

# RUTGERS

Camden College of  
Arts and Sciences

Department of Childhood Studies

***Handbook for  
Graduate Study in Childhood Studies***

for the 2014-2015 academic year

<http://childhood.camden.rutgers.edu>

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## *Handbook for Graduate Study in Childhood Studies*

Welcome to graduate study in Childhood Studies at Rutgers University. We look forward to working with you to develop a new approach to scholarship with and about children and childhood.

This Handbook is a convenient way to make our expectations known about the requirements and time lines suggested for the timely completion of the PhD and M.A. programs of study. Each student should read the Handbook thoroughly early in the program and refer to it often in order to formulate a plan of study and avoid potential problems. Please remember that many important—perhaps the most important—questions need to be explored and answered in consultation with your advisor.

This document summarizes the pertinent policies for graduate study, M.A. and Ph.D., in the Department of Childhood Studies. For more detailed information, please consult the official campus/university versions of these policies as posted on official web sites. These can be accessed here:

[http://catalogs.rutgers.edu/generated/cam-grad\\_current/index.html](http://catalogs.rutgers.edu/generated/cam-grad_current/index.html)

The permanent URL for the current and archived Handbooks may be accessed here:

<http://childhood.camden.rutgers.edu/graduate-program/graduate-student-handbook/>

**Please note:** We have endeavored to make this *Handbook* completely consistent with the extant rules and procedures of Rutgers University. In case of any conflicts, however, the rules of the Graduate School and of the University at large take precedence over the statements and procedures discussed in this *Handbook*. If there are any questions about potential conflicts or inconsistencies between this document and those of the Graduate School and/or University, please contact the Director of Graduate Studies.

## ***Curriculum of the Master of Arts Program in Childhood Studies***

The **Master of Arts in Childhood Studies** equips practitioners and beginning scholars with the skills and knowledge to understand and to address the challenges that confront children throughout the world. The program prepares its graduates to conduct research with and about children, formulate social policy on behalf of children and their families, and work effectively with the diverse populations of children found throughout the world.

### **General Overview**

A student must devote a minimum of one-and-a-half years of full-time study beyond the bachelor's degree for the M.A. (30 credits). Full-time study for one semester is represented by 9 credits of coursework or research. Successful completion of the degree program requires both fulfilling the credit requirement and the submission and defense of a major paper (the latter is described below).

### **Grading Policies**

Students are expected to maintain, at minimum, a B (3.0) average throughout the program of study. In the event that a student's cumulative grade point average falls below 3.0, a meeting with the Director of Graduate Studies will be arranged to discuss the reasons behind the performance and what steps, if any, need to be taken to bring the student in line with the requirement.

A student may not earn more than two (2) grades of C+ or C in all courses taken while enrolled in the MA degree program.

Only letter grades count toward the Master's degree. Courses taken on a Pass/Fail or Satisfactory/Unsatisfactory basis do not count toward the degree.

*IN (Incomplete)*. May be assigned at the discretion of an instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Incomplete work may be made up, and a change of grade may be authorized by the instructor, within twelve months from the time the incomplete was assigned. Students with two or more incompletes are not permitted to register for additional courses without permission of the graduate director.

### **General Course Requirements** (one course typically earns 3 credits)

The program is designed to accommodate the diverse interests of its students. With the advice of the Director of Graduate Studies (DGS), and after the first year with that of their advisors, students design plans for interdisciplinary study appropriate for their intellectual and professional goals.

**Disciplinary Concentrations (12 credits)**

Each student will choose two concentrated areas of study, one from the disciplines in the humanities and one from the social sciences. 6 credits must be completed in each concentration. This will ensure grounding in two traditional fields of study.

Typically students complete:

- 1) Six credits of work that present the intellectual tools necessary to engage in interdisciplinary research focusing on children (e.g., Interpretive Methods, Introduction to Graduate Literary Studies, Historical Research Methods, Program Evaluation, Graduate Statistics);  
  
and
- 2) Six credits in courses that examine children in context (e.g., Philosophical and Religious Perspectives on Children and Childhood, Childhood in Cross-Cultural Perspective, Child Growth & Development, History of Childhood or Literary and Cultural Constructions of Childhood, Youth Identities, among others). Direct any questions about possible course substitutions to the DGS.

After 18 hours of study, and in consultation with the advisor, each student should prepare a one-page plan of study for the remainder of his/her coursework. This plan should identify the classes in which the student intends to enroll and to outline why these courses are appropriate for the student's intellectual and professional goals. Upon completion, this plan must be submitted to the DGS for review and approval.

**Independent Study/Directed Reading**

After 18 hours of course work, MA students maybe eligible to take an Independent Study/Directed Reading course. See guidelines under Doctoral Program.

**Transfer Credits**

Earned credits in graduate courses from other institutions may be counted toward MA degree, in accordance with University and Departmental Guidelines. See "Principles Guiding the Acceptance of Transfer Credits for Recently Admitted Graduate Students in Childhood Studies" below under the PhD program and [http://catalogs.rutgers.edu/generated/cam-grad\\_current/pg50.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg50.html).

**Graduate Credit for Undergraduate Courses**

Students who wish to receive graduate credit for an undergraduate course must do several things: 1) consult with the instructor of the course; 2) consult with the Director of Graduate Studies; 3) complete a G-Prefix form and deliver it to the Director of Graduate Studies for approval and subsequent approval by the Dean of the Graduate School (G-Prefix form can be found at (<http://graduateschool.camden.rutgers.edu/files/2012/06/GPrefixApprovalForm.pdf>)). Issues to be considered by approval may be granted include the relevance of the course to the student's interests, the lack of similar graduate courses available and the understanding by the student and instructor that the student will be required to do graduate level work in the course, which may

require additional readings, assignments and/or substantively longer papers than expected of the undergraduate students. Courses below 300 level are not eligible for graduate credit.

These procedures pertain only within the Camden campus. If a student wishes to receive graduate credit for an undergraduate course in the Rutgers system outside of Camden, additional approval is required. The student should discuss the request with the Director of Graduate Studies. Students cannot receive graduate credit for undergraduate courses offered outside the Rutgers system.

A maximum of two undergraduate courses taken for graduate credit will be accepted as counting toward the degree.

### **Transient Credit**

Matriculated students at the Graduate School of Rutgers - Camden are expected to take all their courses at Rutgers - Camden. Only under extraordinary circumstances will approval for transient credit be granted. The approval must be obtained in advance from the DGS and the dean of the graduate school.

Acceptance of transient credit is based on a grade of "B" or better and the combined total number of transient credits and transfer credits cannot exceed one-third of the number of credits required for the degree. Prior to enrollment, students who wish to enroll at another college for credit, must submit this form for approval to the DGS and the associate dean of the Graduate School. Transient credit approval will not be granted retroactively.

*Students must have the registrar of the transient school send an official transcript directly to the Rutgers-Camden registrar and the graduate director upon completion of the work. Acceptance of transient credit is based on a grade of "B" or better and the combined total number of transient credits and transfer credits cannot exceed one-third of the number of credits required for the degree.*

The application for Transient Credit can be found at [http://www.camden.rutgers.edu/RUCAM/transient\\_application.pdf](http://www.camden.rutgers.edu/RUCAM/transient_application.pdf).

## General Time-line for Completion for Full-time Study

### **Year 1**

Take Childhood Studies courses from a variety of perspectives

Fall semester, consult regularly with the DGS or advisor.

By end of second semester, choose an advisor who will supervise the M.A. paper

### **Year 2**

Beginning of third semester, submit one-page (single-spaced) plan of study

End of third semester, all required courses should be completed

Beginning of third or fourth semester (depending on when graduation is anticipated), indicate intention to submit a final M.A. paper and take the oral exam (to be scheduled on one day each semester, TBA).

## Advising

By the Spring of the first year, students should identify a faculty member who will serve as her or his advisor and with whom he/she will consult concerning the major paper.

## M.A. Paper and Defense

The M.A. paper and its defense serve as the final requirements that must be satisfied prior to graduation. Ordinarily, the M.A. paper has its origins in a paper submitted for a graduate course in Childhood Studies. Beginning at the end of the first year of full-time study or early in the second year, the student secures a faculty advisor for the M.A. paper. The student, who works under the direction of the faculty advisor, revises and enlarges the paper as necessary—including conducting additional research—until a final version is approved by the advisor. M.A. papers vary in length depending on the field of study and type of research, but typically range from 30 to 50 pages.

The process of turning a course paper in to an acceptable M.A. paper is intensive and ongoing. Students need to plan for the time needed to conduct additional research and expect and anticipate that their paper will undergo numerous revisions. Perhaps as many as three or four versions of the paper will be required before it is deemed acceptable. Childhood Studies faculty who will attend the oral hearing must receive the approved, final version of the M.A. paper no later than the two week prior to the oral hearing.

Therefore, it is important to begin the process of working on the M.A. paper and to secure an advisor well in advance of a desired graduation date. **If an acceptable version of the M.A. paper is not submitted to and approved by the student's advisor by November 15 of the fall semester or April 10 of the spring semester, that student will not be able to schedule an oral examination and thus will not be approved for graduation for that term.**

Once a version acceptable to the advisor is completed, the student is approved for the oral examination and the scheduling of the exam may proceed. The exam will be scheduled for one hour and will consist of a brief, presentation to the faculty of no more than 10 minutes at the opening. Faculty will then pose questions to the student about submitted paper. At the conclusion of the exam, the faculty will determine if the oral exam and paper have satisfactorily met the standards of competence in Childhood Studies and will inform the student immediately of its decision.

## *Curriculum of the Doctoral Program in Childhood Studies*

Students in the **Doctor of Philosophy in Childhood Studies** degree program enroll in a core set of courses in order to acquire the interdisciplinary, theoretical, and methodological knowledge that is at the heart of the academic discipline known as Childhood Studies. This interdisciplinary coursework is the foundation for a series of investigations culminating in the dissertation through which students develop their expertise as scholars in Childhood Studies.

Throughout their studies, students in the Ph.D. program work closely with their advisors and other members of the faculty. New students are encouraged to discuss their plans for graduate study first with the Director of Graduate Studies (DGS) and then with other members of the faculty, as appropriate.

The doctoral program prepares both scholars capable of innovative interdisciplinary research in Childhood Studies and leaders in child-related social practice and policy.

### General Overview

A student must devote a minimum of two-and-a-half years of full-time study beyond the bachelor's degree for the Ph.D. Full-time study for a semester is represented by a minimum of 9 credits of coursework or research. The minimum requirement for the Ph.D. degree is 60 credits, Beginning with the cohort entering in Fall 2011, doctoral students will need to have 45 credit hours of classes and 15 Thesis Hours to complete course requirements.

If a student enters the doctoral program with a Master's degree or other graduate credit, up to 20 credits may be put toward satisfying the course/credit requirements of the Department of Childhood Studies pending approval of the Director of Graduate Studies and the Associate Dean of the Graduate School. Transfer credits cannot be applied toward the degree until after completion of 12 credit hours of graduate study in Childhood Studies. See the "Principles Guiding the Acceptance of Transfer Credits" section below for details.

### **Grading Policies**

Students are expected to maintain, at minimum, a B (3.0) average throughout the program of study. In the event that a student's cumulative grade point average falls below 3.0, a meeting with the Director of Graduate Studies will be arranged to discuss the reasons behind the performance and what steps, if any, need to be taken to bring the student in line with the requirement.

A student may not earn more than two (2) grades of C+ or C in all courses taken while enrolled in the PhD degree program.

Only letter grades count toward the Ph.D. degree. Courses taken on a Pass/Fail or Satisfactory/Unsatisfactory basis do not count toward the degree.

**IN (Incomplete).** May be assigned at the discretion of an instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Incomplete work may be made up, and a change of grade may be authorized by the instructor, within twelve months from the time the incomplete was assigned. Students with two or more incompletes are not permitted to register for additional courses without permission of the graduate director.

### **Definition of Part-time Doctoral Study**

All students in the doctoral program must carry a minimum of 6 credit hours (normally, 2 courses) per academic semester, not counting Summer sessions. Exceptions to the 6 credit minimum may be granted on a temporary basis in extraordinary circumstances. Students seeking exceptions must petition the Director of Graduate Studies in writing, describing the reasons for and expected duration of the exception. This petition must be received prior to the semester for which the request is to take effect.

### **Non-matriculation Policy for Prospective Doctoral Students**

Students will not be admitted to the Doctoral Program on a non-matriculation basis. The Department will accept a maximum of 6 credit hours taken at Rutgers-Camden on a non-matriculation basis. No specific course requirement (Proseminar sequence, methods requirements, focused coursework) will be allowed to be counted toward the Ph.D. degree if taken as a non-matriculated student.

### General Course requirements (one course usually earns 3 credits)

Required courses in research methodology	9 credits
Required Proseminar sequence	6 credits
Course requirement for “children in context”	6 credits
Thesis/Research	15 credits (minimum)
Electives and focused coursework in childhood studies	24 credits

### General Time-line for Completion for Full-time Study

#### **Year 1**

Satisfy Proseminar requirements. *Majority of courses taken should fulfill requirements.*

#### **Year 2**

(September) Second Year Review for students with 18 or more resident credits (faculty approval required to continue studies)

End of second year: *All required courses should be completed.* Secure an Advisor by end of Spring Term

**Year 3**

Complete coursework

Assemble Preliminary Examination/Dissertation Committee

**Year 4**

Take Preliminary Examination /Complete Dissertation Proposal Hearing

Write Dissertation

**Year 5**

Write Dissertation

## General Description of Course Requirements

**Proseminar**

Each entering doctoral student is required to take the two-semester Proseminar (6 credits) in his/her first year of study. The Proseminar introduces beginning doctoral students to the history, theories, research and controversies of Childhood Studies and to the Department's faculty and their research. While gaining an overview of the central issues and learning a common language, students in the Proseminar begin to locate their own interests more precisely within the field of Childhood Studies. The Proseminar must be taken as a sequence beginning in the Fall term; Spring term admissions are not allowed.

**Research Methods**

Within the 45 hours of course work (i.e., 21 hours of required courses and 24 hours of electives), students must complete at least three courses in research methods (9 credits). In order to provide a useful background for understanding constructively the field's wide-ranging literature, and to develop competency in a variety of research methods appropriate to the study of children and childhoods, one course will normally be quantitative, another qualitative and a third in literary or historical methods. It is highly recommended that students take these courses with departmental faculty, when possible, but may take relevant courses in quantitative or non-quantitative methods elsewhere on campus. Students are strongly encouraged to consult with the Director of Graduate Studies if in doubt whether a specific course will satisfy the research methods requirement or not.

**Children in Context**

To provide for a solid footing for interdisciplinary research, all students are required to complete at least two courses that examine children in context (6 credits). Typically, students fulfill this requirement by enrolling in two or more of the following four classes: Child Growth & Development, Children and Childhood in Cross-Cultural Perspectives, Youth Identities, History of Childhood or Literary and Cultural Constructions of Childhood. Other seminars may be substituted for the above, with permission of the DGS. The overriding concern behind this requirement is to encourage students to take courses offered in a variety of disciplines.

### **Focused Coursework in Childhood Studies**

In the spring of the second year of study, and in consultation with her or his advisor or the DGS, each student begins to craft a long-range plan for her or his course of study with a focus on developing the interdisciplinary skills and knowledge that will provide the foundation for the doctoral dissertation.

### **Independent Study/Directed Reading**

It is sometimes advantageous for students to undertake independent study outside the classroom for course credit under the supervision of an appropriate faculty member. Independent Study/Directed Readings (IS/DR) courses will be considered only if it can be demonstrated: a) that a student's specific interest cannot be satisfied by regularly offered courses, b) that there is a significant need for such a course for the student's research or course of study, and c) that the course proposed clearly answers this need. IS/DR courses are rare, outside of the typical and required course of graduate study and are granted at the behest of the Department of Childhood Studies.

Only doctoral students may be considered for IS/DR courses and only one such course may be applied for during a student's time in the program. Doctoral students cannot take an IS/DR course until they have completed 27 hours of coursework in the doctoral program, not including transfer credits.

In order to be considered eligible for an IS/DR course, a student must first secure a faculty member who is both willing to supervise the course and who concurs with its importance and necessity for the student's program of study. Any Rutgers University faculty, from any of the campuses, is eligible to supervise an IS/DR course. However, non-Camden and non Childhood Studies faculty must consult with the Director of Graduate Studies at the outset of the process to ensure mutual understanding of the requirements and responsibilities of all parties involved.

The student, in consultation with the faculty supervisor of the IS/DR, must submit a proposal of the course under consideration that addresses the following points: 1) The need the course fulfills for the student's program of study; 2) A substantive description of the topics and issues to be explored in the course that clearly respond to this need; 3) An indication of how often student and supervisor will meet during the term the course is taken; 4) A specification of the work the student will undertake and turn in to the supervisor (e.g., reading summaries, memos, papers of specified lengths, exams); 5) A substantive, but not necessarily exhaustive, bibliography of works to be read or analyzed, which can be modified as necessary and as appropriate; 6) A general time line of when work will be completed. Additionally, a form obtainable from the Childhood Studies Department must be completed by the student and signed by the faculty supervisor.

The proposal and form must be submitted to the Director of Graduate Studies no later than the end of the **tenth week of semester prior** to the commencement of the course, in order to allow time for consideration and, perhaps, revision. The DGS, or a designated committee, will review

the proposal and may accept as is, reject or request revisions to the IS/DR documents. The decision of the DGS or designated committee is final and non-appealable.

IS/DR courses may not be used to undertake research the student would be expected to conduct on her or his own during a normal program study. They may not be used to take a course that has been or is expected to be offered at Rutgers University. IS/DR courses are electives and thus cannot be used to fulfill program requirements.

### **Thesis Hours**

Doctoral students admitted prior to Fall 2011 are required to take a minimum of 12 thesis hours; those admitted for Fall 2011 and beyond are required to take a minimum of 15 thesis hours. No classes meet for thesis hours; these are intended to give students an opportunity to pursue research, prepare for exams and write while being officially registered in the program. The student's faculty advisor/chair (see below) approves of and supervises thesis hours.

Students cannot begin sign up for thesis hours until after completing the required 48 hours of classes (including approved transfer credits) for those admitted prior to Fall 2011, or after completing the required 45 hours for those admitted Fall 2011 and afterward. A student may sign up for thesis hours during the same academic term that he/she is completing the 48<sup>th</sup> or 45<sup>th</sup> credit hour. A student receives a grade of Incomplete for Thesis Hours until such time that he or she has passed all requirements for the doctoral degree, including successful defense of the dissertation.

### **Graduate Credit for Undergraduate Courses**

Students who wish to receive graduate credit for an undergraduate course must do several things: 1) consult with the instructor of the course; 2) consult with the Director of Graduate Studies; 3) complete a G-Prefix form and deliver it to the Director of Graduate Studies for approval and subsequent approval by the Dean of the Graduate School (G-Prefix form can be found at <http://graduateschool.camden.rutgers.edu/files/2012/06/GPrefixApprovalForm.pdf>). Issues to be considered by approval may be granted include the relevance of the course to the student's interests, the lack of similar graduate courses available and the understanding by the student and instructor that the student will be required to do graduate level work in the course, which may require additional readings, assignments and/or substantively longer papers than expected of the undergraduate students. Courses below 300 level are not eligible for graduate credit.

These procedures pertain only within the Camden campus. If a student wishes to receive graduate credit for an undergraduate course in the Rutgers system outside of Camden, additional approval is required. The student should discuss the request with the Director of Graduate Studies. Students cannot receive graduate credit for undergraduate courses offered outside the Rutgers system.

A maximum of two undergraduate courses taken for graduate credit will be accepted as counting toward the degree.

### **Transient Credit**

Matriculated students at the Graduate School of Rutgers - Camden are expected to take all their courses at Rutgers - Camden. Only under extraordinary circumstances will approval for transient credit be granted. The approval must be obtained in advance from the DGS and the dean of the graduate school.

Acceptance of transient credit is based on a grade of "B" or better and the combined total number of transient credits and transfer credits cannot exceed one-third of the number of credits required for the degree. Prior to enrollment, students who wish to enroll at another college for credit, must submit this form for approval to the DGS and the associate dean of the Graduate School. Transient credit approval will not be granted retroactively.

*Students must have the registrar of the transient school send an official transcript directly to the Rutgers-Camden registrar and the graduate director upon completion of the work. Acceptance of transient credit is based on a grade of "B" or better and the combined total number of transient credits and transfer credits cannot exceed one-third of the number of credits required for the degree.*

The application for Transient Credit can be found at [http://www.camden.rutgers.edu/RUCAM/transient\\_application.pdf](http://www.camden.rutgers.edu/RUCAM/transient_application.pdf).

## Principles Guiding the Acceptance of Transfer Credits for Recently Admitted Graduate Students in Childhood Studies

The Department will consider requests for transfer of credits from of courses taken outside of the Childhood Studies program. The decision of whether to accept any credit will be based on the criteria established by the Graduate School.

1. Camden Graduate School regulations guiding the evaluation and acceptance of transfer credits, as implemented by the Graduate Dean, take precedence over the recommendations of the DGS for Childhood Studies. Currently, these regulations can be located at: [http://catalogs.rutgers.edu/generated/cam-grad\\_current/pg50.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg50.html).
2. No student can finalize transfer of outside credits toward the PhD degree until after successfully passing the Second Year Review.
3. In considering courses for transfer credit, the DGS seeks to ensure that these courses contribute to core competencies in Childhood Studies, rather than attempting to establish one-to-one correspondences between the courses under consideration for transfer credit and those offered in the Department.
4. All coursework to be considered for credit towards the M.A. or Ph.D. in Childhood Studies should be appropriate for both the discipline and for the student's intellectual goals. The acceptance of transfer credits must be balanced against the need of students to take courses necessary to create the substantial intellectual projects that are the hallmark accomplishments of the M.A. and Ph.D. programs.

5. Whenever possible, students requesting transfer credits should provide syllabi from the courses they wish to be considered, in addition to the materials required by the Graduate School.
6. Students who disagree with the recommendations from the DGS concerning the acceptance of transfer credits may appeal, in writing, to the Chair of the Department. The written appeal should provide the basis for the student's view in terms of the principles outlined above, and should be submitted within two weeks of receiving the recommendations from the DGS. The Chair will respond to the appeal, in writing, and will copy the DGS.

The application for Transfer of Credit can be found here

[http://graduateschool.camden.rutgers.edu/files/2012/06/transfer\\_credit.pdf](http://graduateschool.camden.rutgers.edu/files/2012/06/transfer_credit.pdf).

### **Transfer Credits from Childhood Studies Master of Arts Program**

Students who have earned a Master's degree in the Department of Childhood Studies and who are accepted in the doctoral program may have up to 27 hours credited to their doctoral coursework requirement. Coursework credited from the MA program must have earned no lower than a grade of B. Students entering the doctoral program in this manner will need to matriculate in the Fall semester and must take the Proseminar sequence. Course work taken in the MA program will be credited upon approval of the Director of Graduate Studies.

### **Waiving of Requirements**

In cases where students have a demonstrated competency or course concentration in a particular area, they may request that degree requirements in that area to be waived. For instance, if a student brings a proficiency in statistical analysis, taking another course in statistics may be redundant. Approval is required by the Director of Graduate Study to waive any course requirements. The waiving of a specific course or requirement does not necessarily affect the total amount of course credits needed to graduate.

## **General Advising, Review and Satisfactory Progress**

### **Advising**

Entering students will receive advising from the DGS. By the completion of the second year of graduate study, students should choose an advisor from the faculty. Because the relationship between the student and advisor is of primary importance in the graduate program, students should choose their advisor carefully. The advisor is the faculty member with whom the student will be consulting most closely during several years of sustained work.

Please see "Doctoral Student Advising, Exams, Dissertation Proposal and Dissertation Committee" section below.

### **Second Year Review (after the completion of 18 credit hours of resident course work)**

In the beginning of the student's second year (or, after 18 resident hours of course work in the doctoral program), an evaluation of his or her progress will be made by the Childhood Studies faculty. Resident hours or credits are those earned while enrolled in the Childhood Studies graduate program and do not include transfer credits.

This review represents the Department of Childhood Studies' qualifying mechanism and is meant to assess each student's progress toward the doctoral degree. The expected minimum GPA of 3.0 (B) takes on particular significance at the time of the Second Year Review. In addition to GPA, the student's overall performance as documented (described below) will be considered in its entirety during this review.

The entire CS faculty, or a committee designated by the Director of Graduate Studies, will meet and evaluate the progress of each candidate. Faculty will be looking for evidence that students are making adequate progress toward the doctoral degree and are prepared to take on the sustained and independent work represented by the dissertation.

Students will be informed of the decision of the faculty in a timely fashion, and a follow-up meeting with the DGS will be scheduled with each candidate. In order to pass the Second Year Review, a majority of the faculty voting body must vote in favor of the candidate; in the case of an even number of faculty members, the Second Year Review Committee will expand to include an additional affiliated CS faculty member, selected by the DGS. This member's identity will be known to the candidates in advance.

Students will provide the DGS with the following documents as their Second Year Review dossier:

- A list of courses taken, by semester, with grades, and any required courses highlighted.
- A one- to two-page (single-spaced) statement of purpose in which the student reflects upon his/her progress in the program to date and his/her specific goals and interests for the completion of the Ph.D. Students should indicate at least a general dissertation topic or area. The statement of purpose may also reflect information not presented elsewhere in the dossier, such as grants, awards, conference presentations, internships, etc.
- A writing sample of 10+ pages that represents the student's best work. This paper must have been written for one of the CS courses the student had taken in the previous year and should reflect the student's ability to write well, to synthesize information and to advance an argument.

The Second Year Review provides a substantive and rigorous evaluation that serves as the qualifying mechanism for doctoral students in the Department of Childhood Studies. That is, students who pass the review have qualified to continue their doctoral studies. Importantly, this review is not a retrospective of a student's past performance in coursework but rather is meant to gauge a student's promise and potential for success beyond coursework and into the independent work required by the dissertation. The materials submitted as the Second Year Review—transcripts, writing sample and statement of purpose—will be examined as one aspect of the qualifying assessment, but do not on their own predict the outcome. The review is thus

evaluative of a student's intellectual maturity and likelihood for success in the largely self-directed research required by the dissertation.

The due dates for the review dossiers, and the date of the Second Year Review faculty meeting will be made available to the candidates in advance. Typically, the dossiers will be due three weeks after the beginning of the terms after 18 hours were earned and the faculty meeting will take place typically three after the dossiers are deposited

### **Appeal Procedures**

If a Second Year Review candidate does not pass the review by a majority vote of the Second Year review Committee, he or she may request an appeal of the decision to the Director of Graduate Studies. The basis for any appeal must be extenuating circumstances unknown to the committee at the time of the decision, or the belief that the decision not to advance the student was made in an arbitrary, capricious or prejudicial manner. Mere dissatisfaction at the outcome of the review does not itself constitute legitimate grounds for a formal appeal.

Any request for an appeal must be submitted in writing to the Director of Graduate Studies within 10 working days of the notice of the Second Year Review Committee's decision. A letter sent by email with a hard copy to follow is an acceptable method of requesting an appeal. If a request for an appeal hearing, complete with reasons for the appeal, is not received within the timeframe described above, the Second Year Review Committee is not obligated to consider the appeal and the initial decision holds.

Once a request for appeal is received, the Second Year Review Committee will discuss and vote on its merits. This decision—either for affirming the original decision or reinstating the student into the doctoral program—is final. Students may also wish to discuss their case with the Associate Dean of the Graduate School once the appeal process is exhausted at the departmental level.

Failure to pass the Review (including all appeals) will result in the student's inability to pursue the doctoral degree in the Childhood Studies Department. Dependent upon the Committee's recommendation, student may be allowed to complete the Master's degree in Childhood Studies.

## **Research and Travel Funding**

### **Marsh-Gillette Fellowships**

The Marsh-Gillette Endowed Fund for Childhood Studies was established by Former FAS Dean Margaret Marsh and Professor Howard Gillette in 2010 to "provide research and travel support for Ph.D. students enrolled in the Childhood Studies program." Students receiving the funds will be designated a "Marsh-Gillette Fellow in Childhood Studies" for the fiscal year in which the support is granted. Funds are to be awarded to full-time or part-time graduate students based on academic merit. Recipients of a Marsh-Gillette Fellowship are not eligible to apply in subsequent years. Amount of awards(s), application procedures and deadlines will be announced each year.

### **Graduate School and Departmental Research and Travel**

A limiting amount of Graduate School and Departmental funding is available to graduate students for conference travel and research. For conference travel funding, students must apply to the Graduate School and receive notice of Graduate School funding, prior to applying to the Department. It is in the student's best interest to apply for and funding as early as possible, as available funds are distributed on a first-come, first-served basis and hence not all requests for funds can be fulfilled.

For Graduate School policies and procedures, see [http://www.camden.rutgers.edu/RUCAM/grad\\_travel\\_and\\_research.php](http://www.camden.rutgers.edu/RUCAM/grad_travel_and_research.php).

Forms for travel funding from the Department of Childhood Studies can be found on the Graduate Student Forum Sakai site under "CS Departmental Documents and Forms."

The amount and availability of Department funding for student research and travel will vary. You should consult with the Department Chair well prior to your application.

## Doctoral Student Advising, Exams, Dissertation Proposal and Dissertation Committee

### **Candidacy**

After having earned 45 hours of course work (for students entering Fall 2011 and later; 48 hours for prior admissions), including all required courses, doctoral students in Childhood Studies are required to pass a Preliminary Examination and to have a dissertation proposal accepted by her or his Dissertation Committee prior to being admitted to candidacy. Students with a mark of Incomplete on his or her transcripts will not be allowed to take the Exam until a letter grade is given for the affected courses.

### **Advising Roles and Committee Memberships**

Most often a student's faculty advisor will serve as chair of the Dissertation Committee and, most often the Preliminary Examination Committee serves as the Dissertation Committee. However, the roles of advisor and chair can change and the membership of the Preliminary Examination and Dissertation Committees can change, although such changes are expected to be rare.

The minimum number of members on the Dissertation and Preliminary Examination Committees is three.. For committees with three members, at least one Committee member must be a member of the Department of Childhood Studies faculty, which includes all full-time faculty and anyone with a partial (i.e., affiliated) appointment in the Department. For committees of four members, at least two must be Department of Childhood Studies faculty.

Committee members may come from other Rutgers campuses and other universities, including those in countries other than the United States. Doctoral candidates who have received permission from their committee chair may petition the Director of Graduate Studies and the Associate Dean of the Graduate School to add a second external committee member. However, at no time can more than 50 percent of a doctoral examination and/or dissertation committee be

comprised of members from outside the Rutgers-Camden graduate faculty. Faculty who are members of the Rutgers University graduate faculty (including New Brunswick and Newark) can serve as co-chairs of doctoral examination and/or dissertation committees. Committee members from outside the Rutgers University system are ineligible to serve as chairs and co-chairs of doctoral examination or dissertation committees.

### **Faculty Advisor/Chair**

The Director of Graduate Studies will serve as *de facto* advisor for graduate students until such time that the student finds a faculty advisor with whom she/he shares scholarly and research interests. The faculty advisor/chair provides guidance and mentorship to the student in the form of advice about coursework, research and professional issues and serves as the director of research for the dissertation.

## **Preliminary Examination: General Procedures and Committee**

The Preliminary Examination cannot be taken until all coursework is complete. However, students may obtain an advisor, form a committee and begin preparing for the Exam before completing required coursework. The exam is intended to develop the student's expertise and test the student's breadth of knowledge in at least three different content areas. These areas are determined by the student's interests and by the advice given by the faculty advisor and other members of the Examination Committee. As already noted, the Examination Committee is also most often the student's Dissertation Committee. The presumption is that the interests and expertise of each member of the committee will have some affinity with the student's own emerging interests and research project.

Each portion of the Exam is comprised of a question, or set of related questions, posed to the student based on a set of readings that the student has developed with each committee member. If there are three members of the exam committee, the student will have three sets of readings and answer three questions, etc.

The reading lists from which the questions are drawn arise from the student in consultation with each committee member and typically relate to some area of expertise the faculty member has and the student wishes to gain. It is incumbent upon the student to approach faculty to be members of the Exam Committee and to discuss an area of study for the examination. The faculty member is to act in an advisory capacity, suggesting key readings in a particular area and ultimately approving the make-up of the final reading list. This process is repeated for each member of the committee.

There is no prescribed size to this list or to the number of readings—these will vary according to the field of study, the particular area interest and the judgment of the faculty member as to what constitutes a sufficient exam bibliography. One may think of a “sufficient” reading list in terms of the amount and kinds of readings necessary for a student to be able to write a knowledgeable and critically about a topical area or subfield.

Most likely, 50 readings may be too excessive and 10 a bit on the short side. Such numerical considerations may depend on the ratio of books to articles. The most important measure of the

adequacy of a reading list is the judgment of the committee member as it relates to the student's interest and project.

### **Examples:**

a) A student is interested in the developmental trajectories of low-income children in urban areas with regard to beliefs about their "life chances." One committee member may be a developmental psychologist who will suggest key readings in child psychology generally as well as perhaps important studies relating to the development of children in low-income circumstances. Another member might be a sociologist with expertise in urban studies with whom the student will negotiate a reading list about social and cultural contexts of low-income, urban families. The third committee member could have expertise in a particular methodology or in studies of "life chances."

b) A student is interested in the history of the representation of children in education textbooks, with particular emphasis on the intersection of race and gender. Here, the student may work out a reading list with one faculty member related to the history of childhood that deals specifically with the changing iconography of children and childhood. This reading list could be made up of some key readings on the history of childhood generally along with more specific ones dealing with imagery. Another reading list could be generated with a committee member who focuses on how race and gender in American childhoods have been studied. A third reading list might be constructed with a faculty member whose particular expertise is on methods of visual and literary analysis and interpretation.

It is important to note that the readings for the exam list may draw from courses the student has taken, although a strong Exam bibliography will certainly contain new readings not covered in a class. The point of the exam is for the student to become thoroughly engaged in and familiar with areas of study and research that are of interest and use to her or him with relevance to the dissertation research. Faculty may suggest foundational texts of a field in addition to new writings and research, if it is felt that such background knowledge is needed to develop the student's breadth of knowledge.

Anticipating their Examination, students may use the Directed Readings courses to develop a reading list, best taken with members or potential members of the student's committee.

### **The Preliminary Examination—General Description**

The Preliminary Examination consists of two parts: a written examination and an oral examination. The written examination takes place over a period of time as a series of at least 3 different responses to questions posed by the candidate's committee members (one question from each committee member). The oral examination hearing usually is given shortly after the written examination has been completed and serves to give the student candidate an opportunity to defend and clarify the written responses

The execution of the exam itself is coordinated by the chair of the committee, who is most likely the student's faculty committee chair. Once the committee is formed and the Oral Examination date is set, the committee chair sends the names of the committee members to the Associate Dean of the Graduate School who issues a letter to the chair officially convening the committee. A copy of this letter is sent to committee members and to the Childhood Studies chair.

The timing of the written exams is usually determined by the student who discusses her/his preferences with the chair. The chair contacts members of the Examination Committee and asks them to prepare their questions by specified dates. The chair, or the chair's designate, emails each question to the student at a previously agreed time and date. The student hands in, or emails, all the written responses to the committee chair or the chair's designate as agreed upon prior to the examination.

### **Time Period for Take-Home Preliminary Examinations**

The Preliminary Examination consists of at least 3 different questions to be answered during 3 different, at-home examinations.<sup>2</sup> Students will have a total of 32 hours to complete the exam from the time it is received to the time it is to be returned.<sup>3</sup> As such, the written examination necessarily will take place over a period of several days, if not several weeks. It is, however, expected that all exams be completed within a single eight-week period. If, for any reason, the student cannot complete all exams within this period, she/he must contact the committee chair to discuss the reasons for the delay and options for the completion of the exam. The committee chair should inform the DGS if a longer time period for completion of the exam is required and why. The DGS will have to approve any extension to the preliminary examination period.

All of the questions and responses are distributed to all of the committee members by the committee chair as they are received. After all of the responses have been submitted, the chair consults with the committee members to determine whether the student's responses warrant moving on to the Oral Examination phase. It is possible that, at this juncture, the committee will determine that the student has displayed such a lack understanding of the material that anything said in the Oral Examination cannot compensate for the inadequacies of the written work. In this case, the student has failed the Preliminary Examination and will be required to leave the program at the end the academic term when all Appeals (see below) have been exhausted. If the student's answers are deemed satisfactory by the committee, an oral examination will be held. It is important to note that the decision to move to the oral hearing does not in any way imply that the student has passed or is likely to pass the oral portion of the exam. It is simply a decision to convene a hearing. The Preliminary Examination hearing should typically occur no more than eight weeks after the student hands in the last of the responses to the Preliminary Examination. At times, circumstances may not make it possible or viable to schedule a hearing within eight weeks of completing the last exam (e.g., conflicting schedules of committee members, holiday breaks, illness, attendance at conferences). If circumstances dictate, a student may request an extension of this eight-week period from the committee chair who, if in agreement with the student, in turn will request approval from the DGS.

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<sup>2</sup> If the student's committee consists of 4 people, there may be 4 questions in total in the Preliminary Examination. Alternatively, two of the committee members may team up and share one question.

<sup>3</sup> This time frame reflects a 24-hour period for working on the exam and the presumption of 8 hours of sleep.

**Note:** It is ultimately the student's responsibility to coordinate committee members' schedules for the oral hearing. The student should be conscious of upcoming breaks, faculty commitments such as travel and other factors that may make it difficult or impossible for a Committee member to meet at a given time and hence should be in contact with committee members early in the process. In principle, you should begin discussing a general time frame for exams and potential hearing/exam dates with committee members well in advance of them. In consultation with the committee chair, the student candidate should begin to inquire about faculty availability regarding a general time framework six to seven months ahead of possible exam and exam dates, thus avoiding scheduling and planning problems for both committee members and candidate. Exact dates may need to be scheduled a bit closer to the actual time of examination and hearing, but it is important to begin the process and conversation early.

In general and in principle, students should not expect to take exams or to schedule hearings during July and August. June is also a difficult month for many faculty members. It is best to think within a September-to-May time frame for preliminary exams and hearings. Crafting and negotiating reading lists for preliminary examinations typically takes longer than one might expect. Reading lists may take weeks and, at times, even months to solidify, depending on the specific topical area. Hence, it is very important for the candidate to begin and sustain conversations about reading lists with committee members/potential committee members as soon as it is feasible.

At the very minimum, faculty should be given at least two weeks, and preferably longer, to read over exams from their receipt to the scheduled hearing.

It is not the faculty advisor's duty to coordinate and plan the timing and place of the Oral Examination Hearing. It is part of the faculty advisor's duty to assure that committee members understand the procedures and parameters for the examination and hearing.

### **The Oral Component of the Preliminary Examination**

The Oral Examination is a closed meeting with only the student candidate, chair and committee members present. Typically the hearing is scheduled for one hour. The procedure is as follows: Once everyone has gathered, the chair asks the candidate to leave the room for a brief period of time. In private, the chair converses with Committee members regarding their assessment of the student's performance on the Exam and if there are particular areas they want to explore with the student in the hearing. When the student returns, the committee begins the discussion with each committee member going in turn with his/her specific questions. Committee members are free to ask follow-up questions or ask the student to elaborate on any of the questions, not only the response to their own question.

**Note:** It is allowable to have one, and only one, committee member participate long distance by way of teleconference phone call, Skype or some other means of real time communication. Long distance participation should only be considered if there is no viable alternative to scheduling a hearing when all committee members can be co-present, as determined by the committee chair.. The committee chair, however, must be physically present at the hearing.

When all questioning is finished, student is again asked to leave the room while the committee deliberates.

There are three basic, technical decisions that can be made after the conclusion of the oral hearing: Pass, Defer, Fail. Decisions to Pass must be made by the unanimous consent of the committee. Any one vote of a committee member or chair to either Defer or Fail will result in deferral or failure, respectively.

**Pass**—the committee decides to accept the student's examination as is.

**Defer**—the committee feels that there are significant areas on which the student requires additional study and defers the decision. There are two kinds of Deferred decisions: one that does not require a new hearing and one in which the committee and student will meet again.

**Defer without a new hearing**

In this case, one or more Committee members feel that a student's response is lacking in some way, but not sufficient to warrant an entirely new oral examination hearing. The student is given specific directives as to how to go about correcting the deficiencies noted by the committee. The student may be directed to consult new readings and/or to address specific shortfalls noted in the hearing. Most often, the student will be required to produce a written document addressing the concern(s) noted in the hearing. The size and content of the document and the time allowed to complete it will be determined by the chair in consultation with the specific committee member or members whose concerns instigated the deferral. For instance, a student may have been given a question on child-centered qualitative methods and did not respond in a way that was satisfying to a committee member. That student may be asked to go over the readings, or to examine new ones and produce an 8-10 page document that is responsive to the expressed concerns of the committee member. The chair can defer the decision on the acceptance of the rewrite to the committee member whose concerns instigated the deferral.

If the chair and committee member(s) agree to such an arrangement, then the committee members sign the Preliminary Examination Form, but the chair does not deposit it with the Department or Graduate School until such time as the agreed-upon actions have been taken. Once the student has satisfied the additional requirements, the signed form can be deposited with the Graduate School.

**Defer and convene a new hearing**

In this case, at least one member of the committee concludes that the student's responses were insufficient to the degree that a completely new hearing must be convened. In this case, the Chair will deliver in writing to the student specific comments and recommendations from the committee regarding the student's initial performance on the exam and how to go about addressing stated problems and deficiencies. This hearing must occur within 6 months of the original hearing.

This option is one step away from Rejection. Should the student not perform in a way acceptable to the Committee in the second hearing, the student will have Failed and will have to leave the at the end the academic term when all Appeals (see below) have been exhausted.

**Reject**—The Committee rejects the student’s answers either in the written or oral components, feeling that there is such significant deficiency in the student’s effort and work that student cannot continue in the program and proceed to the dissertation.

**Note:** Rejecting or Deferring decisions on the Preliminary Examination are quite rare. The chair typically should not allow a hearing to take place if he/she feels that the student is not ready for critical scrutiny. However, there may be occasions when performance that would warrant a Deferral of Failure cannot be anticipated.

The chair will bring to the oral hearing the official form with these three options on it and space for the signatures of each committee member. This form is deposited in the student’s file in the Department of Childhood Studies and a copy is delivered to the Associate Dean of the Graduate School.

### **Appeal Procedures**

If a candidate does not pass the Preliminary Examination, he or she may request an appeal of the decision to the Director of Graduate Studies. The basis for any appeal must be extenuating circumstances unknown to the committee at the time of the decision, or the belief that the decision not to advance the student was made in an arbitrary, capricious or prejudicial manner. Mere dissatisfaction at the outcome of the review does not itself constitute legitimate grounds for a formal appeal.

Any request for an appeal must be submitted in writing to the Director of Graduate Studies within 10 working days of the notice of the Preliminary Examination decision. A letter sent by email with a hard copy to follow is an acceptable method of requesting an appeal. If a request for an appeal hearing, complete with reasons for the appeal, is not received within the time frame described above, the Department of Childhood Studies is not obligated to consider the appeal and the initial decision holds.

Once a request for appeal is received, the Director of Graduate Studies will convene a meeting with the candidate’s committee and will review all documents in the matter. As needed the DGS will consult with the Department Chair, the Associate Dean of the Graduate School and anyone else who offer insight into the appeal. The DGS will recuse his- or herself if he or she is a member of the candidate’s committee, in which case the Department Chair will adjudicate the appeal. If both the DGS and Department Chair are members of the candidate’s committee, another senior faculty member will step into this role.

Once made, the decision—either for affirming the original decision or reinstating the student into the doctoral program—is final. Students may also wish to discuss their case with the Associate Dean of the Graduate School once the appeal process is exhausted at the departmental level.

Failure to pass the Preliminary Examination (including all appeals) will result in the student's inability to pursue the doctoral degree in the Childhood Studies Department. Dependent upon the Committee's recommendation, students may be allowed to complete the Master's degree in Childhood Studies.

### **The Dissertation Proposal**

The dissertation proposal is an initial and exploratory attempt to formulate the dissertation project. It should identify a problem or issue that previous scholarship has overlooked or treated inadequately and it should set out a program of research that is likely to lead to an original and illuminating treatment of the question it addresses. The proposal should not attempt to be that treatment, or even a summary of it; its function is to articulate a problem and sketch an approach to it. The proposal should address any major publications that have dealt with the same issue in order to indicate what remains to be done, and set out the various stages of the work that lie ahead.

There is no set, strict format or length to a dissertation proposal. These are adjudicated by the committee chair and ultimately by the Dissertation Committee as a whole. Given the multidisciplinary nature of Childhood Studies, the student should follow the standards and practices of the field (or fields) in which she or he is working as, for instance, psychology tends to have expectations that are different from those in sociology and both may differ from a proposed project in literature, philosophy or history.

However, given these differences, and given the central place of the dissertation chair in the process, a dissertation proposal typically includes a number of components:

- a) a statement or explanation of the problem to be investigated and addressed;
- b) a review of the relevant literature that places the student's proposed project in a context of previous scholarship;
- c) a description of the research to be undertaken;
- d) a description and discussion of methodology or approach;
- e) if relevant, a discussion of logistical aspects of the project—e.g., need to travel to archives; access to materials or persons; monetary or time constraints;
- f) if needed, an appendix or appendices of relevant materials such as questionnaires or permission forms.

The student typically is working on the dissertation proposal during the same time he/she is preparing for the Preliminary Examination. Indeed, it is expected—as well as efficient—to have the areas for the Examination be directly relevant to the dissertation research.

### **The Dissertation Proposal Hearing**

The procedures for the Dissertation Proposal Hearing follow closely those for the Preliminary Examination Hearing and, indeed, are often conducted on the same day. In consultation with the chair, the student will distribute the proposal to the committee members at least two weeks prior to the scheduled Hearing. The chair will solicit feedback from the committee to ensure that having a Proposal Hearing is appropriate.

If the Proposal Hearing is to be the same day as the Preliminary Examination Hearing, the Proposal Hearing occurs in the second hour after a decision has been made on the Examination. If, for some reason, the student is given a Deferral on the Preliminary Exam, then it is up to the chair, in consultation with the committee, whether or not to proceed with the proposal hearing.

Dissertation proposal hearings (whether attached to the oral preliminary exam or separate) shall be closed sessions. Candidates should be aware that all faculty members from Childhood Studies will be informed of the date/time of proposal hearings and may request to sit in on proposal hearings.

At the conclusion of the question-and-answer session, the student leaves the room so the committee may deliberate. Much like the situation with the Preliminary Examination, the committee can **Accept** as is, **Defer** the decision pending adjustments by the candidate or **Reject** the proposed research outright. Again, an outright Rejection is rare and the chair ideally should not allow a student to schedule a hearing if there are serious questions about the proposal. Unlike the Examination Hearing, there is no official form to be completed and all arrangements—e.g., having the student conduct further preliminary research or submit additional materials in writing, deadlines, etc.—are made between the student, chair and committee.

**Note:** It is allowable to have one, and only one, committee member participate long distance by way of teleconference phone call, Skype or some other means of real time communication. Long distance participation should only be considered if there is no viable alternative to scheduling a hearing when all committee members can be co-present, as determined by the committee chair.. The committee chair, however, must be physically present at the hearing.

### **Timing Between Preliminary Examination Hearing and Dissertation Proposal Hearing**

In order to make satisfactory progress in pursuit of their degree, it is imperative that students move forthrightly to their proposal hearing after having passed the Preliminary Examination. In general, a proposal hearing should be scheduled no more than 6 months after a student passes the preliminary examination. Students should be aware that if the 6 months expires within the summer months (June-August), the proposal hearing deadline may be shortened (hearings are typically not scheduled during the summer).

If the proposal is Deferred (rather than Accepted) at the first hearing and a second proposal hearing is called for by the committee, the second hearing must be convened no later than 6 months after the date of the first hearing (again bearing in mind that this time period could be shortened due to the break in-between the spring and fall semesters). If there are extraordinary circumstances that delay the convening of either a first or second proposal meeting beyond the 6-month limit circumstances (e.g., illness, severe hardship or death in the family), the student, in consultation with the committee chair, must petition the Director of Graduate Studies in writing for a deferral, stating the circumstances and reasons for the request and proposing a new date for the proposal hearing. This extension may be no longer than 3 months from the date of the rescheduled proposal hearing.

In the case of a rescheduled **first** proposal hearing, the committee alone can make the decision to change the date. The chair will inform the DGS of the reasons for the rescheduled meeting and

provide the new date. Requests to reschedule the proposal hearing will be allowed only once except under the most extraordinary of circumstances (e.g., illness, severe hardship or death in the family). In such cases, the student, in consultation with the committee chair, must petition the DGS who will consult with the Department Chair and, as appropriate, with the Associate Dean of the Graduate School. If the request to reschedule the first proposal hearing is deemed to be without merit, the student will be informed in writing by the DGS and the hearing will take place as originally scheduled.

In the case of a request to reschedule a **second** proposal hearing, a final decision is made by the DGS, in consultation the chair of the committee and, if necessary, with the Department Chair and/or with the Associate Dean of the Graduate School. If the request is deemed to be without merit, the student will need to proceed to the second proposal hearing on the originally scheduled date. Refusal to attend the second proposal hearing at the scheduled time is grounds for dismissal from the program.\* Only one rescheduled second proposal hearing will be allowed, except under the most extraordinary of circumstances (e.g., severe illness, severe hardship or death in the family), in which case every reasonable effort will be made to accommodate to the circumstances and will involve the DGS, Department Chair and, where needed and as appropriate, the Associate Director of the Graduate School and perhaps others..

At the second hearing, the proposal may be Accepted, Accepted with Revisions, Deferred or Rejected. In the case of Deferral, the student will be expected to revise the dissertation proposal according to the committee's comments and to schedule a new proposal hearing, in consultation with the chair, within 6 months (see above). If the committee finds that the revised dissertation proposal remains unsatisfactory and does not merit approval, the dissertation proposal will be considered a failure. At this point, the committee chair will schedule a meeting with the committee, candidate and DGS to consider ways forward. Options include allowing for a third proposal hearing to be scheduled within 3 months or removal from the program.\* In the case of the latter, the Associate Dean of the Graduate School must sign off on dismissal. Students dismissed from the doctoral program for failure to produce an acceptable dissertation proposal within the parameters set up in this Handbook may appeal the decision to the Chair of Department and Associate Dean of the Graduate School. Requests for an appeal must be based on cause (procedural errors, prejudice, etc.) and not simply on disagreement with the decision.

Any request for an appeal must be made in writing within 10 business days from the decision to fail the revised proposal.

\*A student thus dismissed from the doctoral program remains eligible to leave Rutgers University with a MA degree in Childhood Studies.

### **Substituting Committee Members**

In general, students may not change committee members between the Preliminary Examination and the successful defense of the dissertation proposal. If there are extraordinary circumstances that warrant changing a committee member during this time (e.g., a committee member resigns from the committee or the university), the student will, in consultation with the DGS, inform the Associate Dean of the Graduate School of the change in committee members, offering an explanation for the request. Note that simply disagreeing with recommendations of committee

members on the proposal will not be considered sufficient grounds for removal of committee members between preliminary exams and the proposal hearing. If a student feels that he or she is being treated unfairly, he or she should bring the matter to the chair of the committee and Director of Graduate Studies. If the issue involves the committee chair or the DGS, then the issue should be brought to the Department Chair or to the Associate Dean of the Graduate School, whichever is most appropriate.

After the student has passed to candidacy and is engaging in research and writing, there may be circumstances when changing a committee member will be appropriate. For instance, the interests or line of research within the dissertation may no longer be appropriate or relevant to particular committee member's expertise. In such cases, it is allowable to request a change in committee member, providing that all guidelines for such changes are followed. The first step is for the candidate to discuss the matter with the faculty member to be replaced, in consultation with committee chair, or DGS where appropriate. The student will then inform the committee chair in writing of the requested change and the reasons for it, copied to the DGS. If there exists legitimate reason that the student cannot or should not meet with the committee member whose participation is no longer desired (e.g., if he or she feels there is unfair treatment), the candidate should bring the matter to the committee chair, DGS or Department Chair, as appropriate. The DGS will be responsible for discussing the matter with the committee member at issue. Barring any objections from the committee chair or DGS, the change will be approved. In general, only ONE such substitution should occur within a committee, again barring extraordinary circumstances. If there arises a need for an additional change within the committee's makeup, the candidate will follow the same procedure as above, realizing that a second change will not likely be approved. If the candidate wishes to remove the committee chair, she/he must consult with the DGS on the matter who will give direction regarding what actions, if any, are to be taken to replace the dissertation chair. If the DGS is the committee chair, then the student must consult with the Department Chair on the matter. In all cases, the committee member whose participation is no longer desired must be kept informed of all decisions relating to the request for removal.

A student may add a committee member without having to replace an existing member after being admitted to candidacy. In this case, the candidate should discuss the matter with the committee chair but the DGS or Department Chair do not need to be involved in the decision.

When the student has passed the Preliminary Examination and has had her/his Dissertation Proposal approved, the student is admitted into candidacy (i.e., ABD) for the degree of Doctor of Philosophy of Childhood Studies.

## Dissertation Guidelines

All Childhood Studies dissertations are expected to approach their research question from multiple perspectives or to employ mixed methods and to contribute to the emergent field of Childhood Studies. While dissertations will typically employ a primary disciplinary focus or fall within the general contours of the humanities disciplines or those from the social sciences, the essential nature of the issues and debates that inform childhood studies research should be readily apparent in the dissertation. These issues include, but are not restricted to, the specificity

of children's experiences, age as a primary category of analysis, the constructed nature of children and childhood, etc.

The format of the dissertation should generally conform to the parameters used in Childhood Studies research. Childhood Studies dissertations will typically resemble either the "book model" or the "article model". In the book model, the dissertation resembles the monograph: an in-depth investigation into a central problem articulated as a series of closely related chapters that build to a conclusion. In the article model, the dissertation is written as a series of 2-3 linked articles of publishable quality (one of these is typically a literature review) and should include an introduction that sets forth the issues of each separate article and a conclusion that brings these issues together.

All dissertations must conform to University guidelines and must be deposited electronically. Failure to follow guidelines or to deposit electronically will result in a delay in the awarding of your degree. Consult <http://graduateschool.camden.rutgers.edu/files/2012/06/thesis-style-guide.pdf> for guidelines and procedures. It is wise to familiarize yourself with the guidelines and procedures well before you plan on defending your dissertation and graduating.

## General Policies for All Graduate Students

### Computer Lab

The Department has made available several computers for students' use in Room 307. Please be sure to maintain these properly. Making sure that the door is locked, especially later in the day, is always smart. **Please keep the lab clean.**

On the bookshelves in Room 307 there are books, sample dissertations and other materials which are made available by the generous donation of Department and affiliated faculty. Please treat these materials with care. Do not mark in them and return them promptly after use. You are on the honor system.

### Copying

**Please no personal copying.** Do not give the copier access code to anyone and always be sure to Logout before you leave the copy room to avoid outside copies being made on the Department's account.

### Fax Machine

We do not have a fax machine for public use, but you are allowed limited use related to GA duties.

### Academic Integrity

Academic integrity is taken seriously by the University and by the Department and applies to everyone. Sanctions for violations can include, among others, failure of assignment, failure of course or suspension from the University. Familiarize yourself with University policy on academic integrity <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>. If you have any questions whatsoever, consult the Chair or DGS.

### Grievances and Difficulties

If you find yourself having difficulties with your faculty supervisor or any faculty member, you should first try to work it out with him or her. If difficulties persist or you are not satisfied with the result of your discussion, contact the Chair or DGS. If a resolution is not forthcoming, then contact the Associate Dean of the Graduate School, Dr. Howard Marchitello, 856-225-6149 ([marchitello@camden.rutgers.edu](mailto:marchitello@camden.rutgers.edu)).

### Grade Complaints

The University has developed a specific procedure for handling grade complaints. Please consult [http://catalogs.rutgers.edu/generated/cam-grad\\_current/pg240.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg240.html) for details.

### Security

Please be security conscious. Do not leave personal valuables in your office or desk. Do not share your keys. So that no rooms are left unattended, the last person leaving an office should lock the door. **If you expect to use the building late at night and/or on the weekend, you must inform Sandra Hill in a timely manner so she can inform Rutgers Police.**

**Rutgers University Police Department:**

409 North 4th Street (856) 225-6009 or dial 8 from a campus phone

**Rutgers-Camden Security Escort Services**

The Rutgers University Police Department (RUPD) will provide a walking security escort for individuals to their cars, campus housing, the PATCO Hi-Speed Line station at Fifth and Market St., and the Walter Rand Transportation Center on Broadway. Members of the campus community may take advantage of this service by calling the RUPD at (856) 225-6009, using a campus emergency phone, or visiting the police station at Fourth and Linden Street (409 North 4th Street).

**Reimbursement for Approved Expenses**

Before making reservations for research/conference travel, students must obtain signed, written approval from Graduate Studies Director. The Funding Application form is available on the Childhood Studies Sakai site.

After completion of the travel or purchase, please submit the following to the Departmental secretary for processing:

- a signed memo indicating the purpose of reservation/purchase; location and date;
- original and/or electronic receipts indicating payment
- in some cases, a copy of the conference program cover and the a copy of the page with your name to substantiate your participation

Please tape receipts on plain paper in chronological order. The payment of reimbursements usually takes 4-6 weeks. In order to avoid mishaps, confusion and delay in your reimbursement, it is best to contact Sandra Hill for exact procedures prior to submitting materials.

## Policies for Graduate Assistants

**NOTE:** The terms of employment are, in the final word, governed by the contract and the letter of appointment. The following information and descriptions are intended as clarifications within that framework. Any discrepancy between the information contained herein and the terms of employment will be resolved in favor of the terms of employment.

### Assistantship Description Information

A Graduate Assistant (GA) is the general term for a funded graduate student (i.e., with a Assistantship) who can serve as either a Teaching Assistant (TA) or a Research Assistant (RA), depending on the needs of your supervisor.

1. Graduate Assistantships usually begin late August and end June 30. When an appointment for an Assistantship is offered and accepted by a student, it is understood by the department that you will be working and available during the dates stipulated on your appointment papers.
2. If you have a primary responsibility for a section you shall normally be notified in writing of your assignment four (4) weeks prior to the beginning of the semester. All other Teaching Assistants and Graduate Assistants who do not have a primary responsibility for a section shall normally be notified of their assignments at least five (5) working days before the first day of classes. It is understood that unexpected circumstances may require modification of assignments. If your assignment is changed substantially subsequent to notification, you will receive notification in writing of the change.
3. Although it is understood that weekly workload will fluctuate during the term of appointment, you will be expected to work no more than an average of fifteen (15) hours a week during the term of your on specifically assigned duties related to your appointment, excluding non-GA related activities associated with academic progress toward the degree. If you believe that your specifically assigned duties routinely require hours that cumulatively exceed an average of fifteen (15) hours per week, you may bring the matter to the attention of the DGS. It is incumbent upon **both** the student and the faculty supervisor to anticipate and avoid potential conflicts between Assistantship duties and the student's academic time commitments.
4. The typical assistantship is a ten-month appointment, which includes pay for work during times when school is not in session. Consult with your faculty supervisor about expectations concerning your availability during the winter break period and after classes have ended in May.

### Teaching Assistant Duties and Responsibilities

Legitimate activities for teaching assistants include: attending classes, holding office hours, grading student assignments (with supervised assistance) and assisting with organizational matters such as taking and keeping attendance records, proctoring both in-class and make-up

exams, submitting book and article e-reserves, running discussion sections, showing visuals to the class, and maintaining a course website.

In consultation with the faculty supervisor, teaching assistants may also deliver a limited number of lectures or take charge of the classroom for a limited number of class periods (normally not to exceed 3) during the course of the semester. Having a graduate student take charge of class can only occur with the student's assent and should be discussed with the student before the course syllabus is generated, when possible. The primary intention and focus of the TA-ship is providing the student with instructional experience through observation, grading, and classroom management rather than in gaining teaching experience.

Any questions or concerns about the appropriate duties and responsibilities of a graduate teaching assistant should be directed to the Childhood Studies Director of Graduate Studies.

### **Teacher of Record**

When deemed appropriate for their academic and future goals and after consultation with the Director of Graduate Studies, students on assistantship may be allowed to solo teach an undergraduate course from time to time as fulfillment of their assistantship duties for the semester. The course may be one already offered by a department or one of the student's own design. All such decisions about who will teach his/her own course or section, when it will occur and the frequency of offering the course will be determined by the Childhood Studies Graduate Director, in consultation with the student and the Department Chair. No faculty member outside of the Department may independently assign a graduate assistant a course to teach. Typically, supported students will be considered eligible to teach an undergraduate course after they have finished coursework, although exceptions to this general rule may be made, as appropriate, given the experience of the student. Students interested in becoming a teacher of record should consult with the Director of Graduate Programs at least one year prior to the semester in which the course would ideally be offered. Students are required to submit a sample syllabus to the Director of Graduate Programs before a decision about scheduling a course can be made.

### **Minimum Grade Point Requirement**

Funded Graduate Assistants must maintain a 3.5 grade point average (B+) over the course of each supported academic year in order to have their assistantship renewed. Students who fall below this threshold will receive written notification of being placed on probationary status for the next academic year. If, at the end of the probationary period, the student's overall GPA is less than 3.5, then she/he will lose the Assistantship.

### **Office Assignments and Keys**

GAs are assigned office space and usually will share an office. All workstations consist of desks, a telephone, and file drawers. Please remember that your office belongs to the University and decorate it accordingly. Obviously that means do not put up anything that could be considered offensive.

You may obtain a key for your office from Departmental Secretary Sandra Hill in Room 304. Please do not duplicate or loan the key to anyone. There is a replacement cost for each key that

is lost, stolen or not returned. All keys must be returned to the Departmental office before final departure from campus. Keys to a professor's office will not be given out to ANYONE unless the department has written approval from the Professor.

### **Mailbox**

All students holding Assistantships have a mailbox assigned to them (located in the computer lab, Room 307). It is important to check your mailbox regularly as well as prior to your office hours and to take your mail with you. The mailboxes are small and cannot hold much weight especially if books are stored in them. If your mailbox is not cleared out and we are not able to put new mail in your box you may forfeit the use of the mailbox.

You should designate space in your office for students to turn in papers, projects, assignments, etc. **Student assignments will not be accepted in the Departmental office.**

### **Office Supplies**

Students who are employed as GAs may obtain supplies pertinent to their teaching or research duties by asking Sandra Hill for assistance in Room 304.

### **Telephones**

The telephones have the capability of campus and local calls only. To dial an off-campus number you must first dial 9. To dial an on-campus number you need only to dial the last 4 digits of the number, ext.: 6741. Please respect the staff in the office and do not give out the departmental phone number to your dentist, car insurance company, etc. We cannot be responsible for your personal calls. In addition, do not call the departmental office regarding your mail or to inquire if you have any new messages in your mailbox.

### **TA Office Hours**

- Teaching Assistants should make themselves available to meet with students for a regular period of time each week. Discuss the expectations of your exact availability with your faculty supervisor.
- Office hours need to be submitted to the departmental office along with your current address, phone number, and e-mail address, during the first week of classes in the Fall or Spring semester.
- If you are sick and unable to make your office hours, you should:
  1. Ask another GA to post your absence for you.
  2. Notify the departmental office of your illness; however, the department office is not responsible for posting your absence.

Remember, it is important to keep consistent office hours as students depend on you to be there. If you do not keep your office hours and students begin to complain that no one is available, you could forfeit your Assistantship.

### **Request for Research Absence for Graduate Assistants**

The Department of Childhood Studies recognizes that, in rare circumstances, some doctoral students who have been awarded Graduate Assistantships (GAs) may require an extended absence from campus during the academic year in order to conduct research necessary for the

dissertation. An extended absence from campus may complicate the student's ability to fulfill the 15 hour per week requirement attached to the GAship, usually in force Sept. 1 until June 30 of each academic year. In order to support and encourage student research and to strike a balance with the requirements of GAships as well as departmental needs for teaching and research assistance, the following guidelines and procedures are now in place to be eligible for such leaves.

- 1) The student requesting extended leave during a GAship must be admitted to candidacy before the time of the leave.\*\
- 2) The place or places visited must be directly and materially related to approved dissertation research.
- 3) The student requesting the leave must submit a copy of her/his approved dissertation\* proposal along with the following: a) a statement of the academic semester of the requested leave, the location or locations visited, the type of research to be conducted and the status of any IRB requirements for this research; b) a statement of how she/he specifically will fulfill the 15 hour a week work requirement during this time period, and c) a signed, hard copy letter from the student's dissertation advisor and from the student's GA supervisor (if different people) attesting the necessity and dates of the absence and to arrangements for fulfilling the work requirement.

**\*Note:** If the student is requesting a leave before being admitted to candidacy, the dissertation supervisor chair must give a full accounting of the student's progress and projected date of completion of dissertation proposal.

Materials must be submitted to the Director of Graduate Studies as early as possible before the start date of the absence, but no later than the beginning of the semester prior to the proposed leave. A faculty committee will confer with the dissertation chair and may ask for additional information or proof of progress before rendering a decision.

It is strongly suggested that students and faculty advisors discuss the need and possibility of extended absences well in advance of the time frame above (3-6 months) so as to allow for planning by all involved parties—students, faculty, department, campus and university.

### **Arrangements and Obligations beyond the Department**

Students generally, and those on GA specifically, need to consult with several campus and University offices to ensure that the research visit is approved and goes well.

1. GAs must obtain additional health insurance (at about \$38 extra a month for AY '12-'13) while away <http://riskmanagement.rutgers.edu/students.html#Foreign>, under "International Travel Health Select Overseas Insurance." Contact The Department of Risk Management and Insurance at 848-932-3008.
2. GAs must register their travel prior to the departure with The Department of Risk Management and Insurance by completing the [RU Faculty and Staff Online Travel Registration Form](#). Please contact Bill Troy ([bill.troy@rutgers.edu](mailto:bill.troy@rutgers.edu)) if you have any questions regarding travel registration.

3. Additionally, students should ensure that visa and travel requirements, restrictions and work rules are all in order well before the scheduled departure. Contact Elizabeth Atkins [atkins1@camden.rutgers.edu](mailto:atkins1@camden.rutgers.edu), (856) 225-6161.
4. If funded by an external grant for their assistantship, check to see there might there be specific stipulations of the grant regarding this travel.

In all cases, consult with your dissertation chair and the department chair. An application is posted on the CS Graduate Forum Sakai site.