate. The [Graduate Thesis/Dissertation Approval Form and Signature Page \[PDF\]](#) must be signed by all committee members upon review of your dissertation. After any/all changes have been made and approved by your supervising professor, you must submit your completed dissertation, including the Approval Form and Signature Page formatted as the first page of the single PDF document, electronically to ProQuest according to the guidelines on the [Drexel University Libraries website](#). Please review the [Thesis Manual \[PDF\]](#) for more information about formatting and required documents. You should also consult with your academic department about any additional formatting requirements. To be cleared for graduation, the [Graduate Program Completion Form \[PDF\]](#) must be submitted to the Graduate College by the appropriate deadline. In addition, the student MUST have an application for degree on file. If you have any questions or concerns, please contact the Graduate College at graduatecollege@drexel.edu.

Prior to or during submission of the [Graduate Program Completion Form \[PDF\]](#), doctoral candidates should complete and submit the following exit surveys which can also be found on the [Graduate Forms page](#).

- [Survey of Earned Doctorates \(SED\)](#)
- [Drexel Doctoral Exit Survey](#)

Visit the [Graduate College website](#) for graduation dates, deadlines, and the graduation requirements checklist.

Ph.D. Student Assistantship Appointment Policy

DEFINITION: PhD Fellowship appointments are made with the understanding that the required program duties will contribute to the student's professional and academic training. PhD Fellows shall engage in research and professional development as assistants to members of the faculty or administration of the School of Education. Within the School, the supervisor of the Fellowship serves in a mentoring role, which requires regular interaction, close communication, and feedback with the PhD Fellow, including clear expectations for satisfactory fulfillment of the responsibilities of the appointment. The PhD Fellowship appointments are a form of graduate student employment, earning a compensation package that includes salary and tuition remission for the performance of research, teaching, or administrative services to the School of Education as part of the student's academic and professional development. Fellows may also qualify for a health insurance subsidy through the Graduate College.

POLICY STATEMENT: In the School of Education, Fellowships may be awarded to full-time PhD students. The purpose of the Fellowship assignment is to provide professional experiences to make students better instructors, researchers, and scholars. As such, Fellowship appointments should be related to the graduate student's disciplinary field and wherever possible, tied to the student's program of study to contribute in a relevant manner

to the student's professional development. PhD Fellows may not spend more than 20 hours per week in the discharge of the responsibilities associated with their appointment and those associated with any other activity within Drexel University for which they are compensated. Furthermore, federal regulations prevent international students on F-1 visas from working more than 20 hours per week under all circumstances during the school term.

OVERSIGHT OF PHD STUDENT ASSIGNMENTS: The PhD Program Director will work with the Associate Dean of Academic Affairs and Graduate Studies (ADAAGS), the Doctoral Programs Head, as well as the Associate Dean of Research to make PhD Fellowship assignments. Together they will meet to make the assignments before the contract letters are presented to the students which will be done by August 30th. The Grants Manager and the Assistant Director of Finance will provide the PhD program director with a list of the faculty funded hours by July 15th. Guiding criteria for making assignments include:

Criteria #1: Prioritize assignments based on available sponsored research project funds. Research Fellows may be assigned for up to 20-hours per week for a student on a sponsored project.

Criteria #2: Ensure that the distribution of Fellowship hours across faculty members is equitable and aligns with the programmatic goals of the School of Education and guided by the PhD Program Director and ADAAGS.

Criteria #3: The Program Director will attempt to match students to faculty equitably based on content and focus when those connections are possible, including supporting the mentoring model of the PhD program.

FUNDING OF PHD STUDENTS: For students admitted to the PhD program, fellowships, which include tuition remission and/or stipends (full and partial) are available.

For sponsored research projects from federal funding agencies and foundations:

Stipends: 10 hours is 10K; 20 hours is 20K.

Tuition remission: Annual tuition expense for a full-time Fellowship is approximately 32K which may increase incrementally with tuition rate adjustments by the University. SoE expects grant funded support to be commensurate with expected effort on the project within the boundaries of the sponsor's requisites.

Specific Fellowship options include:

- Doctoral Teaching Fellow: The student is responsible for assisting faculty members both inside and outside the classroom on projects related to the instruction of a particular course or teaching a course as the faculty of record. The latter is on a case-by-case basis, as well as subject to course availability. All TAs will have a faculty mentor to provide support and guidance throughout the term. One course will count as 10 hours of the students required 20 hours per week work requirement.
- Doctoral Research Fellow: The student will work with faculty on research and scholarship projects as defined under the category of Research in the SoE Tenure & Promotion guidelines. RA assignments are often tied to, but not always grant-related funding projects and are usually administered independently by the funding PI or PhD Fellowship support. Students need to note that not all research

appointments will necessarily align with their research, though the program will attempt to make those connections when possible. As a RA, the goal is to provide students with an opportunity to apply learning from research courses to research projects.

- Doctoral Administrative Fellow: The student will be responsible for non-instructional duties. These positions are offered only to **School of Education funded/sanctioned** professional offices or labs (e.g., O3L or the McNichols ECE lab) or large academic programs (e.g., EdD and PhD programs) and units (e.g., SoE Global Council, CCUE, Office of Accreditation, Office of Online Learning). This position is not intended to support personal labs or individual faculty. It is intended to foster professional development through Fellowship responsibilities that can be connected to research interests. The is strictly guided by the Dean's office via the ADAAGS and is subject to availability of appointment after a request to the PhD Program Director. In the Spring of the preceding academic year, the Program Director will request faculty student needs via a survey.

PERIOD OF APPOINTMENT: Fellowship appointments are made on an annual basis for the Fall through Spring quarters while the official employment dates coincide with the payroll calendar (October 1 to June 30). It is important to note these dates are different from the start and stop dates of quarters on the University's academic calendar. This timing is intended to deliver continuous salary to students appointed for multiple sequential quarters (i.e., PhD Fellows are paid during the periods between quarters). The University quarter dates are noted below. Fellows will receive their stipend at the end of each of the nine months.

FALL QUARTER: October 1 - December 31

WINTER QUARTER: January 1 - March 31

SPRING QUARTER: April 1 - June 30

SUMMER FUNDING: In addition to Fellowships offered throughout the academic year, there may be additional research, teaching, and/or administrative opportunities during the summer term. Students should be actively seeking internal and external funding opportunities. For more information about student summer funding, review the policy below: **School of Education Policy on Graduate Student Hourly Rate for Summer Work.pdf**

SUMMER QUARTER: July 1 - September 30

Students are expected to work throughout the entire duration of their appointment. For all Drexel graduate students, the university and academic holidays must be observed. In addition, the vacation policy for doctoral-level students requires that students who receive a university stipend are eligible for two weeks of paid vacation time (10 business days) each academic year. Vacation may be taken one day at a time or for multiple days at a time up to two weeks. The duration and scheduling of vacation time should be discussed and agreed upon between a student and their assistantship supervisor(s). University and public holidays, and sanctioned academic breaks are not considered vacation time/time off. Students may be expected to be in their laboratories or offices during academic breaks and periods when no classes are held. PhD Fellows should review expectations with their advisor and supervisor. Students should review the academic calendar that pertains to their program of study and work with

their faculty advisor or program director to clarify expectations of time off during these periods. The university vacation policy for doctoral level students is located at <https://drexel.edu/provost/policies/vacation-policy-for-phd-and-doclevel-students/>.

The School of Education PhD Fellowship is for a four-year period. For students going into a fifth or sixth year of study, there is an academic commitment from the School of Education but there is no guarantee of a stipend or tuition support beyond four years of attendance in the program. Students may seek financial support by way of sponsored research projects from faculty. Faculty have the freedom to use their sponsored project funding to support students who are beyond four years in the PhD Program. Before assigning students via sponsored research projects, the Program Director will consult with the PI about the commitment of their support to students for a fiscal year.

ABSENCE FROM PROGRAM: When a student goes on an approved requested Leave of Absence (granted by their Fellowship advisor and their mentor), it is their responsibility to inform the PhD Program Director who will alert other individuals, as necessary. Students should consult the University vacation/leave policy for the process of requesting a Leave of Absence.

In addition to formal Leaves of Absence, students may choose to participate in other external funded programs such as a Fulbright Scholarship.

During these times of absence from the program, Fellows will not receive their stipend or tuition remission.

TERMINATION CRITERIA: The PhD Fellowship may be terminated at the discretion of the Dean of the School of Education prior to the end of the award period for any of the following reasons:

- The fellow is no longer enrolled in the SOE PhD program.
- The fellow is registered for fewer than nine hours of graduate credit in a quarter or fewer than three graduate credits if the fellow is a doctoral candidate.
- the fellow fails to maintain reasonable progress toward meeting graduate degree requirements or fails to maintain good standing.
- the fellow changes enrollment status outside the limits of the original agreement, including entry into another fellowship or professional program, without obtaining prior written approval from the PhD Program Director and ADAAGS.
- the fellow accepts employment or any other type of financial support without the approval of the PhD Program Director (this period excludes the summer).
- The fellow has been found in violation of the Professional Code of Ethics and Responsibilities of the university.

In the case of termination of a Fellowship appointment, salary will end as of the date of termination.

APPEAL OF TERMINATION/DISMISSAL:

- Recommendation for the termination of a student to the Dean will come from the student's supervising professor to the Program Director the ADAAGS. The ADAAGS notifies the Dean of the recommendation for termination. Students may appeal the recommendation for termination directly to the ADAAGS, depending on the nature of the termination. The appeal of the recommendation for termination should take place before the Dean's final decision which must be communicated to SoE HR
 - The process includes submitting a written appeal about the nature of the termination and why the termination should be reconsidered.
 - The Program Director and/or ADAAGS would then meet with the student to discuss the appeal.

If the internal School of Education appeal fails, then the terminated students may appeal the Dean's decision to the Graduate College or the University Ombudsperson. In such cases, the student would contact the Graduate College or the University Ombudsperson directly.