

Department of Childhood Studies

Handbook for Graduate Study in Childhood Studies

2023-2024 Academic Year

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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 timelines suggested for the timely completion of the Ph.D. 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

Current and archived Handbooks can be accessed on the CS Graduate Forum on Canvas on the Resources page. A current copy of the handbook can be found on our website under the Graduate tab.

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 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 project (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 M.A. 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. After the first year, with the advice of the Director of Graduate Studies (DGS) and their advisors, students design plans for interdisciplinary study appropriate for their intellectual and professional goals.

Beginning with the cohort entering in Fall 2015, Masters students will be taking a minimum of 21 credits in courses offered in the Department of Childhood Studies.

Typically students should complete:

- 1) Everyone must complete the two-semester (six credit) Prosem sequence (typically taken in the first two semesters and in order, i.e., Prosem I then Prosem II) as well as six credits from the following list that present the intellectual tools necessary to engage in interdisciplinary research focusing on children:

- Interpretive Methods
- Historical Research Methods
- Theories for Childhood Studies
- Graduate Statistics

and

- 2) Fifteen credits in courses being offered in ‘Childhood Studies Core Curriculum’. Typically, students fulfill this requirement by enrolling in courses offered by Childhood Studies faculty under departmental course numbers (i.e., 56:163). These courses may include, among others:

- Children and Violence
- Child Growth and Development
- Children and Childhood in Cross-Cultural Perspectives
- Children and Cinema
- Children’s Geographies
- Girlhood Studies
- History of Childhood
- Literary and Cultural Constructions of Childhood
- Play and Play Theory
- Postcolonial Childhoods
- Urban Education
- Visual and Material Cultures of Childhood
- Youth Identities

Other seminars may be substituted for the above, with permission of 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 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.

Transfer Credits

Earned credits in graduate courses from other institutions may be counted toward the M.A. degree, in accordance with University and Departmental Guidelines. See “Principles Guiding the

Acceptance of Transfer Credits for Recently Admitted Graduate Students in Childhood Studies” under the program http://catalogs.rutgers.edu/generated/cam-grad_current/pg51.html and <https://graduateschool.camden.rutgers.edu/current-students/forms/> for general guidelines and consult the DGS about specific courses and eligibility to be counted as transfer credits.

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; and
- 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/current-students/forms/>)).

Issues to be considered for approval to 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 Credits

Matriculated students at the Graduate School of Rutgers-Camden are expected to take all their courses at Rutgers-Camden. Approval for transient credit be granted 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.

The application for transient credit can be found at the following website:
<http://graduateschool.camden.rutgers.edu/current-students/forms/>

General Timeline for Completion for Full-time Study

See Addendum 1 on page 45.

Advising

The final requirement for the M.A. program and graduation is either:

- A). the Comprehensive Exam or
- B). the Capstone Project with oral defense hearing.

The student should explore the two options, discuss with advisor, and decide which option to pursue for graduation. In general, the Capstone Project is recommended for M.A. students who anticipate applying to a Ph.D program. If your goal is to pursue independent scholarship and further doctoral study, the capstone may be the appropriate option. If the M.A. in Childhood Studies is your terminal degree or your goal is professional development in your current field, the exam option is likely the appropriate graduation requirement for you.

M.A. Comprehensive Exam

See Addendum 1 on page 45.

M.A. Capstone Project and Defense

The M.A. Capstone Project and its defense serve as the final requirements that must be satisfied prior to graduation. The M.A. Capstone Project should be viewed as an opportunity for you to showcase the knowledge and skills learnt in your Childhood Studies courses. Your Project could include, but is not limited to, the following:

- An academic paper - Your M.A. Capstone Project might have its origins in a paper submitted for a graduate course in Childhood Studies. You may wish to revise and enlarge the paper, including conducting additional research. M.A Project papers typically range from 30 to 50 pages.
- Development of curricular materials – Your M.A. Capstone Project might involve creating or revising educational materials for use in schools or other educational settings.
- Conducting a Program Evaluation – those working in the nonprofit sector may want to use the M.A. Capstone Project to assess a particular organizational initiative.

Before undertaking any of the above Projects, or perhaps something that is not included above, the student should discuss their ideas with the faculty advisor. The student, who works under the direction of the faculty advisor, revises and enlarges the Capstone Project as necessary—

including conducting additional research—until a final version is approved by the advisor. The length of final Projects will vary but, all Projects will include a written component drawing connections to relevant issues and perspectives in Childhood Studies, as well as an extensive bibliography.

The process of developing and finalizing the M.A. Capstone Project is intensive and ongoing. Students need to plan for the time needed to conduct additional research and expect that their Project will undergo numerous revisions. Perhaps as many as three or four versions of the Project 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. Capstone Project no later than two weeks prior to the oral hearing.

Therefore, it is important to begin the process of working on the M.A. Capstone Project and to secure an advisor well in advance of a desired graduation date. **If an acceptable version of the M.A. Capstone Project 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. The Reading Committee for the M. A. Capstone Project defense is comprised of two faculty members, in addition to the Faculty Advisor. The student, in consultation with the Faculty Advisor, will select the Reading Committee members.

Once the Reading Committee members have agreed to serve, the scheduling of the exam may proceed. The exam will be scheduled for one hour and will consist of a brief presentation. Faculty will then pose questions to the student about the submitted Project. At the conclusion of the exam, the faculty will determine if the oral exam and Project 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 field 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 compete course requirements.

If a student enters the doctoral program with a Master's degree or other graduate credit, generally up to 9 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 18 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 Ph.D. 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, theory, methods requirements, and 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)

Beginning with the cohort entering in Fall 2015:

- Required courses in research methodology 9 credits
- Required Proseminar sequence 6 credits
- Required course in Theories of Childhood Studies 3 credits
- Childhood Studies Core Curriculum 18 credits
- Thesis/Research 15 credits (minimum)
- Electives and focused coursework in childhood studies 9 credits

Students who entered the Ph.D. program prior to Fall 2015 should consult the Handbook of Graduate Study for the year in which they first matriculated for specific course requirements.

Consult with the Director of Graduate Studies regarding whether any transfer credits may count toward fulfilling degree requirements.

Ideal Timeline 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
- Take Preliminary Examination /Complete Dissertation Proposal Hearing

Year 4

- Conduct research and begin writing draft chapters of Dissertation

Year 5

- Complete Dissertation

It is mandatory for students to remain continuously registered in the program until the completion of the dissertation. More information on academic standing in general can be found at http://catalogs.rutgers.edu/generated/cam-grad_current/pg65.html.

Credit Requirements, Dissertation Hours, Matriculation Continuation and Full-time Enrollment/Certification, including Visa considerations

Doctoral students must earn 45 credits from coursework and an additional 15 credits from Dissertations Hours. Coursework includes core classes taken while matriculating in the program at Rutgers in addition to those credits officially approved by the Program Director and Graduate School as transfer credits. Dissertation Hours (56:163:700) must be taken after the 45 credits of coursework have been completed. Students enroll in the specified section of Dissertation Hours that match their dissertation advisor (consult schedule of classes each term for correct section number). Dissertation Hours require a Special Permission Number (SPN) from the instructor to register.

Students can begin to enroll in Dissertations Hours during the semester in which they will have completed 45 credits of core course work. For example: If a student has completed 42 credits in coursework, they can take 3 more credits of coursework and 6 credits in Dissertation Hours during the same semester to remain registered full time.

Students on a Graduate or Teaching Assistantship must maintain full time enrollment (9 credits) during Fall and Spring semesters unless approved for PhD full time certification status.

After earning 15 credits of Dissertation Hours, students can enroll in Matriculation Continuation 56:163:800 (matriculation cont'd status is not approved for students on assistantships) or full-time certification status.

International Students who need to maintain full-time status after completing course work, Dissertation Hours, and who are no longer on Assistantship should apply for the Ph.D. Full Time Certification (if they successfully passed their qualifying examination).

Full Time Certification

PhD (ABD) students who are fully engaged in graduate study beyond their required course work, registered for fewer than 9 credit of required research (dissertation hours), and need full-time status (visa purposes, student health insurance, loan deferral, access to new student loans, tax implications) should apply for Ph.D. Full Time Certification. Those students on assistantships must apply for PhD full time certification status. Students must have passed their qualifying/preliminary examination before applying for the full time certification.

To be eligible for Ph.D. Full Time Certification, students must certify that they are not employed for more than 20 hours a week in activities unrelated to their degree program and that they are devoting the preponderance of their efforts to the completion of their degree.

The Ph.D. FT Certification request requires approval of the Graduate Program Director, the Dissertation Committee Chair, and the Senior Associate Dean of the Graduate School. Students on assistantship must also register for 1 dissertation credit with their dissertation advisor in addition to the PhD full time certification. Those students that are self-funded can register for .5 dissertation credit in addition to PhD full time certification unless applying for matriculation cont'd.

56:001:897 – Full Time Study On Campus

- Students are living in university housing
- Students register for 1 credit of dissertation hours while in this category
- Students will be billed for 1 credit hour of tuition and fees
- Benefits
 - Students in this category will be considered full-time
 - For Visa purposes
 - For TA/GA requirements
 - To obtain student health insurance (if not a TA/GA)
 - To obtain loan deferral
 - To have access to new student loans

56:001:898 – Full Time Study Off Campus

- Students are *not* living in university housing
- Students register for 1 credit of dissertation hours while in this category

- Students will be billed for 1 credit hour of tuition and fees
- Benefits
 - Students in this category will be considered full-time
 - For Visa purposes
 - For TA/GA requirements
 - To obtain student health insurance (if not a TA/GA)
 - To obtain loan deferral
 - To have access to new student loans

56:001:899 – Full Time Study Matriculation Continued

- Students will not be in residence in the tri-state area, but will work with dissertation chair throughout the semester/year
- Students will be billed for the matriculation continued fee
- Benefits
 - Students in this category will be considered full-time
 - To obtain loan deferral

Continuous Enrollment

It is mandatory for students to remain continuously registered in the program until the completion of the dissertation. More information on academic standing in general can be found at http://catalogs.rutgers.edu/generated/cam-grad_current/pg65.html.

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., 36 hours of required courses and 9 hours of electives), students must complete at least three courses in research methods (9 credits). In order to provide a useful background for understanding 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. Students are urged take these courses with departmental faculty, when possible, but may take relevant courses in 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.

Theories of Childhood Studies

This course draws on writings in philosophy, cultural anthropology, literary theory, sociology, film and media studies, history and feminist theory, that are of significance for Childhood Studies. The expectation is that students will understand key theorists and be able to use them to theorize key aspects of childhood and children's lives. Students are also expected to demonstrate an awareness of the importance of theory to interdisciplinary research.

Childhood Studies Core Curriculum

To provide a solid footing for interdisciplinary research, all students are required to complete at least six courses (18 hours) in the Childhood Studies Core Curriculum, in addition to the Methods, Theories of Childhood, and Proseminar requirements outlined above. Typically, students fulfill this requirement by enrolling in courses offered by Childhood Studies faculty under departmental course numbers (i.e., 56:163). These courses may include, among others, Child Growth & Development, Girlhood Studies, Postcolonial Childhoods, Youth Identities, Children and Cinema, History of Childhood, Visual and Material Cultures of Childhood, Children's Geographies, Literary and Cultural Constructions of Childhood, Play and Play Theory. Other seminars may be substituted for the above, with permission of the DGS.

Focused Coursework in Childhood Studies

In the spring of the second year of study, and in consultation with their advisor or the DGS, each student begins to craft a long-range plan for their 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 18 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 timeline 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 their 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.

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 <https://graduateschool.camden.rutgers.edu/current-students/forms/>). Issues to be considered for approval to 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. Students who wish to take courses at Rutgers-New Brunswick and Rutgers-Newark must submit the required form for approval prior to enrolling. No more than 9 transient credits (2 courses) will be approved. The approval for these courses must be obtained from the Director of Graduate Studies and the Dean of the Graduate School. Transient credit approval will not be granted retroactively.

The application for Transient Credit can be found at:

<http://graduateschool.camden.rutgers.edu/current-students/forms/>.

Acceptance of transient credit is based on a grade of "B" or better. *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.*

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

The Department will consider requests for transfer of up to 9 credits from 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/pg54.html
2. No student can finalize transfer of outside credits toward the Ph.D. 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 for 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.
7. Typically, transfer credits granted to students will count toward fulfilling various requirements, such as research methods or core curriculum. The specific requirements fulfilled through transfer credits will be determined by the Director of Graduate Studies in consultation with the Graduate Committee, Department chair and the student.

The application for Transfer of Credit can be found here
<http://graduateschool.camden.rutgers.edu/current-students/forms/>.

The combined total number of transient credits and transfer credits cannot exceed one-third of the number of credits required for the degree.

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 into the doctoral program may have up to 27 hours credited to their doctoral coursework requirement. Coursework credited from the M.A. 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 M.A. 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 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 academic advising from a designated faculty member and administrative advising from the DGS. By the completion of the second year of graduate study, students should choose a chair for their dissertation committee from amongst the faculty. Because the relationship between the student and the dissertation chair is of primary importance in the graduate program, students should choose their chair carefully. The chair 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 their 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 term after 18 hours were earned, and the faculty meeting will take place typically three weeks after the dossiers are deposited. Beginning Fall 2021, doctoral students who have received their M.A. degree from the department will no longer be required to complete the second-year review process.

Appeal Procedures

If a Second Year Review candidate does not pass the review by a majority vote of the Second Year Review Committee, they 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, the student may be allowed to complete the Master's degree in Childhood Studies.

Annual Progress Report

The purpose of the Annual Progress Report is to enable regular communication between graduate students and faculty advisors about the student's activities and productivity over the past year and to chart goals for the upcoming year. The underlying aim focuses on ensuring a supportive and responsive mentoring relationship by providing a forum and occasion to reflect on activities undertaken, successes made and difficulties encountered, to gain mutual understanding and to chart ways forward. This Report does NOT affect student funding or GA reappointment. It is used for advising purposes. Any Ph.D. student undergoing Second-Year Review in an upcoming term does **not** need to complete this form. The Second-Year review will serve as the Annual Progress report for that year.

In no way should the occasion of the Annual Progress Report be taken as an auxiliary for regular and necessary communication with dissertation chairs, faculty advisors and/or the Director of Graduate Studies. The Report is intended as an annual forum for communication and advising, but not as a substitute for these important interactions.

By **April 15**, each full- or part-time doctoral student must complete the required form (available on Canvas) and turn it in to their Dissertation Chair. If the student has not yet secured a Dissertation Chair, then the Report is to be turned in to her/his assigned Faculty Advisor. In cases in which the student has neither Dissertation Chair nor Faculty Advisor, the Report should be submitted to the Director of Graduate Studies.

The faculty member receiving the Report will schedule a face-to-face meeting with the student. In the case of students residing out-of-area, an electronic or virtual, real-time meeting is acceptable. Asynchronous or writing-only (e.g. email or texting) meetings are not acceptable, i.e., the two parties must speak with each other in real time.

The conversation will address any successes and progress made toward the completion of the degree, including: research activities; professional development activities (e.g., presenting at a conference, teaching a class, attending a workshop); chapters completed or partially completed, among other things). Any difficulties, special circumstances or obstacles to continued progress toward the degree should also be discussed and a plan to address these issues developed along with a projected schedule for tasks or milestones for the coming year. Remedies to difficulties could include: planning a meeting with the entire dissertation committee to discuss the student's project in light of new information; suggesting new approaches to conducting research or undertaking writing; consulting with other faculty within or outside the College or University as needed; attending writing or professional development workshops. Other remedies can be discussed and negotiated in response to the specific circumstances presented.

The faculty member will indicate on the form any important points of discussion undertaken with the student and will determine whether the student is or is not making satisfactory progress.

The faculty member will bring attention to the Department Chair and Director of Graduate Studies any concerns about the student's progress or the student's experience which may arise from this meeting

The original, complete Report will be placed in the student's file and a copy provided to the student.

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 limited 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 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, procedures and forms, see <https://graduateschool.camden.rutgers.edu/current-students/>

Forms for travel funding from the Department of Childhood Studies, as distinct from the Graduate School, can be found on the Graduate Student Forum Canvas site under “CS Departmental Documents and Forms” then “Travel reimbursement forms and policy.”

The amount and availability of Department funding for student research and travel will vary. You should consult with the Director of Graduate Studies 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 their Dissertation Committee prior to being admitted to candidacy. Students with a mark of Incomplete on their transcript will not be allowed to take the Exam until a letter grade is given for the affected courses.

Ph.D. Student (ABD) Full-Time Certification

Ph.D. (ABD) students who are fully engaged in graduate study beyond required course work, registered for fewer than 9 credits of required research (dissertation) hours, and need full-time status, may apply for Full-Time Certification. Students must have passed their qualifying/preliminary examination before applying for the full-time certification. Please note that all funded doctoral students are required to maintain full-time registration and should register for full-time certification once they are eligible.

The following forms for Full-Time Certification requires the approval of the Graduate Director and the Associate Dean of the Graduate School -

- Ph.D. Student (ABD) Full-Time Certification Guidelines and Application
- Health Insurance Request Form: This form is to be used by Full-Time Certified students who are not funded but would like to enroll in university health insurance.

Students may find these forms at <http://graduateschool.camden.rutgers.edu/current-students/forms/>. These forms **must** be completed no later than May Commencement prior to going into effect. Failure to complete and submit appropriate forms on time may jeopardize a student's payroll and other administrative status.

Advising Roles and Committee Membership

Most often the Preliminary Examination Committee serves as the Dissertation Committee. However, the role of 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 faculty from the Department of Childhood Studies.

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

A designated member of the faculty will serve as *de facto* advisor for the graduate student until such time that the student finds a faculty member to serve as their dissertation chair. The faculty 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 Readings

NOTE: The following process regarding the timing and procedure of the Preliminary Examination will become effective for the cohort entering their third year in Fall 2020, or for any part-time students who haven't yet completed exams, as well as for all future doctoral students. Revised: May 2020

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, and to provide opportunity to develop this expertise in written form. 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, developed collaboratively between student and a committee member based on a set of readings that the student has developed with each committee member. Three questions/exams comprise the Preliminary Examination. If there are 4 committee members, two must collaborate on a single question, or set of related questions, with the student.

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 particular areas, working with the student to produce a robust list and, ultimately, approving the final version of the question that makes up that particular examination. 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 of 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 knowledgeably 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 and the field or content area more generally.

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 and co-develop a relevant exam question with the student. 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 them with relevance to the dissertation research and which enable the production of focused, high quality written work. 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.

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 three responses to questions co-developed by the candidate with each respective committee member (one exam with 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 dissertation committee chair. Once the committee is formed, 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 by the Associate Dean of the Graduate School.

Timing, Time Period and Length of Preliminary Examination

Exam writing should be completed over the course of one semester (including the summer), immediately following the completion of course work. This will typically occur during the 5th OR 6th semester for full-time Ph.D. students

The term in which the exams are to be taken, Fall or Spring, can vary depending on whether a student is part time or had an interruption in completing coursework. **The key factor regarding timing is the necessity to take the exams during the semester following the completion of coursework.**

During the final semester of coursework, the student establishes the exam committee and has preliminary discussions with committee members about exam lists in three different content areas. Students and committee members also discuss a proposed timeline for finalizing these lists for approval by the deadlines listed below.

If students complete their coursework in the 4th semester, they should spend summer months finalizing the lists and beginning the reading process. This may involve email consultations with committee members, depending on their availability during summer months. If students complete their coursework in the 5th semester, they should spend December, January and into February finalizing the lists and beginning the reading process. This may involve email consultations and/or meetings with committee members, depending on their availability during those months.

If students are writing exams during the 5th semester, they must submit final exam lists for approval in three different content areas to the respective committee members no later than September 15th or no later than February 15th, if the exams are to be taken in the 6th semester.²

These are also the dates when a deadline for each exam must be established.

² For students who enter the Ph.D. program with and M.A. from the department, this process begins in the 3rd semester of doctoral study.

Sample Timelines

Exams in 5th Semester (Fall)	Exams in 6th Semester (Spring)
Late Spring/Summer before: <ul style="list-style-type: none"> Finalize committee, identify exam areas, draft lists, read 	November/February before: <ul style="list-style-type: none"> Finalize committee, identify exam areas, draft lists, read
September 15 – Final lists due/exam deadline scheduled	February 15 – Final lists due
Minimum 2 weeks before each exam deadline: Question Finalized	Minimum 2 weeks before each exam deadline: Question Finalized
Minimum 2 weeks before hearing: All exams must be complete	Minimum 2 weeks before hearing: All exams must be complete

December (Until Dec.15) or early February – Exam hearing (Hearing cannot occur over winter recess)	Mid/late May – Exam hearing
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For each list, the student and committee member establish a firm deadline and expected word count for the submission of the final exam. Word counts are expected to fall between 5000 and 7000 for each written exam, depending on the norms and expectations of the field of examination.

As they are preparing for the exam, students meet regularly with each committee member to discuss the reading process and their developing understanding of key themes.

Each exam question must be finalized no later than two weeks prior to the deadline for that particular written exam. While students contribute to the crafting of this question, final approval rests with the faculty mentor, who will provide confirmation of this approval in writing.

Guided by this question, the student writes a 5000- to 7000-word exam paper for each of the three lists. Each final Preliminary Exam must be submitted by the agreed upon exam deadline. In rare situations, extensions for up to two weeks beyond these deadlines may be granted by the committee chair for extenuating circumstances. If, for any reason, the student cannot complete all exams within this period, they 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. If any committee member feels that a student is not ready to proceed to the oral hearing based on the quality of the written exam, a student may be asked to revise one or more written examinations before proceeding to a hearing. Please note that approval to schedule the oral hearing does not indicate that evaluation of the written exams has concluded. The student's performance in oral and written responses is considered throughout the preliminary exam process until a final determination is made at the conclusion of the oral hearing (pass, defer, or fail).

At least two weeks after the submission of the last exam to the committee, the committee and student convene for an oral hearing in which the student defends and clarifies the written responses. If a student is writing exams in the 5th semester, oral hearings may be scheduled in the late 5th semester or early 6th semester. If students are writing exams in their 6th semester, the hearing would occur in mid- or late May.

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.

NOTE: After the completion of the exam process, students may choose to develop one or more of their exam papers into a manuscript for possible publication. Students who believe an exam may form the basis for a future publication should discuss authorship expectations with the faculty mentor at the earliest date possible.

The Oral Component of the Preliminary Examination

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 Examination is a closed meeting with only the student candidate, chair and committee members present. Typically, the hearing is scheduled for one hour at minimum and scheduling the meeting for 1½ hours is suggested.

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: All Rutgers committee members are expected to attend oral defense hearings in person. Unless university policy, health or extraordinary personal conditions exist for a committee member, they are expected to participate in all oral defense hearings (exams, proposal, and final defense) in person. Remote 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, excepting in cases where in-person meetings are not allowed by University, State or health policy and conditions. Any request to participate remotely must be made to the dissertation chair well in advance of the scheduled hearing.

When all questioning is finished, the 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 and produce a 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 (either written or oral or both) 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 Failure. 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 at the end the academic term when all Appeals (see below) have been exhausted.

Fail—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 the student cannot continue in the program and proceed to the dissertation. In this case the Chair will deliver in writing to the student the reasons for the committee's rejection of the Preliminary Exam.

Note: A decision of "Failure" on the Preliminary Examination is quite rare. The chair typically should not allow a hearing to take place if they feel that the student is not ready for critical scrutiny. As noted above, if any committee member feels that a student is not ready to proceed to the oral hearing based on the quality of the written exam, a student may be asked to revise one or more written examinations before proceeding to a hearing. However, there may be occasions when performance that would warrant a Deferral or 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, they 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 can offer insight into the appeal. The DGS will recuse them if they are 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 they are 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 they/they are 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 sometimes, though rarely, 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: All Rutgers committee members are expected to attend oral defense hearings in person. Unless university policy, health or extraordinary personal conditions exist for a committee member, they are expected to participate in all oral defense hearings (exams, proposal, and final defense) in person. Remote 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, excepting in cases where in-person meetings are not allowed by University, State or health policy and conditions. Any request to participate remotely must be made to the dissertation chair well in advance of the scheduled 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 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 the 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 M.A. degree in Childhood Studies.

Degree Time Limit at Rutgers University-Camden

The length of time required for the completion of the doctoral degree (for full-time and part-time students) can be viewed at http://catalogs.rutgers.edu/generated/cam-grad_current/pg104.html.

In keeping with the above time limit, the Department of Childhood Studies expects both full-time and part-time students to complete their dissertation no later than 5 years after passing the Preliminary Exams. Additionally, doctoral students are limited to a maximum of 5 years of TA/GA funding by the Graduate School.

Students who require additional time to complete their Ph.D. degree must fill out a Degree Time Limit Extension Application <https://graduateschool.camden.rutgers.edu/current-students/forms/>

and submit it to the Director of Graduate Studies, whose approval is required prior to submitting the request to the Associate Dean of the Graduate School. The DGS will ask the Chair of the student's dissertation committee to consult with each member of the dissertation committee (individually or as a group) and report their recommendations and observations regarding student's progress and timeline for completion. The DGS takes these and any other recommendations sought (for example the Department Chair) as advisory, and not binding, in making the recommendation to the Graduate School.

See http://catalogs.rutgers.edu/generated/cam-grad_current/pg99.html for the minimum and maximum lengths of time required to complete a degree, based on the student's status and number of credits required for the degree.

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 they are being treated unfairly, they 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 a 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 they feel 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, they 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/graduation/#PhD> for guidelines and procedures.

Please see https://libguides.rutgers.edu/formatting_theses_dissertations for the Dissertation Guide. It is wise to familiarize yourself with the guidelines and procedures well before you plan on defending your dissertation and graduating.

Final Dissertation Defense

The Dissertation Defense Hearing represents the culmination of a doctoral student's program of study. It is the forum in which the committee renders a decision regarding the acceptability of a candidate's completed, submitted dissertation manuscript after conversing in specific detail with the student. The scheduling of the meeting should take place by mutual agreement of the

candidate, dissertation chair and committee members. However, it is a candidate's prerogative to compel a Dissertation Defense Hearing over the recommendation of the chair and/or committee, in consultation with the Graduate Director and/or Chair of the department, a situation not recommended except under the most extreme circumstances. Typically, the student will have been in regular contact with the chair, sharing drafts and revisions with him/her and other committee members in a manner and timing warranted and recommended by the chair.

Note that candidates cannot proceed to the Dissertation Defense Hearing unless, and until, all other requirements for the Ph.D. degree have been satisfied.

It is the chair's responsibility to ensure that all committee members have had opportunity to read and comment on chapters and elements of the dissertation to the extent each sees fit. Candidates and chairs should work together to ensure that committee members have had ample time and opportunity to read, comment on and, perhaps, re-read chapters well ahead of scheduling a Dissertation Defense Hearing. Note that there is no formal policy on how many drafts each committee member should read.

Before scheduling a Dissertation Defense Hearing, candidates and committee chairs should keep several things in mind: First, submit the final, official version of the dissertation to committee members at least 4 weeks before the meeting. Ample time is required in order for productive feedback. Second, the Defense should take place several weeks (ideally, 8-10 weeks) prior to any deadline set by the Graduate School or University office for the submission of the final, formatted, accepted version.

Once a date is set, the committee chair informs the Graduate School office and requests a Certificate of Result of Final Examination for the Doctoral Degree, which will need to be signed by all committee members and returned to the Graduate Dean's office. The chair will announce the date and time of the hearing to department's students and faculty and invite them to attend the public portion of the hearing.

Note: All Rutgers committee members are expected to attend oral defense hearings in person. Unless university policy, health or extraordinary personal conditions exist for a committee member, they are expected to participate in all oral defense hearings (exams, proposal, and final defense) in person. Remote 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, excepting in cases where in-person meetings are not allowed by University, State or health policy and conditions. Any request to participate remotely must be made to the dissertation chair well in advance of the scheduled hearing.

At least 2½ hours should be set aside for the Dissertation Defense Hearing to allow ample time for the student presentation, discussion with committee, and conferral among committee members and the candidate.

Beginning in the Fall of 2017, the typical Dissertation Defense Hearing will proceed as follows:

The first part of the hearing will consist of a public presentation by the candidate to the committee and anyone who chooses to attend. The presentation will last no more than 20 minutes and will consist of a general outline of the background to the study, the problems/questions addressed, the research method or approach employed, some (not all) key findings, and an explication of how the research contributes to the field of childhood studies. Candidates are strongly encouraged to discuss their public presentation with their chair prior to the hearing.

Questions and discussion from the audience will ensue for another 20 minutes. At the conclusion of the question-and-answer portion, the audience will disperse and the candidate will leave the room, allowing the committee to confer among themselves, which can take as much time as needed.

Once the candidate returns to the room, the closed hearing will commence. 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 questions, and engage in a collective conversation with the candidate.

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

The following are the basic, technical decision to be made after the conclusion of the oral hearing: Pass, Pass with Distinction, Defer, and Fail. Decision 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.

Pass with Distinction—After the student passes the Final Dissertation Defense, the committee can determine if the student’s work warrants a recommendation of **Distinction**. Distinction can only be conferred by unanimous consent of all committee members. The decision to give Distinction must be made on the outstanding quality of the student’s written work (not oral presentation), which is deemed as generative of new ideas or approaches making a clear contribution of scholarship to the field. Overcoming difficult personal circumstances, while admirable, should not be the basis for conferring Distinction in a dissertation.

Defer—The committee considers that there are significant areas on which the student requires additional research or revision 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 must reconvene.

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 hearing. The student is given specific directives as to how to go about correcting the deficiencies noted by the

committee. The chair can defer the decision on the acceptance of the rewrite to the committee member whose concerns instigated the deferral, or the entire committee will read and comment on the revised manuscript. A reasonable time frame (ideally, between 2-4 weeks) will be given to the student to complete these revisions.

If the chair and committee member(s) agree to such an arrangement, then the committee members sign the Certificate of Outcome Form, but the chair does not deposit it with the Department or Graduate School until 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 and/or documents 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 address stated problems and deficiencies. The candidate must check if this hearing falls within their Degree Time Limit and if they require an extension they must follow all the procedures outlined above under filing a Degree Time Limit Extension application. This new hearing date will be indicated on the Certificate of Result form, which must be filed with Graduate School.

This option is one step away from Reject. Should the student not deliver, in the committee's estimation, an acceptable dissertation document within the stated time frame, student will have Failed and will have to leave 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, concluding that there is such significant deficiency in the student's effort and work that student cannot continue in the program and will not receive the Ph.D. degree.

Appeal Procedures

If a candidate does not pass the Final Dissertation Defense, they 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 Final Dissertation Defense decision. A letter sent by email with a hard copy to follow is acceptable for 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 review all documents in the matter. As needed, the Director of Graduate Studies will consult with the Department Chair, the Associate Dean of the Graduate School and anyone else who can offer insight into the appeal. In case the Director of Graduate Studies is a member of the candidate's committee, the Department Chair will adjudicate the appeal. If both the Director of Graduate Studies and Department Chair are members of the candidate's committee, another senior faculty member within the Department of Childhood Studies will adjudicate the appeal.

The candidate will be notified of the decision in writing within 10 working days of the hearing. Once the final decision is made as to whether affirm the original decision of the dissertation committee, or to reinstate the student into the doctoral program, the appeal process is exhausted at the department level and students may also wish to discuss their case with the Associate Dean of the Graduate School.

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

General Policies for All Graduate Students

Computer Lab

The Department has made available several computers for students' use in Room 201. Please be sure to maintain these properly. **Please keep the lab clean.**

On the bookshelves in the 3rd floor student lounge 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/Scanning

Please no personal copying/scanning. The copy machine is located in Room 113. If you need instructions on how to work it, please see Joann.

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 or expulsion from the University. Familiarize yourself with University policy on academic integrity <http://fas.camden.rutgers.edu/faculty/faculty-resources/academic-integrity-policy/>. If you have any questions whatsoever, consult the Chair or DGS.

Alarm

The building is equipped with an alarm system. If you plan on being in the building after hours or on the weekend, you must contact the police department at x 56111 so that you do not set the alarm. Let them know your affiliation (Childhood Studies Graduate Student) and the building (329 Cooper Street).

Contact RUPD immediately at 609-225-6111 if you set off the alarm.

To arm the alarm, you will input the 4-digit code + 1 (off)
To disarm the alarm, you input the 4-digit code + 2 (away)

See Joann for the 4-digit code.

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. Michelle Meloy, 856-225-6149 (mlmeloy@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/pg56.html for details.

Security

Please be security conscious. Do not leave personal valuables in your office or desk. Do not share your keys. **If you expect to use the building late at night and/or on the weekend, you must inform Rutgers Police at Ext. 56111 (if using an office phone) or dial 856-225-6111 on your cell phone.**

Rutgers University Police Department:

409 North Fourth Street
(856) 225-6111

Text to RUPD: 69050 (in the message body, text: RUCMD followed by a space and then your message. If successfully delivered, you will receive an auto-reply, followed by a personal response shortly after. The system is monitored 24/7. This service is **not** intended for emergency situations.

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 the Graduate Studies Director. The Funding Application form is available on the Childhood Studies Canvas 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 travel/purchase, location and date(s);
- if registration is for a conference, include a copy of the registration form that indicates what was included (i.e., meals);
- if conference meals are not included, a per diem rate will be given. You will need to provide proof that meals were not provided (it is usually stated in the conference program or registration). For research travel, meals will be per diem so no receipts are necessary.
- a copy of the conference program cover and a copy of the page with your name to substantiate your participation; and
- credit card statements with the charges clearly marked. Make sure your name, the charge, and the last-four digits of your credit card are clearly marked on the statement. All other information can be blacked out.

Prior to submitting your expenses, make sure that you have access to the Expense Management System. You can do this by logging on to My Rutgers Portal. If you do not have access, contact Joann Schroeder so that she can process a Rutgers' Financial Management System (FMS) Expense Management form for you.

To process your expense report, you will need to input your checking account information (the money will go directly into your designated account). And, if you would like Joann Schroeder to process your expense report, you will need to choose her as your delegate. To do this, go to:

- My Rutgers Portal (type “my Rutgers portal” in google search)
- Log in using your Net ID information

- Click on the “Cornerstone” Tab at the top of the page
- Click on the “Expense Management” Icon in the Finance Section
- Click on the little gear icon on the right-hand side of the page
- Click on “Manage Bank Accounts” on the left-hand side under “Manage”
- Click the “+” at the top left-hand side of the page
- Add your information, then click “Save and close”

Once that is done, go back to the “Expense Management” Page

- Repeat the same process to add a delegate.
- Click on “Manage Delegates” under “Manage Bank Accounts”
- Click on the “+” at the top left-hand corner
- When the pop-up screen displays, in the “person” section, type Joann Schroeder and click “Search”. If you see her name and email address, click “ok”. You have now added Joann as a delegate to do your expense reports.

If you prefer to process your own expense reports, meet with Joann to discuss the steps to take in order to submit an expense report.

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 Information

A Graduate Assistant (GA) is the general term for a funded graduate student (i.e., with an 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 at May Commencement. 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 the 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 appointment 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.

Sole Instructor

When possible, Childhood Studies enables doctoral students to teach an undergraduate course on their own. The purpose of having students be the sole instructor of a course centers on providing the graduate student with the skills and experience that accompany solo teaching. Such an arrangement must also meet the curricular needs of the CS undergraduate program at the time. Applications for sole instruction are made each October for the entire following academic year.

The course may be one already offered by a department or, in some cases, one of the student's own design. All such decisions about who will teach their own course or section, when it will occur and the frequency of offering the course will be determined by the Childhood Studies Department Chair in consultation with the student, the student's advisor and the Director of Graduate Studies, as appropriate. 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. The ideal time for students to teach their own section or course is in their third or fourth year of study. Generally, students are strongly discouraged from teaching their own section or course during their fifth (i.e., dissertation writing) year. The Department Chair may request that the student speak with other faculty members about their course ideas and/or submit a proposal or sample syllabus. The final decision for all course offerings rests with the Department Chair.

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 they will lose the Assistantship.

Workspace Assignments and Keys

The GSO collaborates with GAs to distribute workspace on an equitable basis and according to past practices of fostering a cohort culture among the first-year doctoral students. All workstations consist of a desk and file drawers. Please remember that your workspace belongs to the University and decorate it accordingly. Obviously, that means do not put up anything that could be considered offensive.

Keys to your desk should be in the top drawer of your file cabinet. If it is not there, please contact Joann Schroeder. 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. 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 have a mailbox assigned to them. 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 at your workstation 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 Joann Schroeder for assistance in Room 100.

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 5 plus the last 4 digits of the number (i.e, ext.: 56741). There is a phone in the graduate student space on the 3rd floor. This is for University purposes ONLY. Please do not make personal calls on that phone. 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.

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; and
 - 2) Notify the departmental office of your illness; however, the departmental 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 (GAship) may require an extended absence from campus during the academic year in order to conduct research necessary for the dissertation.

Graduate School, College and University guidelines allow such absences exclusively for approved dissertation research purposes and for only one semester during the entirety of a student's Graduate Assistantship.

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 must be followed and procedures completed during the term PRIOR to the student's requested absence.

NOTE: ALL research leaves for GAs are subject to final approval by the Senior Associate Dean of the Graduate School

- 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 they/they 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/>. Contact specific units of The Department of Risk Management and Insurance for specific issues <http://riskmanagement.rutgers.edu/student-health-insurance/contact-us>.
2. GAs must register their travel prior to the departure with The Department of Risk Management and Insurance by registering for international travel and completing the appropriate forms (<https://finance.rutgers.edu/risk-management/universitywide/international-travel>.)
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, (856) 225-6161.

4. If funded by an external grant for their assistantship, check to see if there might 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 Canvas site.

Addendum 1

MA Final Graduation Requirement: Exam or Capstone Option

Advising:

The final requirement for the MA program and graduation is either:

- A). the Comprehensive Exam or
- B). the Capstone Project with oral defense hearing.

The student should explore the two options, discuss with their advisor, and decide after completing 18 hours of coursework which option to pursue for graduation.

In general, the Capstone Project is recommended for MA students who anticipate applying to a PhD program. If your goal is to pursue independent scholarship and further doctoral study, the capstone may be the appropriate option. If the MA in Childhood Studies is your terminal degree or your goal is professional development in your current field, the exam option is likely the appropriate graduation requirement for you.

The MA Final Requirement Form is where you officially indicate your selection. The form must be submitted no later than the start of the Fall (by October 1) or Spring semester (by February 1) that follows your completed 18 hours of coursework. If you select the exam option, you will indicate the semester in which you plan to take the exam. The term in which the exam is taken, Fall or Spring, can vary depending on whether a student is part time or had an interruption in completing coursework. **The key factor regarding timing is the necessity to take the exam during your final semester.** If the semester in which you will take your exam changes, you should contact the DGS.

After submitting the form, you cannot change your selection type for the graduation requirement.

A). Detailed Exam Description:

MA students who opt for the exam will be given a set of broad questions related to childhood studies theories and approaches and students will draw upon readings from childhood studies in order to respond to the exam questions. Student are allowed one calendar month to complete the exam. All MA students opting for the exam in a particular semester will be given the same set of questions at the same time with the same due date.

An exam committee composed of two faculty members (rotates annually) will provide you with the exam questions and the rubric for passing (see below for dates). The exam will be assessed as pass or fail. The committee will read your exam and return the rubric with the points earned and feedback.

You can find the **sample** exam question below. The exam question will not change drastically from semester-to-semester; yet, MA exam committee members may make minor changes or additions. You will receive your final exam question according to the following schedule:

Fall Exam distribution: October 1

Fall Due Date: November 1

Spring Exam distribution: February 1

Spring Due Date: March 1

As students prepare to take the exam, they may meet with their advisor to discuss their developing understanding of key themes and exam response. Yet, the advisor will not pre-read any material before the exam is submitted.

Guided by the questions, the student writes a 4000 to 5000-word exam paper. The exam must be submitted by the agreed upon exam deadline and submitted via an MA exam canvas site. The use of Chat GPT is prohibited.

Exam response should **cite at least 15 scholarly references**—source materials can be drawn fully from a suggested bibliography, which is posted on our Canvas graduate forum site under files and updated periodically. You are welcome to cite other sources not included on the list from your MA coursework or you may draw upon external sources (but this is not required).

Any extension beyond the given due date of the exam will be granted only for serious, extenuating circumstances and situations. Students seeking an extension must contact the DGS at least 3 days before the scheduled due date with the extension request. The DGS and Exam Committee will confer and render a decision.

The faculty exam committee will read all exams and complete an evaluation rubric for each exam. If the student does not pass the evaluation, the student is given the opportunity to revise based on the information provided in the rubric. The committee communicates the new due date for revisions (within the final semester and before the due date for applications for graduation). Graduation may be delayed if extensive revisions are needed; in this case, the student would be required to register for another semester of graduate work. If the student does not complete revisions or fails their revisions, then the student fails the exam and does not complete their MA degree. Any appeal must be made with the Associate Dean of the Graduate School and must adhere to the Rutgers-Camden Graduate School's appeal process.

Sample Exam Question: The exam is worth 100 points. Students receive a pass or fail.

From the list of options below, explore one key concept from childhood studies:

- Agency
- Voice
- Power
- Rights
- Care or Collaboration
- (Inter)generational or age status
- Vulnerability (or harm)
- Representation
- Identities
- Growth and Development
- Learning
- Play
- Work
- Language and Culture

- Disability
- Decolonial
- Space and place
- Time
- Global
- Racialized capitalism
- Material cultures
- Neoliberalism

Part 1 (approximately 50% of exam):

Drawing upon sources from across your courses, how has the concept been understood and applied by childhood studies scholars? *Generally, even among childhood studies scholars, these concepts are defined in diverse ways, and please provide discussion of the multiple ways in which a concept is understood.*

- What social issue(s) or inequality does this concept illuminate or respond to?
- Identify a key tension, debate, or disciplinary challenge related to this concept and explain.
- How do perspectives from young people shape the scholarly understanding of this concept?
- Apply this concept to your own area of interest and draw upon quantitative, qualitative, literary, or historical examples to illustrate. *For instance, if you are interested in early childhood education in the context of rural India, and the concept you picked was agency, draw upon examples from scholarship in your area of interest to show how and why children's agency matters and the curricular settings that enhance or limit children's agency.*

Part 2 (approximately 40% of exam):

Relate what you've learned from childhood studies broadly to your professional field of interest. *You are welcome to draw upon other concepts, readings, and methodologies to explore how these have helped deepen your professional interests.*

Part 3 (approximately 10% of exam):

What questions and/or insights does this exploration raise that you take with you, professionally and/or personally?

The following areas of evaluation will be included in the rubric:

- Following directions (length, number of sources cited, etc.): 5 points
- Clarity of writing: 20 points
- Clarity of argument/analysis: 30 points
- Organization and structure: 10 points
- Appropriate use of sources/evidence: 20 points
- Critical engagement with childhood studies scholars: 15 points

The rubric criteria will be distributed along with the exam question.