School of Education

Ph.D. Program Handbook and Guidelines

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1. 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

The two current concentration areas for the Ph.D. program are:

Educational Leadership and Policy
Designed to introduce student to leadership characteristics, styles, and profiles along with the dynamics of the process of change in educational organizations. Students also systematically learn techniques to promote creative thinking, innovation, and change for educational leaders, as well as how to design effective program evaluations.

Science, Technology, Engineering, and Mathematics (STEM) Education
Designed to prepare students to become members of the STEM education community, through both reading, discussing, analyzing and criticizing important research from the science, technology, engineering, and mathematics education literature, synthesizing this work around common themes, and drawing practical conclusions within the student's area of interest as well within the broader area of STEM education.

Note: Please contact Ph.D. program manager for details about recruitment priorities for specific concentrations.

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 full-time program and will require a minimum of four years of full-time study.

For more information, please contact:

Jemina Williams Ph.D. Program Manager Phone: 215-895-1965 Email: jtb84@drexel.edu	Dr. Rajashi Ghosh Associate Professor and Program Director Phone: 215-571-3664 Email: Rajashi.ghosh@drexel.edu

For general information about the School of Education, please email education@drexel.edu or call 215-895-6770.

2. Message from the Program Director

Welcome to the School of Education Ph.D. Program website. On this site, you will find information regarding application requirements, the program of study, and information about faculty research areas and expertise.

The Ph.D. program is a rigorous program designed to prepare students for careers as educational researchers, scholars, and teachers and involves intensive coursework in education and educational research. Program graduates will take leadership roles as faculty, research scientists in universities, corporate settings, or other formal or informal learning environments. The Ph.D. program is highly competitive, admitting 6-8 full time students per year. Full time students have the opportunity to apply for research or teaching assistantships that provide a generous stipend, tuition remission, and a health insurance subsidy.

The major emphasis of the program is on engaging students in collaborative inquiry and research with faculty experts. Specific areas of concentration for doctoral students include Science, Technology, Engineering and Mathematics (STEM) Education and Educational Leadership. Prospective students are encouraged to review the School of Education faculty directory and initiate contact with faculty members who have similar research interests early in the application process. If you have any questions about the Ph.D. program, please feel free to contact the Program Manager, Jemina Williams, or me at any time.

Rajashi Ghosh, Ph.D.
Associate Professor and Program Director

3. **Curriculum** (***Note:*** *Please check http://catalog.drexel.edu for the most current Ph.D. curriculum.)*

Breadth and Depth in Education EDUC 750: Critical Issues in Education Seminar [3 credits] *(repeated three times for 9 credits)* Free Elective [3 credits]	**12.0**
Research Courses EDUC 850 : Introduction to Research in Education [3 credits] EDUC 851: Research Design and Methods in Education [3 credits] EDUC 815: Writing for Research, Publication, and Funding in Education [3 credits] EDUC 835: Quantitative Research Methods and Data Analysis [4 credits] EDUC 836: Qualitative Research Methods and Data Analysis [4 credits] Methods Elective- Choice of Qualitative, Quantitative, or Mixed Methods (e.g., suggested methods elective courses are EDUC 852: Survey Research Methods, EDUC 854: Mixed Methods Research) [3 credits]	**20.0**
Concentration Courses Students select either a concentration in Leadership or in STEM Education. All courses in the chosen concentration area must be completed. ***Educational Leadership and Policy Concentration*** EDUC 841: Foundations of Educational theory: contextualizing Leadership and Policy I [3 credits] EDUC 843: Foundations of Educational theory: contextualizing Leadership and Policy II [3 credits] EDUC 804: Program Evaluation in Organizations [3 credits] 12 credits of electives within area of concentration* 6 credits of relevant electives from outside of the School of Education** ***STEM Education Concentration*** EDUC 840: Theories of Individual Cognition in STEM Education [3 credits] EDUC 842: Social Foundation & Group Cognition in STEM Education [3 credits] EDUC 844: Creativity and Innovation in STEM Education [3 credits] 12 credits of electives within area of concentration* 6 credits of relevant electives from outside of the School of Education** **Note:** * These courses are either existing courses or independent studies that are chosen in consultation with the student's supervising	**27.0**

professor and faculty advisor. ** Electives outside of the School of Education are selected in consultation with the student's supervising professor and faculty advisor.	
Applied Research Experience EDUC 799: Applied Research *(May be repeated for credit)*	**6.0**
Required Doctoral Seminar and Dissertation † EDUC 805: Doctoral Seminar for Proposal Writing [3 credits] EDUC 998: Doctoral Dissertation [variable credit] † 9.0 credits are the minimum to meet graduation requirements. Additional credits may be taken if required.	**9.0**
TOTAL CREDITS	**74.0**

4. 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, he or she should contact the Ph.D. Program manager.

Upon matriculating into the Ph.D. program, each student is paired with a *First Year Supervising Professor*, a member of the graduate faculty with research interests similar to 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 secure the approval from the proposed Supervising Professor, the Ph.D. Program Manager, and the Ph.D. Program Director.

The first role of the ***Supervising 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 D-1 Form, 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 ***Ph.D. Program Director*** manages the academic operations of the Ph.D. program, chairs the Ph.D. Program Advisory Committee, which is responsible for admissions, annual review of students, and program evaluation. The Program Director is available to meet with students to discuss any questions students have about the program, their progress, etc.

5. Ph.D. Program Procedures

The following procedures and timeline complement, but do not replace, the policies listed on the Provost's website (http://www.drexel.edu/provost/policies/default.asp) and the Office of Graduate Studies website (http://www.drexel.edu/graduatestudies). Students should pay particular attention to

- Graduate Policies *(http://drexel.edu/graduatecollege/forms-policies/policies/)*
- Graduate Forms *(http://www.drexel.edu/graduatecollege/forms-policies/forms/)*
- Graduate Handbook (*drexel.edu/~/media/Files/graduatecollege/handbook.ashx?la=en*)
- Graduate Student Resources (*http://drexel.edu/graduatecollege/about/resources/*)

5.1 Admissions

Requirements

The ideal candidate will have a research-oriented master's degree in an area relevant to their desired specialization, a GPA of 3.25 (ideally 3.5 on a 4.0 scale) and competitive **Graduate Record Exam (GRE)** scores on each of the sub-tests; Verbal, Quantitative and Analytical.

All applicants are required to submit the following materials:

- Graduate School Application
- Official transcripts from all undergraduate and graduate study

- Official copies of GRE score reports sent directly to the Office of Graduate Admissions. International applicants who have not studied in the US, and whose first language is not English, are required to take the TOEFL and score 100 or higher (highest score is 120).
- Resume or curriculum vitae
- A statement of career goals, including specific research and scholarly interests. The applicant should be sure to indicate how their interests coincide with those of particular School of Education faculty members. (Visit our website for a list of current faculty research interests)
- Three letters of reference from people familiar with prior academic performance
- Copies of students' scholarly writing, including published papers and theses or term papers

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 March 1
- Recommendations by Ph.D. Advisory Committee by March 15
- Admissions letters sent out by April 1

5.2 Ph.D. Faculty Advisory Committee

The **Ph.D. Faculty Advisory Committee** (FAC) oversees the Ph.D. program ensuring that the highest standards are met.

The major functions of the FAC are:

- To perform annual review of all Ph.D. students
- To review program course offerings, program requirements and staffing and make recommendations regarding admissions and academic policies as well as necessary resources
- To evaluate applicants to the Ph.D. program and make admissions and funding recommendations, review admission practices, advising systems and temporal milestones

Composition and Selection of PhD Faculty Advisory Committee:

- The Director of the Ph.D. program will serve as the committee chair.
- Four additional members will be selected from the SoE faculty.
- At least two must be tenured/tenure track
- All must be "research active" as measured by research productivity, funded research projects, and leadership in scholarly associations.
- Members serve two-year terms

The FAC will meet at least once per quarter. The primary activities include:

- Winter: Admissions
- Spring/Summer: Annual Review of Ph.D. Students
- Fall: As needed

5.3 Funding of Ph.D. Students

For students admitted to the Ph.D. program, assistantships and fellowships, which include tuition remission and/or stipends (full and partial) are available. Specific assistantship/fellowship options include:

- **Research assistantships/fellowships.** Individual faculty as well as research centers at Drexel may have funding to hire graduate students to assist with research. Research assistants/fellows assist with a variety of research-related activities, including grant writing

and reporting, provide administrative grant support and work on data collection and analysis, materials development, and help prepare publications and presentations, etc. Each research project has a Principal Investigator who is responsible for awarding research assistantships and fellowships. Students are encouraged to reach out to faculty with similar research interests to learn about these opportunities.

- **Teaching assistantships/fellowships.** A limited number of teaching assistantships and fellowships may be available in the School of Education. These include working as a teaching assistant or as lead instructor for School of Education courses.

- **Graduate assistantships.** There are occasional opportunities to apply for administrative assistantships and fellowships in the School of Education. Check jobs postings throughout the year to learn about these opportunities.

In addition to assistantships and fellowships offered throughout the academic year, there may be additional research and teaching opportunities during the summer. Students should be actively seeking internal and external funding opportunities and communicate with their First-Year Supervising Faculty and the PhD Program Director regarding specific opportunities.

5.4 The First Year of Study

Once students have confirmed their decision to enroll in the PhD program, the PhD 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 PhD 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 PhD 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 University Office of Graduate Studies **Graduate Student Handbook.**

Each student will be assigned a First-Year Supervising Professor. The First-Year Supervising Professor is a faculty member with expertise in the student's area of specialization who has also expressed an interest in working with the student. The First-Year Supervising Professor will assist the student in navigating their first year of academic life at Drexel University.

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

- Select an official Supervising Professor, to be approved by the Office of Graduate Studies by the end of the third term of study (spring term, first year) - this person may be the same First-Year Supervising Professor.

- Prepare and submit an official Plan of Study (see Form D-1) to be approved by the Program Director and the Office of Graduate Studies 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. Suggestions for identifying a supervising professor are provided in the **Graduate Student Handbook** published by the Office of Graduate Studies (p. 25). In many cases, the First-Year Supervising Professor may also be the 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 Supervising 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.

Preparing a Plan of Study (Form D-1)

Ideally, students will identify and select an official Supervising Professor before beginning to prepare their formal plan of study. However, both must be approved by the end of the first year of study (spring term, first year), so it is possible that the First-Year Supervising Professor is part of this process.

For more information about supervising professor, please review the **Graduate Student Handbook.**

5.5 Achieving Candidacy

During the pre-candidacy stage, the student completes the majority of the coursework required in their program of study and completes a comprehensive examination, which consists of the preparation of a "Candidacy Paper."

In the School of Education, a doctoral student is considered to have attained Doctoral Candidate status when they have completed at least 45 graduate credits and successfully completed their comprehensive examination.

Additional requirements for qualifying as a Doctoral Candidate include

- Continuous enrollment of at least six months in the Ph.D. Program
- A cumulative GPA greater than 3.0

Achieving doctoral candidacy is a prerequisite for completing the Ph.D. and is a significant milestone. In addition to being designated a "Doctoral Candidate," students who have been admitted to doctoral candidacy also have special registration requirements and tuition rates. Students should consult the Graduate Student handbook for additional details regarding these requirements and benefits.

All funded students are expected to attain candidacy before the beginning of their third year and, as a result, the tuition scholarship will only cover the cost of one credit per term after the second year of study (this is the post-candidacy tuition rate, regardless of the number of credits taken).

In the event that students do not attain candidacy prior to their third year of study, additional tuition beyond one credit per term will be the responsibility of the student (at the non-candidate rate) until candidacy is attained.

Overview of Candidacy

Students enrolled in the Ph.D. Program in Educational Leadership Development and Learning Technologies become eligible for candidacy by a) completing a 20-page to 25-page Candidacy Paper in which they present, analyze, synthesize, and evaluate a significant educational problem

The topic for the Candidacy Paper should be the same as or closely related to the proposed topic for the student's dissertation proposal. Students are expected to begin work on their Candidacy Paper during their second year in the Ph.D. Program. Students are expected to achieve Candidacy status by the end of the summer term between their second and third year in the Ph.D. Program.

The Ph.D. Candidacy Examination provides students enrolled in the Ph.D. Program in Educational Leadership Development and Learning Technologies the opportunity to demonstrate that they have developed the knowledge and skills required to design and successfully carry out a doctoral dissertation in a timely fashion.

The required knowledge and skills include:

- Breadth and depth of content knowledge in a particular field of education (i.e., the student's content concentration area).
- Ability to identify, select, analyze, synthesize, and evaluate relevant educational literature.
- Ability to plan and write a formal paper that presents a coherent and reasoned description of a relevant and researchable educational problem. The formal paper should include:
    I. a statement of the proposed research problem and the relevance of the problem;
    II. a critical review and synthesis of the educational literature related to the problem;
    III. a statement of the research questions that should be addressed when investigating the research problem.

IV. a statement describing how the proposed research questions are related to the student's general Ph.D. course work and other educational activities the student has experienced as part of his or her Ph.D. Program.

Preparation and Context for Candidacy Examination

The academic environment for planning and preparing for the Ph.D. Candidacy Examination will be EDUC 775, Ph.D. Doctoral Seminar. Preferably, students should register for EDUC 775 in the winter or spring terms of their second year of study. By this point in the program, it is assumed that students have had the opportunity to work with a number of different faculty in the School of Education and in other colleges/departments at Drexel. Also by this time students are expected to have identified an appropriate research topic for their Ph.D. Candidacy Paper, based on their experiences with various faculty and other researchers. They are also expected to have arranged to work with a specific faculty member as their Supervising Professor.

The Candidacy Examination

Candidacy Examination Committee

University graduate policy requires that the Candidacy Examination Committee be comprised as follows:

> *The [Candidacy Examination] Committee must consist of at least five members, three of whom must be currently tenured or tenure-track Drexel faculty members in your department with one, who is in your major area, serving as the Chair or Co-chair. At least two of the committee members must be from outside your major area. At least one of the committee members must be from outside your department.*

In the case of the School of Education, these requirements are interpreted as follows: the Supervising Professor will serve as the Chair and any co-Supervising Professors will serve as co-Chairs (not required). 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.

Description of the Candidacy Examination

The candidacy examination consists of the preparation of a "Candidacy Paper." This Paper is a formal research paper that presents a relevant and researchable educational problem, describes the importance of the problem, reviews and synthesizes the literature relevant to the problem, and presents a set of research questions that should be addressed when investigating the research problem. Since the Candidacy Paper is designed to provide the intellectual foundation for the student's dissertation research, the topic of the Paper should be the same as or closely related to the topic for the student's dissertation proposal. The Candidacy Paper should be of significant length (not less than 20 to 25 pages or 6000 – 7500 words), and should follow the style guidelines of the current APA Publication Manual.

The members of the students' Candidacy Examining Committee will review the Major Area Paper.

Selecting the Candidacy Examination Committee
There is no formal university process or form for selecting the candidacy examination committee. The internal SoE process will mirror the university process for selecting the Dissertation Advisory Committee. In both cases, it is the student's responsibility to approach and confirm faculty member's who are willing to serve on their committee. *While the Supervising Professor will provide advice and support, the recruitment of committee members is the students' responsibility*.

Once faculty members have agreed to serve on the Candidacy Examination Committee (by Winter of second year), the student will complete **Form D-2.5: Candidacy Examining Committee Appointment** and obtain the signatures of all committee members. This form should be submitted to the Ph.D. Program Manager and is only used for internal purposes (it will NOT be submitted to the Office of Graduate Studies).

Scheduling the Candidacy Examination
According to University policy, the candidacy examination should be scheduled before the end of the summer prior to the third year of study. However, it may be scheduled as soon as possible after meeting the candidacy pre-requisites. It is the student's responsibility to work with their Supervising Professor and the Ph.D. Program Manager to schedule the candidacy examination.

Results of the Candidacy Examination:
After private deliberation, the Candidacy Examination Committee informs the student of one of the following results:

- *Passed Examination:* You will have passed the Candidacy Examination if you have the unanimous approval of the Candidacy Examination Committee (if properly constituted). In the absence of a unanimous vote within the Committee to pass the candidate, the Chair (or one of the Co-chairs) should consult with the Associate Dean of Graduate Studies for a final determination.

- *Failed Examination:* In the event of the student failing the doctoral candidacy examination, the student may retake the candidacy examination one additional time. After revising the Major Area Paper, a second attempt at presentation and defense will be scheduled. A second failure results in forfeiture of degree eligibility. Up to the conclusion of the second attempt, the student must observe continuous registration regulations.

Results of the examination are reported to the department and Office of Graduate Studies by the Committee Chair (or Co-chairs) and each Committee member via Forms D-2 and D-2A: Reports on Candidacy Examination.

These forms must be returned to the Office of Graduate Studies by the Committee Chair (or one of the Co-chairs) within 48 hours of the exam.

In many cases, revisions may be requested prior to passing the candidacy examination. This is not a failed attempt, but rather an opportunity for minor questions or concerns to be addressed in the Candidacy Paper. In these cases, the Ph.D. Program Manager will hold Forms D-2 and D-2A 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.

5.6 Comparison of Candidacy Examination and Dissertation Proposal Process

	Candidacy Examination	**Dissertation Proposal**
Description	The Major Area Paper is a formal research paper that presents a relevant and researchable educational problem, describes the importance of the problem, reviews and synthesizes the literature relevant to the problem, and presents a set of research questions that should be addressed when investigating the research problem. Since the Major Area Paper is designed to provide the intellectual foundation for the student's dissertation research, the topic for the Major Area Paper should be the same as or closely related to the topic for the student's dissertation proposal. The Major Area Paper should be of significant length (not less than 20 to 25 pages or 6000 – 7500 words), and should follow the style guidelines of the current APA Publication Manual.	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. There is no page limit to the dissertation proposal. The Dissertation Proposal process will be similar to the candidacy examination and will consist of both a written proposal and 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 be informed that they should work with the Ph.D. Program Manager to schedule a two-hour formal presentation and defense of their Dissertation Proposal. 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.
Content	-Breadth and depth of content knowledge in a particular field of education (i.e., the student's content concentration area). -Ability to identify, select, analyze, synthesize, and evaluate relevant educational literature. -Ability to plan and write a formal paper that presents a coherent and reasoned description of a relevant and researchable educational problem. The formal paper should include: o a statement of the proposed research problem and the relevance of the problem; o a critical review and synthesis of the educational literature related to the problem; o a statement of the research questions that should be addressed when investigating the research problem. o a statement describing how the proposed research questions are related to the student's general Ph.D. course work and other educational activities the student has experienced as part of his or her Ph.D. Program. -Ability to present, explain, and defend the student's formal paper in an oral presentation to interested faculty.	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 o an argument for both the significance of the problem and the research question o how the literature informs the perspectives, approaches, interventions that will be used to investigate the research questions -A research method that includes o the research design and a rationale for that design, o the research site and participants, o the proposed intervention(s) o the analytical methods to be employed.
Prep course	EDUC 805 Doctoral Seminar for Proposal Writing	

<table>
<tr>
<td>Examination Committee</td>
<td>The [Candidacy Examination] Committee must consist of at least five members, three of whom must be currently tenured or tenure-track Drexel faculty members in your department with one, who is in your major area, serving as the Chair or Co-chair. At least two of the committee members must be from outside your major area. At least one of the committee members must be from outside your department. Full-time, non-tenure track Research Faculty and, if approved by the Associate Vice Provost for Graduate Studies, someone from outside the University is eligible to serve on the Candidacy Examination Committee, including the Co-chair.

In the case of the School of Education, these requirements are interpreted as follows: the Supervising Professor will serve as the Chair and any co-Supervising Professors will serve as co-Chairs (not required). 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.

<table>
<tr><th>5 members</th><th>6 members</th></tr>
<tr><td>Chair – Tenure Track</td><td>Chair/Co-Chair – Tenure Track/Non-Tenure Track</td></tr>
<tr><td>2 other SoE Tenure Track</td><td>2 other SoE Tenure Track</td></tr>
<tr><td>1 Tenure Track or Non-Tenure Track in SoE</td><td>1 Tenure Track or Non-Tenure Track in SoE</td></tr>
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</td>
<td>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.

All Ph.D. students should review the role of the responsibilities of the Dissertation Chair, as described on the Graduate College website. 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.</td>
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	1 Tenure Track or Non-Tenure Track outside SoE	1 Tenure Track or Non-Tenure Track outside SoE	**5 members**	**6 members**
			Chair – Tenure Track	Chair/Co-Chair – Tenure Track/Non-Tenure Track
			2 other SoE Tenure Track	2 other SoE Tenure Track
			1 Tenure Track or Non-Tenure Track in SoE	1 Tenure Track or Non-Tenure Track in SoE
			1 Tenure Track or Non-Tenure Track outside SoE	1 Tenure Track or Non-Tenure Track outside SoE

Formal Selection of Committee	There is no formal university process or form for selecting the candidacy examination committee. The internal SoE process will mirror the university process for selecting the Dissertation Advisory Committee. In both cases, it is the student's responsibility to approach and confirm faculty member's who are willing to serve on their committee. *While the Supervising Professor will provide advice and support, the recruitment of committee members is the students' responsibility*. Once faculty members have agreed to serve on the Candidacy Examination Committee, the student will complete Form D-2.5: Candidacy Examining Committee Appointment and obtain the signatures of all committee members. This form should be submitted to the Ph.D. Program Manager by the end of Winter term of your second year and is only used for internal purposes (it will NOT be submitted to the Office of Graduate Studies).	While the student is ultimately 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 by the completion and approval of Form D-3: Appointment of the Dissertation/Thesis Advisory Committee with the Graduate Studies Office, *no later than 6 months after successfully completing the candidacy/qualifying exam* or by the end of the Winter Term of your third year. It is the student's responsibility to ensure that this paperwork is submitted to the Office of Graduate Studies in an appropriate timeframe. 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 by submitting a new D-3 form. Changes to the Dissertation Advisory Committee may require the written consent of the faculty members who will no longer serve on the committee
Requirements	-45 graduate credits -Continuous enrollment of at least six months in the Ph.D. program -Cumulative GPA greater than 3.0	-Dissertation Advisory Committee will review the Dissertation Proposal and report that it is complete and of acceptable quality - Contact Program Manager to schedule a two-hour formal presentation and defense

	-Candidacy Examination Committee will review the Major Area Paper and report that it is complete and of acceptable quality -Should occur no later than the Spring following your second year (Ideally by the Spring by no later than the Summer)	- Should occur no later than the Spring of your third year (Ideally by the Spring by no later than the Summer)
Results	After private deliberation, the Candidacy Examination Committee informs the student of one of the following results: *Passed Examination:* You will have passed the Candidacy Examination if you have the unanimous approval of the Candidacy Examination Committee (if properly constituted). In the absence of a unanimous vote within the Committee to pass the candidate, the Chair (or one of the Co-chairs) should consult with the Associate Vice Provost for Graduate Studies for a final determination. *Failed Examination:* In the event of the student failing the doctoral candidacy examination, the student may retake the candidacy examination one additional time. After revising the Major Area Paper, a second attempt at presentation and defense will be scheduled. A second failure results in forfeiture of degree eligibility. Up to the conclusion of the second attempt, the student must observe continuous registration regulations. Results of the examination are reported to the department and Office of Graduate Studies by the Committee Chair (or Co-chairs) and each Committee member via Forms D-2 and D-2A: Reports on Candidacy Examination. These forms must be returned to the Office of Graduate Studies by the Committee Chair (or one of the Co-chairs) within 48 hours of the exam.	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 by completion of Form D-3A: Approval of Dissertation Proposal and submission of a copy of the proposal to the Graduate Studies Office for final approval. 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

	In many cases, revisions may be requested prior to passing the candidacy examination. This is not a failed attempt, but rather an opportunity for minor questions or concerns to be addressed in the Major Area Paper. In these cases, the Ph.D. Program Manager will hold Forms D-2 and D-2A 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.	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.
Status	Doctoral Candidate- -45 graduate credits -Successfully completed their comprehensive examination -Continuous enrollment of at least six months in the Ph.D. program -Cumulative GPA greater than 3.0	

5.7 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 to ensure that the results of that study are worthy of a doctoral degree. The Drexel University Graduate Handbook notes:

> *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. In the event that 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, as described in the **Graduate Handbook**. 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 ultimately 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 by the completion and approval of **Form D-3: Appointment of the Dissertation/Thesis Advisory Committee** with the Graduate Studies Office, *no later than 6 months after successfully completing the candidacy/qualifying 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 by submitting a new D-3 Form. Changes to the Dissertation Advisory Committee may require the written consent of the faculty members who will no longer serve on the committee

5.8 The Dissertation Proposal

The Graduate Handbook notes:

> *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.

Dissertation Proposal Process

The Dissertation Proposal process will be similar to the candidacy examination. 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 Candidacy Examination Committee agree that the student's Dissertation Proposal is complete, the student will be informed that they should work with the Ph.D. Program Manager to schedule a two-hour formal presentation and defense of their Dissertation Proposal.

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 by completion of **Form D-3A: Approval of Dissertation Proposal** and submission of a copy of the proposal to the Graduate Studies Office for final approval.

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.

5.9 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, ultimately build theory and discover new knowledge.

Expectations

The broad expectations of the dissertation research is 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. Students should obtain a copy of the **Drexel University Thesis Manual** (https://www.library.drexel.edu/sites/default/files/thesismanual.pdf).

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, completing and submitting **Form D4: Ph.D. Final Oral Defense Committee Appointment and Schedule**.

Once all signatures have been obtained on this form, it should be submitted to the Ph.D. Program Manager who will review and submit the form to the Office of Graduate Studies. 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. Students must successfully complete their dissertation defense and all required revisions by the "**Last Day to File an Application for Degree**" date specified in the **Drexel Academic Calendar** in order to qualify for graduation in that term.

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. In these cases, **Form D-5** will be held by the Ph.D. Program Manager 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.

Successfully passing the Oral Defense is formalized by the submission of **Form D-5: Report of the Final Oral Defense Committee** to the Office of Graduate Studies. This is to be done by the Committee Chair (or co-Chair) within 48 hours of the exam. Signatures of all committee members must appear on the completed Form D-5; under the conditions specified above when not all members can be present at the defense, faxed copies are acceptable.

Final Details

All doctoral dissertations must conform to University format requirements as stipulated in the **Thesis Manual** (https://www.library.drexel.edu/sites/default/files/thesismanual.pdf). Thus, one of the final steps for the degree includes getting the University Library to validate the format of the dissertation. Because the university participates in the Survey of Earned Doctorates run by the National Science Foundation, the student must complete two surveys: the Drexel Exit Survey and the Survey of Earned Doctorates.

6. Ph.D. Program Policies

6.1 Annual Review of Doctoral Students

All doctoral students are required to undergo a formal annual evaluation. Prior to the selection of the Dissertation Advisory Committee, the Ph.D. Faculty Advisory Committee will conduct the annual review. After the formation of the Dissertation Advisory Committee, the 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 (Form 3-B)** will be forwarded to the Office of Graduate Studies and to the student by the end of the spring term.

As part of the annual review, all Ph.D. students will compile an electronic portfolio, either by creating a personal website or Drexel's ePortfolio software, that presents artifacts of their progress and development. Artifacts can take a number of 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 particular 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:

- Evidence of attendance at monthly SoE events, colloquia, and seminars
- Proposal 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 or activities)
- Draft of research questions, proposed methodology, and literature review
- Formalized Plan of Study (Form D-1)

Year 2:

- Evidence of attendance at monthly SoE events, colloquia, and seminars
- Poster presentation at Research Day
- Presentation at regional/national meeting
- Present at monthly SoE colloquia
- Continued research synthesis, demonstrated through an annotated bibliography and other reflective writing
- At least 3 artifacts (at least one of which comes from course projects or activities and at least one that relates to research proficiency and at least one that relates to teaching/instruction)
- Evidence of progress towards candidacy

Year 3:

- Evidence of attendance at monthly SoE events, colloquia, and seminars
- Poster presentation at Research Day
- Presentation at regional/national meeting
- Present at monthly SoE colloquia
- Evidence of effective teaching (if applicable)
- Overview of research questions(s) and trajectory
- Evidence 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 publication
- Evidence of progress toward Dissertation Proposal

Year 4:

- Evidence of attendance at monthly SoE events, colloquia, and seminars
- Poster Presentation at Research Day
- Presentation at regional/national meeting
- Present at monthly SoE colloquia
- Evidence of effective teaching (if applicable)
- Evidence of writing for publication
    I. Article submitted to journal as author or co-author
    II. If co-author, the student should include their specific role in the publication
- Evidence of progress on dissertation research

Rubric for Evaluating Electronic Portfolio

	Exemplary	Proficient	Partially Proficient	Incomplete
Year 1	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
Year 2	All required artifacts are annotated and provide evidence of broad content expertise, skill in critical and analytical thinking, skill in argumentation and reflective thinking, scholarship, and research methodologies.	Most required artifacts are annotated and provide evidence of broad content expertise, skill in critical and analytical thinking, skill in argumentation and reflective thinking, scholarship, and research methodologies.	Some required artifacts are annotated and provide evidence of content expertise, skill in critical and analytical thinking, skill in argumentation and reflective thinking, scholarship, and research methodologies.	There are 1 or 2 required artifacts that are annotated and provide minimal evidence of content expertise, skill in critical and analytical thinking, skill in argumentation and reflective thinking, scholarship, and research methodologies
Years 3 & 4	All required artifacts are annotated and provide evidence of broad content expertise, skill in critical and analytical	Most required artifacts are annotated and provide evidence of broad content expertise, skill in critical and analytical	Some required artifacts are annotated and provide evidence of content expertise, skill in critical and analytical	There are 1 or 2 required artifacts that are annotated and provide evidence of minimal content expertise, skill in critical

	thinking, skill in argumentation and reflective thinking, skill in synthesis and metacognition, scholarship, and research methodologies.	thinking, skill in argumentation and reflective thinking, skill in synthesis and metacognition, scholarship, and research methodologies.	thinking, skill in argumentation and reflective thinking, skill in synthesis and metacognition, scholarship, and research methodologies.	and analytical thinking, skill in argumentation and reflective thinking, skill in synthesis and metacognition, 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.

6.2 Residency Requirement

Full-time residency of at least one academic year (three consecutive full-time terms) is required for the doctoral degree. This is to ensure that the student has the opportunity for intellectual association with other scholars in an environment free from any distractions or other responsibilities. For more information about the residency requirement, please review the **Graduate Handbook.**

6.3 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.

6.4 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 the 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.

6.5 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, student approaches new faculty 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 both 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 student agrees, ADAAGS mediates a meeting between 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 he/she becomes Chair (SP).

i). 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.

ii). 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:
    1. If in agreement, a note is sent back to the faculty requesting he or she has a conversation to inform the student.
    2. If needing more information, then holding a conversation with the faculty to determine 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.
3. The student once informed may:
    1. Approach another faculty directly. If this faculty agrees, then 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 new appointment sending letter to 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 in 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. *****Need to be able to meet monthly (virtually/in-person) with the student over 12 months including summers.

4. *****Need to attend student defense over 12 months including summer.
5. Someone who leaves Drexel University as the Chair or Co-chair may remain on the committee, but only in 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.**

6.6 Teaching Opportunities

An important objective of the School of Education's Ph.D. program is to prepare scholars who are both able to conduct quality research and to teach courses in their area of specialization. As such, students will participate in a variety of instructional experiences, including at least two terms as a teaching assistant, or co-teaching, i.e., at least two terms of teaching experience. Some students may have additional teaching responsibilities as a result of the details of their assistantship.

6.7 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.

6.9 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 also 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 students 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.

6.9 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/).

In order 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:

- IRB Electronic Application Submission Process
- IRB Applications and Forms

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

6.10 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 it. 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 compliant. 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.

7. Overview of Ph.D. Program and Timeline

Activity/Event	Approximate Time Requirement
Develop Initial Plan of Study with Program Manager, Program Director, and Initial Supervising Professor	Before start of first term of study
FORM D-1: Plan of Study and Appointment of Permanent Supervising Professor	By end of the third term of study (Spring Term, Year 1)
Select Candidacy Examining Committee (Using internal SoE Form)	By end of Winter Term, Year 2
FORM D-2 and D-2a: Defend Complete Candidacy Examination (Paper and Defense)	By the end of Summer Term (between Year 2 and Year 3)
FORM D-3: Appointment of Dissertation Advisory Committee	By the end of Winter Term, Year 3
FORM D-3a: Defend Dissertation Proposal	By the end of Summer Term (between Year 3 and Year 4)

Submit Data collection protocol to IRB for review	Immediately following approval of Dissertation Proposal
FORM D-4: Appointment of Final Oral Defense Committee and Final Dissertation Defense Schedule	At least four weeks prior to the proposed defense date
FORM D-5: Dissertation Defense	By the end of Year 4