

RUTGERS

Camden College of
Arts and Sciences

Department of Childhood Studies

*Handbook for
Graduate Study in Childhood Studies*

for 2009-2010 academic year

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<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

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). For an overview of the general requirements see

http://catalogs.rutgers.edu/generated/cam-grad_current/pg331.html

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.

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.

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.

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. A student revises and enlarges this paper, and then submits it to his or her advisor for preliminary approval. Once a version acceptable to the advisor is completed, the student is approved for the oral examination. Oral examination dates are ordinarily scheduled in early May and late December of each year. The oral exam will be one hour in length and will be attended by the Childhood Studies faculty. The exam will consist of questions from the faculty about the student's coursework and the 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.

If a majority of the faculty decides that the M.A. candidate has not met these standards, the student will be able to revise the paper and take another oral exam. This second submission of the M.A. paper and second oral exam must occur by the end of the semester following the original exam. No student may retake the exam more than once. If the student does not pass the second oral exam or does not take the second oral exam within the required time frame, he or she will not earn the M. A. degree. Upon passing the M. A. paper and oral exam, the student will be recommended to the graduate faculty for the M.A. degree.

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, of which at least 12 credits must be devoted to research. If any of the work is conducted on a part-time basis, the minimum calendar time required will, of course, be longer.

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.

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 Dean of the Graduate College. 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.

Definition of Part-time Doctoral Study

Beginning with the Fall 2010 entering class, 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	12 credits (minimum)
Electives and focused coursework in childhood studies	27 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

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 48 hours of course work (i.e., 21 hours of required courses and 27 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 an independent study under the supervision of an appropriate faculty member if a student's specific interest cannot be satisfied by regularly offered courses. After obtaining preliminary approval from the faculty member with whom the student desires to work independently, the student, in consultation with the faculty member, devises a plan for the course, including the number of meetings and a brief description of any written work or other activities that will take place (e.g., travel to a research site) over the

course of the independent study. Doctoral students are allowed up to 2 independent study courses on their degree plans (6 credits).

In order to register for an independent study course, the student must fill out a form, obtainable from the Childhood Studies Department, that outlines the purpose of the course and is signed by the faculty supervisor and approved by the DGS. A relevant bibliography of potential readings should be attached. It is required that the student plan and propose the course in advance of the semester in which it is to be taken.

Thesis Hours

Doctoral students are required to take a minimum of 12 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 he or she has completed the required 48 hours of classes (including approved transfer credits). A student may sign up for thesis hours during the same academic term that he/she is completing the 48th 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 found at <http://www.camden.rutgers.edu/RUCAM/gradstudents.php> and deliver it to the Director of Graduate Studies for approval and subsequent approval by the Dean of the Graduate School. 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.

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/pg92.html
2. 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.
3. 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.
4. 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.

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 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 Department Chair, 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-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 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.

Failure to pass the Review 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.

Doctoral Student Advising, Exams, Dissertation Proposal and Dissertation Committee

Candidacy

After having earned 48 hours of course work, 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. Four members are recommended. 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 not members of the Rutgers-Camden graduate faculty are ineligible to serve as 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 Examination consists of two parts: a written examination and an oral examination that is usually given shortly after the written examination has been completed. The standard Preliminary Exam formats are: 1) a four-hour in-house exam for all questions, or 2) a twenty-four hour, open-book exam for each question.

The execution of the exam itself is coordinated by the chair of the committee, who is most likely the faculty advisor. Once the committee is formed, the chair send the names of the committee members to Dean of the Graduate School, who issues a letter to the chair officially inviting her or him to serve as chair. A copy of this invitation is also sent to the Childhood Studies chair.

The timing of the written exam 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 a specified date. The chair then leaves the questions of all the members with the Departmental Secretary who logs when the student has picked up the questions and when they were returned. This procedure can be executed electronically through email attachments.

For the *in-house exam*, the amount and kinds of materials the student may have with her or him is determined by the committee members and the chair. For instance, a committee member may specify that the student can take as many notes as she/he wants, but no readings. If the student's committee agrees, the student may take longer than four hours to reply to the questions.

The *take-home exam* will necessarily occur over a period of time that extends past one day because the student is given one set of questions at a time and has twenty-four hours to complete a response for each question. All questions must be answered within a time frame no longer than two weeks. Typically, a student will complete one take-home exam and take a day or two as a break and then pick up the second question, and so on.

Once the student hands in, or emails, all the written responses to the Departmental Secretary, the student consults with the faculty advisor as to an appropriate time to schedule the two-hour oral examination and Dissertation Proposal Hearing, which are often held in the same meeting (see below). All of the questions and responses are distributed to all of the Committee members.

The chair will consult 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. In this case, the student has failed the Preliminary Examination and will be required to leave the program. If the student's answers are deemed satisfactory by the committee, an Oral Examination will be held.

The Chair will determine when the student's dissertation proposal is ready to be shared with the other committee members. The Examination and Proposal Hearing should typically occur no more than eight weeks after the student hands in the last of the responses to the Preliminary Examination.

Note: It is ultimately the student's responsibility to coordinate committee members' schedules for the Exam/Proposal 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. At the very minimum, faculty should be given at least two weeks, and preferably longer, to read over exams and proposals 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/Dissertation Proposal 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.

Oral Examination/Dissertation Proposal Hearing

The Oral Examination/Dissertation Proposal Hearing is open to the general University public and anyone may attend. The Chair will publicize the date, time and place of the Hearing in appropriate venues. It is usually scheduled as a two-hour meeting, with the first hour devoted to the oral component of the Preliminary Examination and the second to the Dissertation Proposal.

The Oral Component of the Preliminary Examination

Typically the procedure is as follows: Once everyone has gathered, the chair asks everyone except the Committee to leave the room momentarily. 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 everyone has reassembled, the committee begins the discussion with the student, 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. When committee members have finished with their questions, visiting members of the audience may be allowed to ask questions of the student. It is at the chair's discretion whether and how many questions will be allowed by visitors, taking into account the time remaining and the situation.

When all questioning is finished, student and visitors are asked to vacate the room while the committee deliberates. Decisions must be made by the unanimous consent of the committee. There are three basic, technical decisions that can be made:

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 enough 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 rewrite to the committee member whose concerns instigated the deferral.

If the student, Chair and committee member agree to such an arrangement, then the committee members sign the Preliminary Examination Form, but the chair does not deposit it with the 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, the Chair and committee agree that the students' responses were lacking in such a way that the Committee decides to reconvene a completely new hearing. The Chair will deliver in writing to the student specific comments and recommendations from the committee regarding the students' initial performance on the exam and how to go about addressing stated problems and deficiencies.

The student may also seek to speak with committee members individually to gain an understanding of the kind of additional work that may be required to produce an acceptable response—e.g., a fuller answer to a specific question, examining additional readings, among others.

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 program.

Reject—a rare occurrence, the Committee completely 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.

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 the student is insistent and demands a hearing which may result in something other than Pass.

The chair will have an official form with these three options on it and space for the signatures of each committee member. This form is to be delivered to the Dean of the Graduate School. If the

student receives a Pass or Defer, the committee and student may discuss the dissertation proposal during the meeting.

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 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.

Given these differences, and given the central place of the dissertation chair in the process, it can be said that, in general, 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.

The Proposal Hearing is open to the general University public and anyone can attend. The Chair will publicize the date, time and place of the Hearing in appropriate venues. The student normally gives a brief presentation outlining the major points of the proposed research. This presentation should be about 10 minutes to leave ample time for discussion. Unlike the Examination Hearing, visitors to the Proposal Hearing will be given the opportunity to question the student first—the length of time determined by the chair. Once questions of visitors are completed, the visitors leave the room to allow the committee time to question the student. The chair ensures ample time for each committee member.

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.

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 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://www.camden.rutgers.edu/RUCAM/info/thesisguidelinesrev5-01-05.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.

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://ctaar.rutgers.edu/integrity/policy.html>. 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, Luis Garcia, 856-225-6149 (lgarcia@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/pg318.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 in the 405-7 Cooper Street building 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 \$20.00 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.