

ROWAN UNIVERSITY
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
Approval of Dissertation Proposal

Candidate's Name: _____ Banner ID Number: _____

Title of Dissertation: _____

By their signatures below, the members of my doctoral committee have approved my dissertation proposal and authorize me to proceed with the development of my dissertation in accordance with the proposal. A copy of the approved proposal is attached.

The chair of the committee is authorized to approve minor changes as the dissertation research proceeds; in such instances, the other members of the committee shall be notified by the chair of the committee. Major changes must be approved by the entire committee. The chair of the committee must maintain a record of approved changes, signed by both the student and the chair

_____ Chair	_____ Chair's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date

**Once signed and completed, this form and the approved proposal must be submitted to the Educational Services & Leadership Department.*

Dissertation Approval Form

Candidate's Name: _____ Banner ID: _____

Degree/Program: _____

Dissertation Title: _____

College: _____ Department: _____

PART A: The candidate has successfully defended their Dissertation.

Committee Chair (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date

PART B: The content of the Dissertation has been evaluated and reviewed to ensure that the Dissertation meets or exceeds the standards for the degree, and exemplifies a meaningful contribution to scholarship in its respective field.

Committee Chair (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date
Committee Member (<i>Print name</i>)	Signature	Date

PART C: The submission of the Dissertation is approved by the Program Coordinator/Department Chair.

Program Coordinator/Department Chair (<i>Print name</i>)	Signature	Date
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PART D: The submission of the Dissertation is approved by the College Dean.

College Dean (<i>Print name</i>)	Signature	Date
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PART E: The Dissertation satisfies the formatting standards of the Thesis and Dissertation Manual.

Graduate Research Specialist (<i>Print name</i>)	Signature	Date
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PART F: The submission of the Dissertation is approved by the Dean of the School of Graduate Studies.

Dean of the School of Graduate Studies (<i>Print name</i>)	Signature	Date
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THE OFFICE OF THE UNIVERSITY REGISTRAR



Graduation Process & Information

ABOUT GRADUATION

"Graduation" at Rowan University is the successful and final completion of all University criteria (credits, grades & GPA) and all requirements for a student's *particular* major(s), minor(s), concentration(s), and/or specialization(s) – including specific coursework, additional GPA requirements, and/or special courses such as clinical practice, internship, research, thesis, etc. Rowan University officially graduates students four times each year – May, August, December, and January. Students must complete the online graduation application (before degree/program completion) in order to be reviewed for graduation and, if approved, awarded a degree. At Rowan, "Commencement" is quite different from graduation. Commencement is the set of voluntary ceremonies that take place only one time each spring. Students who have completed, or are near completion (per stated policy) of their degree/program, are invited to participate; however, participation in the commencement ceremony does not indicate the student has earned a degree.



GRADUATION DATES & DEADLINES CHART

Term you expect to Graduate: <i>This means you must complete all degree/program requirements (including transfer credits, all grades, GPA minimums, special courses, internships/clinical practice, etc.) by the end of this term.</i>	Deadline dates to Apply to Graduate: <i>You must apply online for graduation review via SSB, rowan.edu/self-service.</i>	Deadline dates for Academic Advisors to review any submitted Graduation Applications:	Dates when Degrees will be awarded in system and posted on Transcripts:	Date that will be posted on the Transcript and Official Diploma:	Date official Diploma will be mailed to you:
Winter 2023	Oct. 17 – Nov. 30	December 16, 2022	February 2023	January 30, 2023	March 2023
Spring 2023	Jan. 3 – Feb. 28	March 17, 2023	June 2023	May 30, 2023	August 2023
Summer 2023	April 3 - June 2	June 23, 2023	Sept. 2023	August 30, 2023	October 2023
Fall 2023	Aug. 14 – Oct. 6	October 28, 2023	January 2024	Dec. 30, 2023	February 2024

WHEN DO I APPLY FOR GRADUATION?

Students must apply to graduate online through Self-Service Banner (SSB) via www.rowan.edu/selfservice – select "Apply to Graduate." The graduation application only takes a few minutes to complete but records cannot be reviewed or officially conferred without it. Submitting your online application will trigger a \$100 graduation application fee to be added to your Rowan account shortly after submission. The graduation application fee is approved by the Board of Trustees. The fee is a one-time charge and covers the processing of the application(s), the cost of the degree audit(s) and evaluation(s), the production and mailing of the diploma by an outside service, and diploma covers distributed at commencement. Students can view their application details online through SSB – select "View Pending Applications." Please refer to the "Master Graduation Dates & Deadlines Chart" above for the appropriate deadline.

HOW IS IT DETERMINED THAT I MEET ALL GRADUATION REQUIREMENTS?

The Graduation Team in the Office of the University Registrar reviews students' transcripts to ensure that they have earned the University-required credits, grades, and GPA. All Academic Advisors (for majors, minors, concentrations, and specializations) submit separate reviews for each graduation applicant (refer to the "Master Graduation Dates & Deadlines Chart" for timelines) via a separate online system. Prior to submitting a graduation application, students are encouraged to meet with their Academic Advisor to verify that they will complete all necessary requirements (and that they will do so on their anticipated timeline).

WHEN WILL I GET MY DIPLOMA?

Diplomas for all graduates in good standing will be delivered directly to the address submitted on their online graduation applications. Please refer to the "Master Graduation Dates & Deadlines Chart" for delivery dates. To check the mailing address submitted on your graduation application go to Self-Service Banner (www.rowan.edu/selfservice) and select "View Pending Applications." If you need to change any information please contact graduation@rowan.edu before the posted delivery dates.

A note about "good standing:" Good standing indicates that the graduate does not have any holds or restrictions that would prevent them from receiving the diploma. If a student is not in good standing, diplomas are held in the Office of the University Registrar for mailing until any holds or restrictions are lifted.

GRADUATING WITH UNIVERSITY HONORS

Rowan University recognizes exceptional academic achievement upon graduation. Please note that the University requires a minimum of 30 Rowan credits to be considered for University Honors. University Honors are recognized for undergraduates only. **Honors are awarded as follows:** 3.450-3.649 Cum Laude 3.650-3.849 Magna Cum Laude 3.850-4.000 Summa Cum Laude



For **graduation**, University Honors are based on students' final cumulative GPA and will be printed on students' diplomas and transcripts. For **commencement**, University Honors are based on the cumulative GPA earned at the end of the winter term of the students' final year. This GPA is given to Barnes & Noble for students to purchase the coordinating honor cord and will be noted, with a symbol, in the Commencement Program.

GRADUATION & COMMENCEMENT INFORMATION MEETINGS

Each year, during the fall and spring terms, the Graduation and Commencement Teams partner to provide important graduation and commencement details to all non-medical students. Students are strongly encouraged to attend one meeting and to bring friends. **2023 Information Sessions:** February 3, 2023-2pm; February 14, 2023-10am; February 22, 2023-6pm All sessions will be in person in the Student Center Ballroom and Virtual via WebEx.

HELPFUL TIPS

All information regarding the status of a student's graduation application will be sent to their Rowan email accounts only.

- Degree Works is used to determine successful completion of requirements, this tool assists students with their plan of study. In addition, work directly with your Academic Advisor for information about degree/program completion.
- If you registered for a minor, concentration or specialization that you have NOT completed, you must remove it from your academic record through the University Advising Center
- A double-major must submit two separate applications (one for each major) but will not be charged two application fees. Double majors can only apply for graduation when both majors are expected to be completed. (Please note: Undergraduate education majors are dual majors – NOT double majors – and will only submit one graduation application).
- Students in an accelerated program (CADP, 4+1) can now apply for the UG portion of the degree in the term requirements are met, and re-apply for the Graduate level degree when the Graduate requirements are met. CAPD students are only billed once for the fee.
- A registration hold will be placed on your record after application submission. This is not a financial hold and will only prevent registration.
- Please contact commencement@rowan.edu for any commencement ceremony questions.



WHAT ABOUT COGS/CAGS AND OTHER CERTIFICATIONS OR ENDORSEMENTS?

- Graduation is the awarding of a Bachelors (BA or BS), Masters (MA/MS), or Doctoral (Ph.D. or Ed.D.) degree. You can also apply for a CUGS (certificate of undergraduate study) via the graduation application at the same time that you apply for the undergraduate degree. Rowan offers many other certification (COGS and CAGS) and graduate endorsement programs. Online Graduation Applications are NOT accepted for these programs.
- In order to update students' transcripts with the completion of a certification or endorsement, students must submit a "Certificate Completion Processing Form". Students are responsible for obtaining the required signatures and submitting it to the Office of the University Registrar upon successful completion of their program. This form can be found on the University Registrar's website: <http://www.rowan.edu/provost/registrar/forms.html>.
- Students can also purchase an optional printed certificate by including a \$15 payment (check or money order) with their "Certificate Completion Processing Form."

CONTACT US

856.256.4375

graduation@rowan.edu

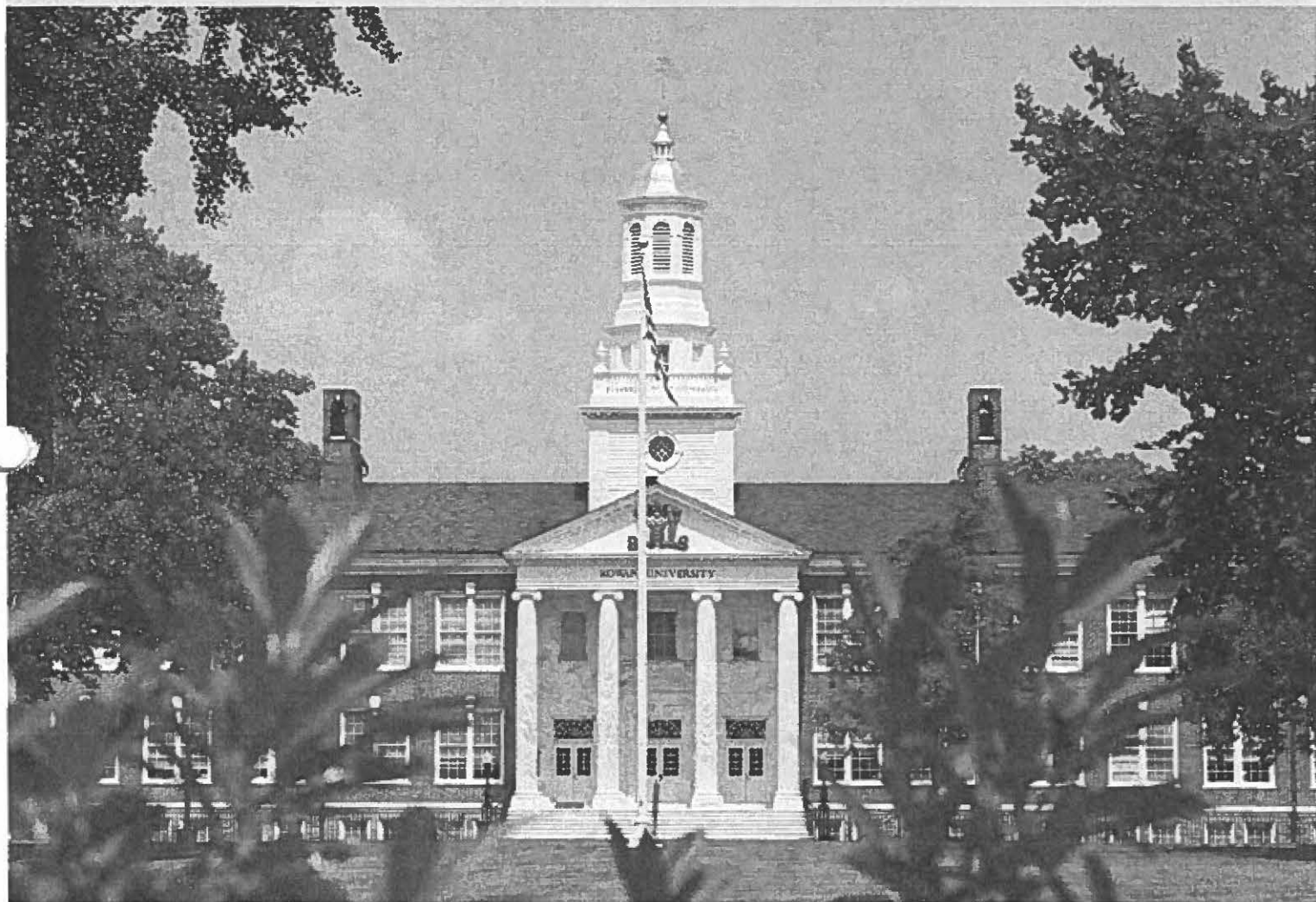
rowan.edu/graduation





RowanUniversity

Graduate Catalog 2020–2021



20-204

201 Mullica Hill Road
Glassboro, NJ 08028

rowan.edu/catalogs

College of Education

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Mission

To positively impact and develop local, regional, national, and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills, and dispositions with the ultimate goal of ensuring equitable educational opportunities for all learners.

Vision

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

College of Education Conceptual Framework Pillars

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.

By building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning, we inform our practices and provide a foundation upon which learning evolves.

Programs Offered

The College of Education offers the Bachelor of Arts in Education (Early Childhood, Elementary, Subject-Matter, and Health and Physical Education concentrations); the Bachelor of Arts in Inclusive Education; the Bachelor of Arts in Literacy Studies; and the Bachelor of Arts in Leadership and Social Innovation. The College of Education also offers non-degree teacher certification programs in Reading and Teacher of Students with Disabilities as well as numerous graduate programs. In addition, the Minor in Education is offered.

Accreditation

Rowan University's teacher education program, one of the largest and most comprehensive in New Jersey and in the nation, has been accredited by the National Council for Accreditation of Teacher Education (NCATE), now known as the Council for the Accreditation of Educator Preparation (CAEP), since 1956. In addition, College of Education programs have received national recognition from the following professional organizations:

- ACEI Association for Childhood Education International

- ACTFL American Council on the Teaching of Foreign Languages
- CEC Council for Exceptional Children
- ELCC Educational Leadership Constituent Council
- IRA International Reading Association
- NAEYC National Association for the Education of Young Children
- NASP National Association of School Psychologists
- NASPE National Association for Sport and Physical Education
- NCSS National Council for the Social Studies
- NCTE National Council of Teachers of English
- NCTM National Council of Teachers of Mathematics
- NSTA National Science Teachers Association
- TESOL Teachers of English to Speakers of Other Languages

In addition, the Master of Arts in Counseling in Educational Settings program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The New Jersey State Department of Education also approves Rowan's programs.

Admission, Retention and Eligibility for Teacher Certification

Admission to Rowan University does not guarantee admission as a teacher certification candidate. Students desiring admission as a teacher certification candidate must file an application. Admission to teaching certification has specific program requirements as outlined on Program Guides. Students are notified of their acceptance at the beginning of their junior year. The same process applies to two-year transfer students but is generally compressed to take place in the fall semester of the junior year. This outline describes the minimum college requirements. Students should check with their advisors and certifying department for specific expectations, program requirements, and standards.

Departments

The College of Education is composed of four academic departments. They include:

- Educational Services and Leadership
- Interdisciplinary and Inclusive Education
- Language, Literacy, and Sociocultural Education
- Science, Technology, Engineering, Art, Mathematics, and Movement (STEAM2)

Support Services

In addition to the academic departments, the College of Education houses several offices that support the academic program including:

The Office of Clinical Experiences

The Office of Clinical Experiences coordinates all field placements, including school or clinical settings required for graduation and state certification applications. The mission of the College of Education is to positively impact and develop local, regional, national and global educational communities by collaborating with partners in the field to prompt learning and the mental and physical health of diverse learners in all settings. The Office of Clinical Experiences is located in the College of Education Advising Center in Herman D. James Hall, 2nd floor. Hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.

The College of Education Advising Center (CEAC)

The College of Education Advising Center provides students with the necessary support and guidance as they pursue their educational goals and courses through the College of Education. It is a resource that offers program advisement for current and prospective students. The center is focused on providing accurate and timely information to assist students who are working toward a degree and/or licensure in a number of professional education careers.

Office of Educator Support and Partnerships (OESP)

The mission of the Office of Educator Support and Partnerships is to provide support to programs and initiatives related to educator preparation. This office supports both initial and advanced programs as well as P-12 partnerships. The Office of Educator Support and Partnerships will provide leadership in the following areas:

- Office of Clinical Experiences
- Professional Development School network
- edTPA
- Praxis Lab
- Teacher pipeline programs

The John J. Schaub Instructional Technology Center

The John J. Schaub Instructional Technology Center consists of a Computer Laboratory and an Instructional Materials Center (IMC). The Instructional Technology Center provides facilities, technology, materials and training in the four areas of Instructional Technology: print technology, audio-visual technology, computer technology, and integrated technology. It is the primary instructional technology resource and training facility for students and faculty in the College of Education.

The IMC houses PreK-12 teaching kits and other materials related to the educational programs offered by the College of Education. It is a comfortable study space that serves as a teachers' library and workroom for students in the College of Education.

The Center for Access, Success, and Equity (CASE)

The Center for Access, Success, and Equity was created to address three overarching topics in education today: access, success, and equity for students in P-20 institutions. The overall goal is to "turn research into practice" and have a direct impact on the educational outcomes of students by completing extensive research, offering professional services, and engaging in policy creation and reform. We view all three of these actions as overlapping and intertwined with one another, with one component complementing, or leading into, the next. It is our hope to develop a three-prong system that incorporates all of these highly important educational factors into our daily operations.

Rowan University Early Childhood Demonstration Center

A high quality early childhood program that focuses on developmentally appropriate practices and project approaches. The program accepts children aged 2.5-6 from Rowan and outside communities.

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit <https://global.rowan.edu/programs>.

DOCTORAL DEGREES/EDUCATIONAL SPECIALIST DEGREE

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Doctor of Education in Educational Leadership	Face-to-Face/Glassboro or Camden campus (track courses 100% online)	EDD-EDLDRSHP/D928	Part-time	60
	Hybrid: 60% Online & 40% Face-to-Face at NJPSA (New Jersey Principals and Supervisor's Association) in Jamesburg, NJ (track courses 100% online)		Part-time	60
	Online with 2 residencies on the Glassboro campus		Part-time	60
Doctor of Philosophy in Education	Face-to-Face/Glassboro campus	PHD-EDU/D800	Full-time	72
Educational Specialist in School Psychology: School Psychologist Certification†	Face-to-Face/Glassboro campus	EDS-SCHPSYCH/ES03	Both	39

MASTER'S DEGREES

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Master of Arts in Counseling in Educational Settings†	Face-to-Face/Glassboro campus (fall entry) or Face-to-Face/Camden campus (spring entry)	MA-COUNEDSET/G825	Both	48
Master of Arts in Educational Technology	Online	MA-EDTECHNOL/G842	Full-time	33
Master of Arts in Higher Education	Face-to-Face/Glassboro campus	MA-HIGHED/G807	Both	36
Master of Arts in Reading Education Concentration: Reading Practitioner	Online	MA-READED/G830/C850	Part-time	30

College of Education

Master of Arts in Reading Education Concentration: Reading Specialist†	Hybrid	MA-READED/G830/C851	Part-time	34
Master of Arts in STEM Education†	Hybrid/Glassboro campus	MA-STEM/G845	Full-time	33
Master of Arts in School Administration†	Hybrid: 100% online coursework with a total of 3 Face-to-Face meetings during the program	MA-SCHADMIN/G827	Part-time	36
Master of Arts in School Psychology	Face-to-Face/Glassboro campus	MA-SCHPSYCH/G822	Both	33
Master of Arts in Special Education†	Face-to-Face/Glassboro campus	MA-SPECED/G809	Both	30-36 depending upon track selected
	Online		Part-time	30-41 depending upon track selected
Master of Arts in Urban Education and Community Studies	Face-to-Face/Camden campus	MA-URBANEDCS/G843	Part-time	36
Master of Education in Teacher Leadership	100% Online or Hybrid (depending upon content COGS selected)	MED-TCHLD/G815	Part-time	30-40 depending upon content COGS selected
Master of Science in Teaching: Subject Matter Education†	Hybrid/Glassboro campus	MST-SEED/G802	Full-time	33
Master of Science in Teaching: Subject Matter Education–Theatre Education†	Hybrid/Glassboro campus	MST-THRED/G008	Full-time	33

CERTIFICATES OF ADVANCED GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Certificate of Advanced Graduate Study in Chief School Administrator Certificate***	Online	CAG-CHSCADCT/G634	Part-time	33
Certificate of Advanced Graduate Study in Community College Leadership***	Face-to-Face/Glassboro campus	CAG-CCLEAD/G632	Part-time	13
Certificate of Advanced Graduate Study in Educational Leadership***	Online	CAG-EDLD/G633	Part-time	12
Certificate of Advanced Graduate Study in Principal Preparation**†	100% Online	CAG-PRINCIPL/G628	Part-time	24
Certificate of Advanced Graduate Study in Student Assistance Coordination	Face-to-Face/Glassboro campus	GCT-STUACP/G638	Part-time	24

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Certificate of Graduate Study in Autism Spectrum Disorders	100% Online	COG-AUTDIS/G108	Part-time	15
Certificate of Graduate Study in Early Childhood Coaching and Technical Assistance		COG-ECHLDCTA/G143	Part-time	15
Certificate of Graduate Study in Early Childhood Education		COG-EECE/G804	Part-time	15

College of Education

Certificate of Graduate Study in Early Childhood Special Education		COG-ECSPEd/G819	Part-time	15
Certificate of Graduate Study in Early Childhood STEM Education		TBD/TBD	Part-time	15
Certificate of Graduate Study in Educational Technology*	100% Online	COG-EDTECH/G124	Part-time	15
Certificate of Graduate Study in English as a Second Language (ESL)*†	100% Online	COG-ESL/G604	Part-time	16-21 depending on teaching certification status
Certificate of Graduate Study in Learning Disabilities	100% Online or Face-to-Face/Glassboro	COG-LRNDIS/G138	Part-time	15
Certificate of Graduate Study in Reading	100% Online	COG-READ/G630	Part-time	15
Certificate of Graduate Study in Reading/Writing Literacy	Hybrid/Glassboro campus	COG-RWLITRCY/G126	Part-time	15
Certificate of Graduate Study in Special Education*	100% Online	COG-SPED/G127	Part-time	15
Certificate of Graduate Study in Teacher Leadership*	100% Online	COG-TCHLDR/G145	Part-time	18
Certificate of Graduate Study in Teaching in Urban and Diverse Settings	TBD	COGS-TCHURBDV/G146	Part-time	12

CERTIFICATIONS, ENDORSEMENTS & RELATED POST-BACCALAUREATE PROGRAMS (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Learning Disabilities Teacher-Consultant (LDTc) Certification†	Face-to-Face (with some online/accelerated course options)/Glassboro campus	GCT-LRNDIS/G618	Part-time	33
Supervisor Certification **†	100% Online	GCT-SPRVSr/G629	Part-time	12
Graduate Endorsement: Bilingual/Bicultural Education†	100% Online	GE-BILINGCUL/G605	Part-time	12
Graduate Endorsement for Teacher of Students with Disabilities†	Face-to-Face/Glassboro campus	GE-TCHSTUDIS/G609	Part-time	21 – Program is intended for those who already have teacher certification.
	100% Online		Part-time	21 – Program is intended for those who already have teacher certification.
Post-Baccalaureate: Teacher of Reading †	Face-to-Face/Glassboro campus	CRT-READ/9830	Part-time	30

Post-Baccalaureate: Teacher of Students with Disabilities†	Face-to-Face/Glassboro campus	CRT-TCHSTDIS/9811	Full-time/Part-time	Program is 27 credits in addition to a 3-credit Literacy Pedagogy I course
	100% Online		Part-time	Program is 27 credits in addition to a 3-credit Literacy Pedagogy I course
Post-Baccalaureate: School Nursing Certification †	Hybrid/Glassboro campus	CRT-SCHNURSG/9221	Part-time	18

*Coursework in this program counts as approximately one-half of the coursework required for the Master of Education in Teacher Leadership.

**Coursework in this program counts toward the coursework required for the Master of Arts in School Administration.

***Coursework in this program counts toward the coursework required for the Doctor of Education in Educational Leadership program.

† The New Jersey Department of Education (NJ DOE), not Rowan University, grants certifications based on requirements set by the state. While coursework for specific programs meets the academic requirements for NJ DOE certification, it is the student's responsibility to ensure that all other certification requirements are met, including, but not limited to, appropriate type and level of license and years of experience. NJ DOE certification requirements are subject to change. Certification applications are evaluated, by NJ DOE, based on the most current state requirements. For current NJ DOE licensure information, go to www.state.nj.us/education/educators/license/.

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit <https://global.rowan.edu/programs>. Click on your program of interest to be connected to program and admission details.

Academic Program Policy Categories

For the purposes of both the Minimum Satisfactory Academic Progress policy and the Minimum Graduation Requirements policy, post-baccalaureate/graduate academic programs at Rowan University fall into one of three major categories which are identified by their grade requirements as outlined below. (See individual program descriptions for academic categories.)

Category 1: To maintain Minimum Satisfactory Academic Progress in and to successfully graduate from a Category 1 program students must:

- Earn no more than two total "B-" grades
- Earn no grades lower than a "B-"
- Earn an official cumulative GPA (according to matriculation level) of at least 3.000 on Rowan's 4.000 scale

Category 2: To maintain Minimum Satisfactory Academic Progress in and to successfully graduate from a Category 2 program students must:

- Earn no grades lower than a "B-"
- Earn an official cumulative GPA (according to matriculation level) of at least 3.000 on Rowan's 4.000 scale

Category 3: To maintain Minimum Satisfactory Academic Progress in and to successfully graduate from a Category 3 program students must:

- Earn no more than two total C grades of any combination of "C+" or "C." (C- grades are not acceptable.)
- Earn no grades lower than a "C"
- Earn an official cumulative GPA (according to matriculation level) of at least 3.000 on Rowan's 4.000 scale

Policy Prior to Fall 2013 Matriculation

The academic review and minimum graduation requirements review policies will be applied to Rowan graduate and post-baccalaureate students who matriculate beginning Fall 2013 or later; however, current students (those matriculated and active before Fall 2013) will be grandfathered under the prior policy/practice, whose grade and GPA requirements are the same as Academic Review Category 3.

Doctor of Education in Educational Leadership (Ed.D.)

The Educational Leadership doctoral program develops social justice leaders who are change agents, ethical leaders, and scholar practitioners. By tightly connecting theory and practice in coursework, the program supports students in applying learning immediately in coursework and in the workplace. This program offers students a unique opportunity to engage in applied inquiry throughout the program with the deliberate focus on preparing practitioners to lead initiatives and organizations that redress inequities and promote social justice.

Benchmarks & Dissertation

The Doctor of Education in Educational Leadership degree at Rowan University requires the completion of 60 graduate semester hours (s.h.) made up of 16 courses (48 s.h.) and 12 s.h. of dissertation. The program includes three distinct benchmarks. Benchmark I takes place after the completion of four of the five core courses and consists of a written assessment, followed by an interview with a committee of faculty. Benchmark II consists of a presentation of dissertation proposal to a committee of faculty. Benchmark III is the dissertation symposium.

Track Options

The doctoral program offers 4 tracks. Each track includes 4 specialized courses. All of the track courses are 6 weeks long and offered 100% online, regardless of the overall delivery format chosen. The 4 track options are:

1. **Higher Education:** This track is for educators who are looking to gain advanced knowledge in the field of higher education, with a special focus on administration and leadership at the post-secondary/four-year college level.
2. **P-12:** This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on developing the leadership skills and dispositions necessary to enact lasting and meaningful change within the preschool through secondary school levels.
3. **Nurse Educator:** This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on educating nurses.
4. **Community College Leadership Initiative (CCLI)** This track is typically offered on a biennial basis. This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on community college.

Residency Requirement

The Doctor of Education in Educational Leadership program is available in a number of different delivery modes, including online. Those who choose the online delivery format will be required to complete 2 residencies as outlined below:

- **Residency I:** Students will spend three days/two nights (Friday to Sunday) on the campus of Rowan University becoming familiar with campus resources, University policies and procedures, the mission and conceptual framework of the College, and program expectations of the Educational Leadership Department. This orientation-based residency is a wonderful introduction to the doctoral experience that serves to enhance the online learning environment by providing a face-to-face opportunity to engage with cohort members and Educational Leadership faculty and staff. Students will attend workshops designed to acquaint them with leadership development, action research and change strategies, reflective practice, social justice issues, and the development and implementation of professional learning communities. On-campus housing is available.
- One day at Rowan's Glassboro campus for the written portion of the Benchmark I exam. The exam is given twice per year. Students choose when they wish to take it after the completion of foundational first-year coursework.
- **Residency II:** A weekend stay at the conclusion of year two on Rowan's Glassboro campus. This residency will focus on preparing students for dissertation work and the dissertation process.

Program Requirements

Required Courses for All Tracks

36 s.h.

(s.h.: semester hours)

Course #	Course Title	S.H.
EDST 24503	Quantitative Analysis in Educational Research	3
EDST 24721	Action Research in Educational Leadership	3
EDST 24724	Issues in Qualitative Analysis in Educational Leadership	3
EDST 24725	Mixed Methods Research in Educational Leadership	3
EDAM 27704	Changing Organizations	3
EDAM 27719	Dissertation Seminar I	3
EDAM 27720	Dissertation Seminar II	3
EDAM 27733	The Policy Environment	3
EDAM 27750	Applied Ethics in Educational Leadership	3
EDAM 27752	Advanced Leadership	3
EDSU 28706	Diversity in Educational Leadership	3
EDSU 28715	Leadership Theory	3

Required Track Courses

12 s.h.

Doctor of Education in Educational Leadership students must complete the four courses in their selected track. (Track is selected during the application process.)

Course #	Course Title	S.H.
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Higher Education Track Courses

EDAM 27741	Current Issues in Higher Education	3
EDAM 27746	Higher Education Governance	3
EDAM 27783	Student Development & Adult Learning Theory	3
EDAM 27505	Selected Topics: Nature & Function in Higher Education	3

P-12 Track Courses

EDAM 27714	Planning & Negotiating	3
EDAM 27735	Promoting Effective Learning	3
EDAM 27749	Issues in School Governance	3
EDAM 27790	Instructional Leadership & The Curriculum	3

Nurse Educator Track Courses

EDAM 27783	Student Development & Adult Learning Theory	3
SNUR 92751	Instructional Design & Curriculum Development in Nursing Education	3
SNUR 92752	Nursing Program Evaluation & Information Resources	3
SNUR 92753	Practicum in Nursing	3

Community College Track Courses

EDAM 27780	Community College Leadership & Governance	3
EDAM 27781	Community College Budgeting & Finance	3
EDAM 27782	The American Community College	3
EDAM 27783	Student Development & Adult Learning Theory	3

Required Dissertation Research Course

Doctor of Education in Educational Leadership students must complete a minimum of 12 semester hours of Dissertation Research.

Course #	Course Title	S.H.
EDST 24795	Dissertation Research	12

Note about Dissertation Research: In order to maintain matriculation in the program, students must register for at least 1 semester hour of EDST 24795 (Dissertation Research) per term until their dissertation is complete and approved and at least 12 Dissertation Research semester hours total have been completed.

Total Required Semester Hours for the Program

60 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Students must successfully complete and defend dissertation.

Benchmarks: Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the academic advisor.

Benchmark I:

- **Timing:** Occurs after the completion of the first four courses in the program (Phase I)
- **Requirements:** Benchmark consists of two parts: A timed, written examination, followed by an interview with a committee of faculty.
- **Options:** If the student does not successfully pass the benchmark on the first try, then the student is invited to re-take the exam. Student will not be permitted to continue coursework during this time. If unsuccessful or the student chooses not to attempt the exam when offered a second time, the student will be dismissed from the program.

Benchmark II:

- **Timing:** Occurs after the completion of the dissertation proposal (Phase II)
- **Requirements:** Student may present his or her dissertation proposal at a time mutually agreed upon by the student and his or her dissertation committee. The dissertation proposal must be approved before moving onto the completion of the dissertation project.
- **Options:** If the student does not successfully pass the benchmark, meaning an approved dissertation proposal is not obtained, then the student is able to revise and take again while continuing dissertation coursework.

Benchmark III:

- **Timing:** Occurs after the completion of 60 s.h. and completion of dissertation (Phase III)
- **Requirements:** Student must successfully complete and defend a dissertation at a final symposium.
- **Options:** If the student does not successfully pass the benchmark, then the student may resubmit and defend the dissertation. If still unsuccessful, student will not be approved for graduation from the program.

Minimum Required Grades and Cumulative GPA

The Ed.D. in Educational Leadership is a Category 1 program.

For details regarding satisfactory academic progress and graduation requirements, please visit University Policies.

Program Coordinator/Advisor Contact Information

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Doctor of Philosophy in Education (Ph.D.)

The Doctor of Philosophy in Education is a multi-disciplinary research-focused degree anchored in the educational complexities of access, success, and equity that is designed to prepare candidates globally to assume roles as faculty and researchers in one of five concentrations: Counselor Education, Literacy Education, Higher and Postsecondary Education, Special Education, and Urban and Diverse Learning Environments. The unique underpinning of this program is the intersection of two primary research foci: (1) a commitment to redressing systemic and persistent barriers to quality education and (2) a dedication to using rigorous empirical research with area schools, districts, colleges, and other educational partners to improve equity in educational outcomes. The Doctor of Philosophy offers its candidates opportunities to engage in research, college level teaching, and clinical experiences that respond to the regions and the nation's persistent challenges with educational access and equity in traditionally underserved communities.

The Doctor of Philosophy at Rowan University requires the completion of 72 graduate semester hours (s.h.) made up of 21 s.h. of core courses, 15 s.h. of research courses, 15 s.h. of concentration specific courses, and 21 s.h. of dissertation.

Concentrations

The doctoral program offers five (5) concentrations:

1. **Counselor Education:** The Counselor Education concentration is designed specifically for those who wish to pursue careers as counselor educators at the university level, or as supervisors in schools or clinical settings. The program is committed to promoting the counseling profession and evidenced-based practices and initiatives through advanced curricular experiences that address systemic and persistent barriers for P-20 students.
2. **Higher and Postsecondary Education:** The Higher and Postsecondary Education concentration of the Ph.D. in Education prepares students to conduct research on higher education organizations, students, and policy. Our graduates will pursue careers as academic faculty, researchers, senior college and university administrators, and policy analysts. Our curriculum provides a strong theoretical foundation in organizational theory, public policy, and issues of social justice in postsecondary institutions.
3. **Literacy Education:** The Language and Literacy Education Ph.D. concentration is designed to prepare individuals for roles in research, policy, and teaching in higher education. The courses examine influential theories and research that address the developmental, cognitive, motivational, multimodal, literary, linguistic, sociocultural and sociopolitical foundations of language and literacy. The program is strongly framed by a critical stance that emphasizes the transformative potential of language and literacy. Candidates for the literacy education doctorate conduct research examining major issues around the interaction of theory, research, and practice in their role in promoting access, equity and success across a range of educational contexts.
4. **Special Education:** Students in the Special Education concentration examine critical issues in the field of special education and disability studies in education (DSE). The program encourages progressive thinking about traditional segregated special education practices, and changing educational structures to be fully inclusive for all students and families. At Rowan University, students and faculty engage in progressive research that promotes the development of inclusive schools and educational policy.
5. **Urban and Diverse Learning Environments:** The Urban and Diverse Learning Environments concentration is designed to prepare future researchers, educators, community organizers, policymakers, and youth-focused change agents to understand and disrupt the contradictions that underpin educational and broader socioeconomic disparities. Our faculty actively engage in studying and challenging the social, political, and economic forces that bear on what is often labeled as "urban schooling," and shape the contradictions faced by youth, families, teachers, and educational leaders in these diverse learning environments that so often can be characterized by both oppression and resilience.



**ROWAN UNIVERSITY
COLLEGE OF EDUCATION**

DOCTORAL HANDBOOK

Spring 2019

**POLICIES, PROCEDURES, AND REQUIREMENTS FOR THE STUDY AND
COMPLETION OF THE Ed.D. DEGREE IN EDUCATIONAL LEADERSHIP**

**Educational Services and Leadership
Educational Leadership Doctoral Studies Program
James Hall
(856) 256-4744**

May 2019

Dear Doctoral Student:

Our fondest wish is for you to be successful in completing all the requirements for the Ed.D. degree in Educational Leadership. We recognize that this scholarly endeavor will require much time and energy from you over the next several years. Please be assured that we will be available to help you earn this most prestigious academic award.

The purpose of this handbook is to aid you in understanding the specific requirements and procedures for the Ed.D. degree in Educational Leadership. The information contained herein pertains to doctoral study at Rowan University in the College of Education and the Educational Leadership Program. All policies and procedures are consistent with the policies and procedures promulgated by the University Board of Trustees.

We sincerely hope you find this handbook helpful in answering many of the questions you may have regarding graduate study and the doctoral program at Rowan University. In addition to this information, you have been assigned a program advisor who will be willing to meet with you to answer any additional questions you may have.

While we have made every effort to include all of the requirements, policies, and procedures that relate to the program in this handbook, we also recognize that, from time to time, it will be necessary to revise, add, or delete certain of these items. Accordingly, while we believe that this handbook is both complete and accurate at press time, any errors or omissions are subject to the appropriate University, college, or department policy, which take precedence over the language of this handbook. Further, we reserve the right make changes, as required and appropriate, through customary departmental governance procedures.

Finally, this handbook is not intended to be used in isolation, but rather in association with other university documents including, but not limited to, the Graduate Catalog, Student Information Guide, and other policies and procedures provided on the following websites:

- Rowan University Office of the Provost: www.rowan.edu/provost/index.html
- The College of Education: www.rowan.edu/colleges/education/
- Global Learning and Partnerships: <http://global.rowanu.com/academic-resources>
- The Department of Doctoral Studies:
<http://www.rowan.edu/colleges/education/programs/edServLead/eduleadership/edd/index.html>

Very truly yours,

Faculty and Staff
Educational Leadership

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SECTION I OVERVIEW OF EDUCATIONAL LEADERSHIP

In order to provide a rich understanding of the goals and mission of the Educational Leadership program, this section explicates both the vision for educational leaders as well as program objectives and outcomes. Students may also find in this section information on how the mission and activities of the Educational Leadership program relates to the College of Education's Conceptual Framework.

Our Vision for the 21st Century Educational Leader

The Educational Leadership faculty are dedicated to offering a rigorous course of study that will provide students with an opportunity to develop into successful practitioners. This will happen when students become immersed in the literature and research of leadership and education. Our expectation is that students will achieve this by actively participating in a learning community that continually assesses scholarly research and its relationship to transforming educational institutions through the practice of leadership.

Our mission is to offer a doctoral program that prepares leaders at all levels, and in various educational settings. We seek to develop a network of leaders who will facilitate significant and deep change in those settings. The program therefore focuses on a clearly articulated study of leadership, organizations, policy, change, and research.

The Educational Leadership faculty are dedicated to offering a rigorous course of study that will provide students with opportunities to acquire and construct knowledge that enhances their ability to transform educational institutions to meet the challenging needs of an ever-changing society. This is achieved by coaching students to become reflective practitioners who comprehend and evaluate professional literature and research, and who understand leadership and change. In addition, students will learn to translate the research and theory into practice.

Goals for Acquiring Future Leadership Success

In light of the aforementioned vision, the goals of the Ed.D. program in Educational Leadership are as follows:

1. To provide doctoral candidates with opportunities to acquire the knowledge and skills in leadership, organizations, change, and research necessary to be effective educational leaders in educational settings;
2. To provide doctoral candidates with opportunities to demonstrate their ability as educational leaders to evaluate data and determine the needs of educational organizations, formulate solutions, implement plans to bring about needed changes, and evaluate resulting processes and solutions leading to a cycle of continuous improvement; and,
3. To establish a network of doctoral graduates who exercise a meaningful force on the

improvement of education throughout a variety of communities in the region, including but not limited to, public and private school systems, higher education institutions, community colleges, government agencies, private sector educational organizations, and education within business and industry.

Anticipated Outcomes of the Ed.D. Program in Educational Leadership

Successful candidates in the Ed.D. program should be able to demonstrate the following abilities:

1. Understand leadership theory, the role of reflection, and the relationship of both theory and reflection to leadership practice as demonstrated by increasingly sophisticated knowledge and application of leadership practices as they proceed through the program;
2. Apply leadership theory and contextual knowledge in order to identify and respond to problems in educational settings;
3. Critically evaluate various literatures relating to leadership practice and to design and implement research projects in educational settings;
4. Present analytical and communication skills necessary for successful leaders to foster and sustain excellence in educational settings;
5. Investigate alternatives and learn to make leadership decisions that will create effective organizations, based on professional research, literature, and best practices; and,
6. Implement strategies for continuous improvement, facilitate collaboration, and sustain change in educational settings.

Connection to the College of Education's Conceptual Framework



The College of Education at Rowan has outlined a framework that guides the preparation of educational professionals and leaders. The Educational Leadership program adheres to the framework of a learning community in action by designing cohort-based learning opportunities for enrolled students. These opportunities are structured in ways that underscore the significance of both learning and community in a student's development. Furthermore, the faculty acknowledge the importance of an educational leader's knowledge, skills, and dispositions in creating successful educational settings. We endeavor to help enrolled students to achieve their fullest potential by differentiating instruction, assessing student growth, and identifying occasions for continuous improvement.

The faculty of Educational Leadership emphasize that the function of education is to foster academic achievement, social responsibility, personal responsibility, and social justice. Consequently, we intentionally weave content pertaining to issues of social justice into the Ed.D. program. The faculty achieves this by expecting students to complete coursework that is culturally relevant and responsive. Furthermore, we seek to challenge our students' conceptions regarding the roles of leaders in educational change. To this end, it is the mission of the program to inspire the conscious, deliberative practice of our students. We seek to enable our students to crystallize the connections between research, theory, and their professional leadership, so that they may be able to engage and transform the economic, social and cultural issues that are embedded in educational policies and practice. It is this mission, in tandem with the dedication of staff and faculty, which connect the program in Educational Leadership to the College of Education's vibrant and flourishing learning community.

SECTION II STUDENT ADVISEMENT & SUPPORT

The faculty and staff of the Educational Leadership program provide enrolled students with appropriate advisement, academic support, and important opportunities for continuous improvement that will enable student success. This section outlines the process of advisement, evaluation of student progress, and information on remaining in good standing in the program. It is the students' responsibility to ensure he/she understands the university, department, and program policies. Please familiarize yourself with all the university's policies including, but not limited to, the following:

- Academic Integrity
- Academic Probation
- Academic Warning
- Attendance
- Change of Grade Policy
- Dismissal Conditions
- Grading
- Inactive Student Status
- Satisfactory Academic Progress
- Student Grievances
- Use of the Incomplete Grade

Policies on the above can be found in the Global Learning & Partnerships Graduate Policy Guide and the Rowan Student Handbook: <https://rowanu.com/academic-resources/graduate-policies>

To facilitate doctoral students through program requirements, the Coordinator of the Educational Leadership Program provides extensive support. The role of the Coordinator in advisement is to:

- Provide specific information about university, college, department, and program policies, procedures, resources, and programs that affect the candidate;
- Refer candidates to university and college support services that provide assistance with their program study;

In addition, faculty members serve as informal advisors to students.

Evaluation Procedures and Policies

The design of the doctoral program ensures that students will become increasingly sophisticated in both knowledge and application of effective leadership practices as they proceed through the program.

Grading

Per the Rowan GLP guidelines, doctoral courses will be graded on the A-F scale as follows:

A	93 and Up	B	84 – 86	C	74 – 76	D	64 – 66
A-	90 – 92	B-	80 – 83	C-	70 – 73	D-	60 – 63
B+	87 – 89	C+	77 - 79	D+	67 – 69	F	59 and Below

Time and Credit Limitations

Unless otherwise specified, the doctoral program must be completed within six (6) academic years from when you took your first course. In rare and compelling instances, two one year extensions may be requested by a candidate to complete his/her program. This request may be granted upon approval from the program advisor and dissertation chair, College of Education Dean's Office, and the Dean of the Global Learning & Partnerships Division.

Satisfactory Academic Progress

Post-baccalaureate and graduate students at Rowan University are expected to maintain satisfactory academic progress* each term of enrollment according to the policies and guidelines outlined by Rowan Global for the academic program in which they matriculate.**

Academic warning and probation do not appear on the student's permanent record. They are designed to provide students with early notification of possible problems with satisfactory academic progress in order to give them an opportunity to address any academic issues before university academic dismissal becomes necessary. University academic dismissal due to unsatisfactory academic progress is recorded on the student's official record/transcript. Failure to maintain minimum Satisfactory Academic Progress can result in the requirement to repeat courses or may result in program dismissal or university academic dismissal.

Maintaining Minimum Satisfactory Academic Progress

Category 1

To maintain Minimum Satisfactory Academic Progress in a Category 1* program students must:

- Earn no more than two total "B-" grades
- Earn no grades lower than a "B-"
- Earn an official cumulative GPA (according to matriculation level) of at least 3.000 on Rowan's 4.000 scale**

ACADEMIC INTEGRITY

The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures,

rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university. Students must familiarize themselves with the complete academic integrity policies found on the Provost's website at <http://www.rowan.edu/provost/policies/AcademicIntegrity.htm>.

At the doctoral level, ignorance of university policy is not considered a valid reason for failure to adhere to academic integrity standards.

SECTION III

PROGRAM OF STUDY & STUDENT ASSESSMENT

Students enrolled in the Ed.D. program must complete the program of study as it is outlined below. Students must also keep in mind that a leave of absence, a lack of registration, or failure of coursework will impede a student's ability to move forward with the program of study. Students are also responsible for checking their Rowan email periodically. Only under compelling and extraordinary circumstances will a student be allowed to move forward without the necessary coursework. This will be at the discretion of the Department Chair. This section fully delineates program structure, phases, and associated credit hours required for the successful completion of the doctoral program. Finally, in this section students may acquire an overview of the Benchmark process and purpose in the doctoral program

Program Structure

The College of Education and the faculty and staff of Educational Leadership recognize that a doctorate in education is viewed by society as a prestigious and highly respected level of academic attainment. Individuals who hold this doctorate degree are considered to be expert in specialized areas of education. However, while society praises those who hold doctorates, it also holds high expectation levels for them. Therefore, the Educational Leadership faculty holds high standards for admissions, as well as for retention. It is the faculty's belief that the Ed.D. program should give candidates an opportunity to develop the knowledge base and skills necessary to effectively and successfully lead in educational institutions.

Program Structure and Sequence

This program consists of three phases and utilizes a cohort model. The program will total 60 credit hours; 48 credit hours of required courses and 12 credit hours for the dissertation. The cohort fosters a spirit of community, provides a peer support network, and helps maintain focus on completing the program. Students are not permitted to change cohorts. Cohort members work closely with faculty. The program offers four tracks which are available in three delivery formats.

Students in the doctoral program may seek permission to apply courses previously taken at Rowan or another NCATE accredited institution consistent with university policy that provides that (a) courses may be used only to satisfy program track course requirements, (b) courses that may be considered for transfer must have been completed within 5 years from matriculation, (c) students must have earned a grade of at least "B" (3.00) in all courses considered for transfer, and (d) the transfer of courses must be approved by the program adviser, the program coordinator, the department chairperson, the dean of the College of Education, and the Graduate School.

Transfer credits may only be approved in areas relating to school administration, supervision and curriculum, and higher education. Graduates of Rowan's School Administration or Higher Education Programs may apply to transfer up to 3 courses (9 s.h.). Students from other NCATE accredited institutions may apply to transfer up to 2 courses (6 s.h.). All students wishing to

request the transfer of previous coursework must complete the Ed.D. Transfer Credit Form and include all necessary attachments. All requests for transfer coursework must be completed prior to Benchmark I and will only be considered for students who complete the benchmark during their first year enrolled in the doctoral program.

After completing the first four core courses in Phase I, students are eligible to undertake Benchmark I, a formative and summative review of their progress. Students must successfully complete Benchmark I before enrolling in dissertation seminar courses. Once students complete coursework, students are required to maintain continuous enrollment until completion of the program.

Financial Aid

Financial aid is available to graduate students who have been admitted as degree candidates, are making satisfactory academic progress, intend to register at least half-time, and fulfill all the eligibility requirements of the program to which they apply. For purposes of financial aid, the University has established that nine (9.0) semester hours of course work constitutes full-time status.

Phase One

For those entering the program prior to fall 2014, Phase One contains 15 credit hours:

- EDSU 28715 Leadership Theory
- EDUC 01700 Leadership through Professional Learning Communities
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

For those entering the program in the fall 2014 and beyond, Phase One contains 12 credit hours:

- EDSU 28715 Leadership Theory
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

Students may take up to nine credit hours as a non-matriculated student.

Benchmark I. After completion of the first four courses, students are eligible to take Benchmark I. Upon the successful completion of Benchmark I, the student will be assigned the designation of doctoral candidate. Benchmark I is discussed in greater detail in the next section.

Phase Two

For those entering the program prior to fall 2014, Phase Two of the program requires 30 credit hours of study. Candidates take six courses (18 credit hours) as a cohort:

- EDST 24724 Issues in Qualitative Research for Educational Leadership
- EDAM 27750 Applied Ethics in Educational Leadership
- EDST 27725 Mixed Methods Research in Educational Leadership
- EDAM 27733 The Policy Environment
- EDAM 27719 Dissertation Seminar I
- EDAM 27720 Dissertation Seminar II

For those entering the program in the fall 2014 and beyond, Phase Two of the program requires 30 credit hours of study. Candidates take six courses (18 credit hours) as a cohort:

- EDST 24503 Quantitative Analysis in Educational Research
- EDST 24724 Issues in Qualitative Research for Educational Leadership
- EDST 27725 Mixed Methods Research in Educational Leadership
- EDAM 27733 The Policy Environment
- EDAM 27719 Dissertation Seminar I
- EDAM 27720 Dissertation Seminar II

Candidates must also complete the courses affiliated with their respective track: Higher Education, Community College Leadership Initiative (CCLI), K-12, or Nurse Educator:

K-12	Higher Education	CCLI	Nurse Educator
Instructional Leadership & the Curriculum	Student Development & Adult Learning Theory	The American Community College	Student Development & Adult Learning Theory
Issues in School Governance	Higher Education Governance	Community College Leadership & Governance	Instructional Design & Curriculum Development in Nursing Education
Promoting Effective Learning	Nature and Function in Higher Education	Community College Budgeting & Finance	Nursing Program Evaluation & Information Resources
Planning & Negotiating	Current Issues in Higher Education	Student Development & Adult Learning Theory	Practicum in Nursing

Benchmark II. Benchmark II is completed at the conclusion of the second phase of coursework in the program. Benchmark II must be successfully completed in order for a candidate to move forward with third and final phase, the dissertation. Benchmark II is discussed in greater detail in the next section.

Phase Three

For those entering the program prior to fall 2014, Phase Three requires candidates to complete 15 credit hours. During this phase, candidates must complete one final seminar in leadership (3 credit hours), in addition to 12 credit hours of dissertation:

- EDAM 27752 Advanced Leadership
- EDST 24795 Dissertation Research

For those entering the program in the fall 2014 and beyond, Phase Three requires candidates to complete 18 credit hours. During this phase, candidates must complete two final seminars in leadership (6 credit hours), in addition to 12 credit hours of dissertation:

- EDAM 27750 Applied Ethics in Educational Leadership
- EDAM 27752 Advanced Leadership
- EDST 24795 Dissertation Research

Candidates may be required to complete additional dissertation research credit hours if they find they have not completed the dissertation after the initial 12. The committee will decide when the candidate is ready to defend their completed dissertation to their committee. Successful completion of the Ed.D. program will result in a minimum of 60 credit hours taken by the candidate. Additional dissertation research credit hours may result in more than 60 credit hours. **Students are required to maintain continuous enrollment until completion of the program.** Given this requirement, students must discuss graduation expectations with their dissertation chair so that they can balance the need to be continuously enrolled, the challenges of paying for numerous credits in one semester, and financial aid eligibility requirements. Note that the dissertation chair can only guide students on their dissertation; it is the student's responsibility to gather all the information and make informed decisions about the financial aspects of his/her program.

Time to complete: Students must complete their dissertation research and successfully defend at symposium within nine semesters, including summers, of completing the final course in the program.

Electives

The doctoral program does not require electives for completion of the program.

Benchmarks I and II

Benchmarks provide a tool for the assessment of students' learning in the doctoral program. The program consists of two benchmarks. Benchmark I is administered at the completion of the first four courses that make up the core of the program. Benchmark II occurs once a student's dissertation committee decides the student is ready to present his/her dissertation proposal.

Benchmark I: Progress Review

There are individual and programmatic dimensions to the first benchmark. The individual students will engage in continuous and rigorous evaluation of their growth in knowledge and skills related to coursework and leadership development.

For those entering the program prior to fall 2014:

- EDSU 28715 Leadership Theory
- EDUC 01700 Leadership through Professional Learning Communities
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations

For those entering the program in the fall 2014 and beyond:

- EDSU 28715 Leadership Theory
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

Benchmark I consists of two parts: a timed, written examination, and an interactive discussion that pertains to the written examination and annotated bibliography.

The purpose of Benchmark I is:

- To assess student knowledge, skills, and dispositions after completion of the first four core courses of Phase I of the program; and,
- To provide advisement related to knowledge acquisition and skill development.

The Benchmark I Process

Benchmark I occurs twice per year in June and January on two separate dates. The first date is the written exam. The oral discussion occurs on the second date. Students intending to sit for Benchmark I must confirm their intention to the Benchmark Coordinator 45 days prior via instructions provided. Attendance is required on both dates for students in the face to face and hybrid cohorts. Attendance at the written portion of the Benchmark I is also required for the online students.

Students will be notified in writing within six weeks of completion of the written and oral parts of Benchmark I. A copy of the written notification will be kept in the student's folder in the Department of Educational Leadership.

Content of the Benchmark I

1. **Written Exam.** The written exam includes questions on the material covered in the first four courses of the program: for those entering the program prior to fall 2014, Leadership Theory, Leadership through Professional Learning Communities, Action Research in Education, and Changing Organizations; for those entering the program in the fall 2014 and beyond, Leadership Theory, Action Research in Education, Changing Organizations,

and Diversity in Educational Leadership. The exam also requires students to make connections to practice. Students are required to have their login information for the exam and will be required to upload their material to Tk20.

2. **Oral Exam.** Students should be prepared to discuss their answers to the questions posed during the written exam and to respond to additional questions about the exam topic and any ideas and concepts covered during the first four courses of the program. Please note, as of spring 2015, the oral exam may be waived based on written performance as determined by the faculty.

Successful completion of the Benchmark I will result in the designation of the student as a doctoral candidate.

Retaking Benchmark I

Students who do not pass Benchmark I on the first attempt will have one additional opportunity to pass. During this time, students have the option to continue with coursework or stop out of the program.

Students who do not pass Benchmark I on their first attempt are strongly encouraged to meet with Educational Leadership faculty immediately after receiving their results to discuss approaches to preparing for the exam.

Students who do not pass the second time will be separated from the program. Successful completion of Benchmark I is a prerequisite for enrollment in Dissertation Seminar I. Therefore, students who have not successfully passed Benchmark I will not be allowed to continue in coursework beyond the second year.

Students who are unsuccessful for a second time and are then separated from the program have two options: to withdraw from coursework immediately or to complete the class in which they are currently enrolled. However, students will have the option of applying for certificates in the Educational Leadership department.

Benchmark II: Presenting the Dissertation Proposal

Upon successful completion of Dissertation Seminar II, students should have developed a dissertation prospectus. The prospectus aids in seeking out potential committee members. Once the dissertation committee is finalized and approved, students are required to upload their committee form and rationale on to canvas. Students work with their committee to transform the prospectus into a full dissertation proposal. A student may present their dissertation proposal at a date and time decided upon by mutual agreement by the student and his or her Dissertation Chair and committee (see Section IV for further information on dissertation policies, requirements, and procedures). The document that is supplied to the chair and committee members during Benchmark II is referred to as the Dissertation Proposal. It must be made up of three chapters: the Introduction, Literature Review, and Methodology sections of the dissertation. The

candidate's completion and approval of a dissertation proposal by their dissertation committees is considered to be the successful completion of Benchmark II.

The proposal approval is indicated by the signatures of the dissertation chairperson and the committee members on the Approval of Dissertation Proposal Form (Appendix A). The candidate will receive a copy of the Approval of Dissertation Proposal form. The original form shall be filed in the candidate's folder.

SECTION IV THE DISSERTATION PROPOSAL

The Dissertation Proposal is made up of three chapters: the Introduction, Literature Review/Theoretical Framework, and Methodology sections of the dissertation. The steps leading to the Dissertation Proposal defense and start of data collection for the dissertation are outlined below.

1. Complete Dissertation Seminars I & II
 - a. Successfully complete Dissertation Seminars I & II
 - b. Develop a dissertation prospectus.
2. Form your dissertation committee
 - a. Share the prospectus you produced in Dissertation Seminars I & II with a potential dissertation chair.
 - b. After securing a dissertation chair, discuss options with that individual for potential dissertation committee members.
 - c. Share your dissertation prospectus with your potential committee members.
 - d. Complete the paperwork for the approval of your dissertation committee by **February 1** after completing Dissertation Seminar II. This includes
 - i. the Dissertation Committee form,
 - ii. CVs from each of your non Educational Leadership Department committee members,
 - iii. rationales for your committee members,
 This process may take some time after you submit it to the dean's office, so plan accordingly.
3. Write your dissertation proposal
 - a. Work with your committee members to develop a plan, with their input, for transforming your prospectus into a full dissertation proposal.
 - b. Write your dissertation proposal. This involves numerous interactions that you share with your chair. You should discuss the appropriate areas with your committee and share a draft with them at least once before you share the final version. Students who seek the input of their committee members throughout the process are more likely to pass their dissertation proposal defense the first time.
 - c. Develop your data collection instruments and plan for pilot testing them.
4. Defend your dissertation proposal
 - a. Once your dissertation chair and your committee have approved your dissertation proposal, schedule your dissertation proposal defense at least 2 weeks in advance. This meeting should be scheduled at the convenience of your committee.
 - b. Once you have a tentative date for your dissertation proposal defense, contact the Educational Leadership Department secretary to reserve the Educational Leadership Conference Room.
 - c. Develop a presentation based on your dissertation proposal. Be prepared to answer questions and engage in a discussion about your topic, the theories you have used, and the methodology you propose. Your presentation and your proposal should provide evidence of your knowledge and synthesis of the core

knowledge bases of the program, as well as the capacity to plan and carry out independent research.

- d. Present your dissertation proposal to all committee members.
- e. At the completion of your dissertation proposal defense, your committee will decide whether you pass (which may include minimal changes to the proposal) or whether there is additional work to be done. The Dissertation Approval Form may only be signed if all the committee members agree that you have passed.
- f. Once you have passed and you have obtained signatures from all your committee members, submit the form to the program coordinator.

5. Complete the IRB process

- a. Investigate whether your research sites require you to complete their IRB process.
- b. Complete the Rowan eIRB application and any other institutional eIRB processes. eIRB paperwork and information about deadlines during the academic year are available online at the address provided below. During summer review of IRB applications occurs on a rolling basis. If submitting in summer, make sure to leave plenty of time for IRB committee members to receive and review your application and any potential revisions they may request.

http://www.rowan.edu/open/provost/research/Integrity_and_compliance/Irb/Irb.cfm

6. Begin data collection!

- a. With IRB approval and the support of your committee, you are ready to begin your data collection.

NOTE: Students must have their dissertation proposal approved by all members of their dissertation committee and proposal paperwork complete before applying for IRB approval.

NOTE: It is the student's responsibility to know and follow the process. We have dissertation chairs and committee members who are not members of the Educational Leadership program and who are not familiar with our policies. It is the student's responsibility to follow the Educational Leadership program policies. Failure to follow the policies outlined here may result in delays in program completion.

SECTION IV

DISSERTATION POLICIES, REQUIREMENTS, & PROCEDURES

Candidates are advised to consult the Dissertation Requirements available at <http://global.rowanu.com/academic-resources/thesis-dissertation> for specific information regarding the format, type of paper, etc. to be used for the dissertation. Students should also refer to the most recent edition of the APA manual for guidance about formatting the dissertation. In the few areas where there are differences, GLP guidelines take precedence over the APA manual.

Note that this information is subject to revision. Students should utilize the Global Learning & Partnerships website as their primary information source regarding the most recent guidelines for dissertation submissions.

The Doctoral Dissertation

The doctoral dissertation is the ultimate educational product. It is a project of staggering and significant self-determination and resolve and is indicative of a candidate who can work independently and at a scholarly level. "It reflects the training of its author and the technical, analytical, and writing skills the student developed in a doctoral program" (AAUP.org, 2010). Criteria of an excellent dissertation include, but are not limited to:

- Presents research that is very well written and organized;
- Connects components in a seamless way;
- Exhibits mature, independent thinking;
- Has a point of view and a strong, confident, independent, and authoritative voice;
- Asks new questions or addresses an important question or problem;
- Exhibits command and authority over the material;
- Is theoretically sophisticated and shows a deep understanding of theory;
- Uses or develops new tools, methods, approaches, or types of analyses;
- Is meticulously researched;
- Includes rich data from multiple sources;
- Demonstrates analysis that is comprehensive, sophisticated, and convincing;
- Provides results that are significant;
- Has compelling conclusions that tie the research together; and,
- Is of interest to a larger community.¹

Therefore, the candidate must be aware of the procedures that will facilitate the completion of this exciting endeavor.

¹ Lovetts, B. (2005). How to grade a dissertation. *Academe*, 91(6). Retrieved from <http://www.aaup.org/AAUP/pubsres/academe/2005/ND/>.

Dissertation Procedures

A penultimate draft of the dissertation is to be submitted to all committee members at least three calendar weeks (21 days) prior to the scheduled date of the symposium. It must be approved by the dissertation chair before being given to the committee members. At the time the candidate is judged by the committee to be ready to present the dissertation at the symposium, the candidate will be so notified by the dissertation chairperson. At the completion of the symposium, the committee renders a decision that:

1. The dissertation has been successfully completed and defended and requires minimal changes.
2. The dissertation has been successfully completed and defended and requires no changes. (Note: This is exceedingly rare.)
3. The dissertation has not been successfully completed and defended and requires significant changes.

For options 1 and 2 above, the committee will sign the form signifying that the dissertation has been successfully defended at the symposium. A second set of signatures will be needed once the required changes to the dissertation have been made and approved. Forms may be found at <http://global.rowanu.com/academic-resources/thesis-dissertation>.

Dissertation Symposium

Candidates expecting to submit their dissertations for the final symposium and graduate at the conclusion of that semester must file an application for graduation with the Registrar's Office by the deadlines that are published routinely each semester on the Registrar's webpage.

The dissertation symposium must be scheduled with the secretary of the Educational Services and Leadership Department no later than three calendar weeks (21 days) prior to its proposed date. Normally, the symposium must be completed at least two calendar weeks (14 days) prior to the commencement exercises (unless extended by the dissertation chairperson and approved by the Department Chair).

****Notice of the symposium will be publicly posted on the bulletin boards within the Educational Services & Leadership Department. A copy of the notice will also be sent by the secretary to the dean of the College of Education, who will notify chairpersons of the departments within the College of Education, and to the dean of Rowan Global. The dean of Rowan Global will notify the deans of the other colleges within the university, as well as the University president and provost. Abstracts of the dissertation report will be available, upon request, within the Department of Doctoral Studies. Please note that while members of the university community are invited to attend the symposium, candidates are *strongly discouraged* from inviting friends, colleagues, or family members to the event.**

Objectives of the Symposium

The objective of the symposium is for the candidate to present his/her dissertation research project to the academic community. The conveners of the symposium will be the committee with which the candidate has worked while conducting the research project and the preparation of the dissertation. The candidate's dissertation chairperson will serve as the chair of the symposium.

The symposium will be conducted in James Hall on the Glassboro campus, or other suitable campus location, on a day and at an hour to be determined by the dissertation chairperson. The dissertation chairperson will introduce the symposium and will explain the procedure to be employed during the presentation of the dissertation. The symposium is expected to last approximately two hours. The dissertation chairperson will work with the candidate to determine the content and format of the student's presentation. Candidates are invited to use the presentation methods with which they are most comfortable, including PowerPoint, overhead transparencies, or other media.

Following the candidate's presentation, the members of the dissertation committee will pose questions to the student regarding the dissertation research. The purpose of the questions will be to stimulate a discussion about the research and growth in the candidate's reflective practice. While, in general, the questions should be limited to the specific research effort, committee members may ask questions that transcend the research, but relate directly to the broad topical area covered by the research.

At the conclusion of the symposium, the committee will retire to deliberate on the presentation. Candidates will be notified orally of the committee's decision immediately following the symposium. Thereafter, the dissertation chairperson will consult with the committee members regarding the specific revisions that will be necessary (if any) prior to the official approval of the dissertation. The dissertation chairperson will establish a finite schedule for the completion of all revisions. The dissertation chairperson will review with the candidate the outcome of the symposium, the revisions that may be required, the allotted time schedule for the successful completion of all revisions. When all revisions have been made to the satisfaction of the committee, the members will sign the Dissertation Approval form. *Note: The candidate is not awarded the title of Doctor at this event. Candidates may begin using the title Doctor once they are awarded their diploma and have been hooded.*

Final Preparation of the Dissertation

Please see the Rowan Global Dissertation Guidelines and Requirements for official information on the preparation of the Ed.D. dissertation. These may be found at <http://global.rowanu.com/academic-resources/thesis-dissertation>.

Graduation

To be eligible for the award of the Doctor of Education degree, all students must fully satisfy all of the degree and dissertation requirements.

To be eligible to participate in the commencement exercises, the candidate must have successfully completed all of the required instructional course work and must have written and successfully presented the dissertation at the symposium and submitted all required documents (final dissertation and approval forms) per Rowan Global Dissertation Guidelines by no later than April 1. Candidates who may need to make minor, format revisions, adjustments, and/or corrections to their dissertations may, with the permission of the dissertation chair and the Department Chair, participate in the commencement exercises, but the degree will not be conferred until the dissertation has been approved by the Rowan Global Thesis and Dissertations.

Please note that EdD/Doctoral students may not participate in the Commencement Ceremony unless they have defended their dissertation prior to the ceremony and corresponding written approval via the proper forms have been received in the Registrar's Office by the proper deadlines.

Commencement

"The hooding of doctoral candidates happens during the College of Education commencement ceremony and involves faculty and doctoral candidates dressed in academic attire. During the ceremony, the name of each candidate is called, the individual processes to the stage and is met by their dissertation chair, who is seated on the platform during the ceremony. The chair places the doctoral hood over the head of the candidate, signifying his or her success in completing the graduate program, and the dean and provost congratulate the candidate, who then promptly exits the stage.

Candidates may only be hooded by faculty members in the program or the college; family, friends, colleagues, and others who did not serve as the student's dissertation chair are not eligible to serve in this capacity. If the student's dissertation chair is not available to perform the hooding, another program faculty member present at the commencement and seated on stage may complete the ceremony. Students must also wear appropriate academic regalia to participate in the ceremony."

Graduation Application Grace Period for Thesis/Dissertation Students

Students are expected to apply for graduation for the term in which they complete all degree program requirements. If a student has completed all program requirements* by the proper deadline and is missing only the final thesis/dissertation approval** (via the Rowan Global Thesis/Dissertation Approval Form***) they are granted a special grace period of one calendar year which keeps their graduation application open and allows the final thesis/dissertation approval form to be submitted by Rowan Global to the Registrar within that time period at no additional cost to the student. If the Rowan Global Thesis/Dissertation

Approval Form is not submitted within the grace period, the student will be required to re-apply and submit a new graduation application fee

Graduation information may be obtained from the University web page regarding graduation.

APPENDIX A
DOCTORAL FORMS



Dissertation Committee Selection Criteria

1) General Requirements for Chairs and Committee Members

- Meet *one or more* of the following criteria:
 - i) Documented scholarship in the dissertation topic area and/or methodology
 - ii) Recent professional experience related to the dissertation topic and/or methodology
 - iii) Recent teaching experience in the dissertation topic and/or methodology
- Hold an appropriate terminal degree
- Chair: Must be a member of the Educational Leadership Department employed full-time or three-quarter time at Rowan University or the chairperson must be a faculty member from the College of Education , or be previously approved by the Dean of The College of Education. For CCLI, New Jersey community college presidents are acceptable. Please refer to the Dissertation Chair Handbook.

2) Please note:

- All committees must be approved by the Dean of the College of Education (signature on form required)
- The *Formation of Dissertation Committee* form must be accompanied by the *Dissertation Rationale* form. A CV/resume must also be attached for each proposed committee member.
- Chairs can be assistant, associate, or full professors
- Adjuncts may not serve as a committee chair
- Candidates may NOT have supervisors, coworkers, family members, or individuals who have received their degrees from Rowan University within three calendar years serve on their committee

3) Committee Criteria:

- Your committee should minimally include the Chair, a Methodologist, and a Generalist
- All committee members must meet the “General Requirements” above
- At least one person on the committee must have documented knowledge and experience using the candidate’s chosen methodology (methodologist)
- At least one person on the committee must have general knowledge about the dissertation field of study (generalist)
- If a doctoral candidate has questions about his/her request for a dissertation chair meeting the requirements delineated above, he/she should contact the program coordinator of the Ed.D. program for clarification.

NOTE: Applications without a complete Formation of Dissertation Committee form, Dissertation Rationale form, and a cv/resume for each non-Educational Leadership Department proposed committee member will not be reviewed.



Rowan University

**DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
FORMATION OF DISSERTATION COMMITTEE**

Student's Name: _____

Banner ID Number: _____

By their signatures below, the following have agreed to serve as members of my dissertation committee. They understand that their role is to guide the development of my dissertation, beginning with the dissertation proposal. Each member of the committee commits to serving until the dissertation is successfully completed. The committee composition may change only for reasons deemed acceptable by the Chair of the Department of Educational Services & Leadership, and the Dean of the College of Education. **(Such reasons include but are not limited to sabbatical leave, other extended leave, and discontinuation of service at Rowan University.)**

Dissertation Title:

_____ Chair	_____ Chair's Signature	_____ Date
_____ Member's Name	_____ Member's Signature	_____ Date
_____ Member's Name	_____ Member's Signature	_____ Date
_____ Member's Name	_____ Member's Signature	_____ Date

After obtaining committee signatures, please submit form along with other required committee approval forms and documentation to the Program Coordinator by **March 1** following completion of Dissertation Seminar II.

_____ Program Coordinator's Name	_____ Program Coordinator's Signature	_____ Date
_____ Department Chair's Name	_____ Chair's Signature	_____ Date
_____ Dean's Name (or Designee)	_____ Dean's Signature (or Designee)	_____ Date

DISSERTATION COMMITTEE RATIONALE FORM

Instructions: The student must complete this form. Attach a word document detailing the rationale for your committee members and their CV or resume. Incomplete forms or packets missing any of the required items will be returned without review.

Name: _____ Banner ID: _____

Dissertation title: _____

Methodological approach: _____

Name of dissertation chair: _____

Name of generalist: _____

Name of methodologist: _____

Other committee member: _____

Rationale Form Checklist

- ☐ I have completed this form fully.
- ☐ I have attached a CV/resume for each potential member of my committee.
- ☐ I have attached a document explaining my rationale for this committee that includes the following:
 - ☐ My research questions
 - ☐ A summary of my dissertation topic
 - ☐ An introduction and discussion of the role of each committee member in light of my dissertation topic and methodological approach
 - ☐ A cogent argument for why each individual is an appropriate resource for my study
 - ☐ A possible location for where my research will be conducted
 - ☐ Citations that are most relevant to my topical area and my methodological approach

Student's signature: _____ Date: _____

ROWAN UNIVERSITY
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
Approval of Dissertation Proposal

Candidate's Name: _____ Banner ID Number: _____

Title of Dissertation: _____

By their signatures below, the members of my doctoral committee have approved my dissertation proposal and authorize me to proceed with the development of my dissertation in accordance with the proposal. A copy of the approved proposal is attached.

The chair of the committee is authorized to approve minor changes as the dissertation research proceeds; in such instances, the other members of the committee shall be notified by the chair of the committee. Major changes must be approved by the entire committee. The chair of the committee must maintain a record of approved changes, signed by both the student and the chair

_____ Chair	_____ Chair's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date
_____ Member's Name	_____ Member's signature	_____ Date

**Once signed and completed, this form and the approved proposal must be submitted to the Educational Services & Leadership Department.*

APPENDIX B

AIDS FOR THE DISSERTATION

ROWAN UNIVERSITY
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
A Guideline for Dissertation Contents by Chapter

The Dissertation: What questions should each chapter answer?

I. Chapter 1: Questions, limitations, context, significance*

- What is the larger context of my study?
- What is the local context of my study?
- What change do I propose?**
- Why is this change needed?**
- What are my research questions?
- Why are these questions worth studying?
- What is the significance of my research?
- Why does this research matter? Why is it needed in policy, practice, and research communities?
- What is the scope of my study?
- What frameworks (leadership, change theory, interpretive communities) drive my study?
- What specialized vocabulary is relevant to my study? Have I defined these terms?
- What are the limitations of my study?

II. Chapter 2: Literature review*

- What kinds of research are used to inform this project?
- In what ways does the research inform this project?
- Have I critically analyzed the research that I have included?
- Have I synthesized the research that I have included?
- Does the review provide the appropriate justification for my work?

III. Chapter 3: Methodology

- Repeat your purpose statement and RQs.
- What is the rationale and assumptions of my chosen methodology and strategy(ies) of inquiry?
- Who are my participants and how did I select them?
- What are my methods of data collection? Why those methods?
- Did I describe, in detail, my instruments (interview protocol, observations worksheets, material culture databases)? How did I construct them? Did I relate how those instruments will enable me to answer your research questions?
- Did I describe, in detail, how I will conduct rigorous data analysis?
- How was data trustworthiness maintained?
- Who am I as a researcher? How did I get interested in this study? What paradigm/s guide my in work? What beliefs do I maintain? What assumptions do I have?

What ethical considerations are at play in my work? Power imbalances? Political concerns? Emic/etic? Privacy issues? What do I need to do to ensure ethical practice in my research and the just and fair treatment of my participants?

IV. Chapter 4: Findings

- What did my data look like?
- What did I learn from analyzing my data?
- How is what I learned situated in the literature?
- How does what I learned depend upon my methodology?
- What are the limitations, biases, assumptions, and insights gained for the field of study?
- What are the implications regarding my theoretical framework?

V. Chapter 5: Conclusions and Implications

- So what? Why does this research matter?
 - Did my research achieve its aims?
 - What are the implications for research (successes, impediments, structures), policy, and practice generally?
 - What are the implications for research, policy, and practice for me professionally?
 - How will I follow up? What will I do similarly? Differently?
-

QUICK GUIDE: Important Steps and Information for Dissertation Completion and Graduation

All required forms ***bolded and italicized*** below and can be found in the Resource Course and on the Educational Services & Leadership Department Website here:

<http://www.rowan.edu/colleges/education/programs/edServLead/eduleadership/edd/index.html>

1. **Entering Dissertation Phase:**

- *Formation of your Dissertation Committee:* Once you have finalized your committee, the following forms should be completed and submitted to the Program Coordinator as required for approval of your Dissertation Committee. Once submitted, notification of approval or any concerns is typically within 2 weeks:
 - ***Formation of Doctoral Committee Form*** – signatures of chair and committee members required prior to submission
 - ***Committee Rationale Form*** and Information – completed by student, along with all supporting documents included: rationale for each committee member, copy of CV or resume for each committee member (CVs not needed for any faculty in the Educational Services & Leadership Department), information on your dissertation topic (can put together an introduction or summary including all required information on your dissertation topic or submit a copy of your prospectus)
 - **MARCH 1:** All students must submit committee approval forms and documentation by March 1 following the successful completion of Dissertation Seminar II.
- *Registering for Dissertation Credits:* Starting the semester after the completion of Dissertation Seminar II, students are eligible to begin registering for dissertation credits. The program requires a minimum of 12 dissertation credits and you must maintain continuous enrollment while in dissertation phase. If you do not complete after taking the minimum 12 credits, you will have to register and pay for additional credits. You will work with your Chair and the Program Coordinator/Advisor to complete your registration for the appropriate number of dissertation credits each term once you have completed all required coursework. You are required to be registered each fall and spring (summer is optional) until you are finished. When you begin work on your dissertation, you will need to email the Advisor/Program Coordinator at least 2 weeks prior to the start of each semester to request registration. Please include the following in dissertation credit registration requests:
 - Banner ID
 - Number of credits being requested
 - Semester requesting credits for (i.e. fall 2016)
 - Name of Dissertation Chair (Consulting with and/or notifying your dissertation chair prior to your request is recommended)

STARTING OCTOBER 1, 2016 - REQUIRED REGISTRATION FOR DISSERTATION CREDITS: All active dissertation phase students (those who have successfully completed all 48 coursework credits) will be automatically enrolled in 1 dissertation credit each fall and spring semesters if registration is not requested before then to comply with continuous enrollment requirements. Automatic registration will occur during the second week of the semester if not requested beforehand.

IMPORTANT NOTES:

- Dissertation Committees must be approved prior to any proposal defense. Therefore, it is best practice not to begin work with your committee until all paperwork is submitted and approval is received.
- After a successful defense of your proposal, your committee should sign the **Approval of the Dissertation Proposal Form**. It is then your responsibility to make sure this signed form is submitted via the Educational Leadership Resource Course along with a copy of your proposal.
- Only AFTER your proposal has been approved can you then begin seeking IRB approval, collecting data, etc.

2. **Ready for Symposium:** When you and your chair have determined you are ready to schedule your symposium, you need to coordinate with the Department Secretary at **minimum 2 weeks prior** to the proposed date. A penultimate draft to all committee members must be sent 2 weeks prior to the final symposium as well. All symposiums must be done on campus.

3. **After Your Symposium:** Your committee will render a decision and provide you with any required changes. Signatures on the **Dissertation Approval Form** indicating you have passed the symposium presentation and then again once all revisions have been made to the satisfaction of the committee are required. Students must then follow the instructions provided by the Office of Graduate Studies at Rowan Global Learning & Partnerships for final dissertation approval which include submission of the following:

- Completed Dissertation Approval Form (minus Part C signature)
- Electronic Copy of final dissertation in accordance with all format guidelines
- \$75 payment for document processing and archiving services (it is recommended you submit this payment in advance in anticipation of the completion of your dissertation to access the tutorial and submission area as required by Rowan Global's Office of Graduate Studies)

Details on the format and submission of the dissertation to Rowan Global can be found here:
<http://rowanu.com/academic-resources/thesis-dissertation>.

4. **Graduation:** To officially graduate and receive your conferred degree, a student must complete the **Application for Graduation** and have completed all **required coursework**, successfully **written and presented** the dissertation at symposium, submitted the dissertation and have **final approval** by the **Office of Graduate Studies at Global Learning & Partnerships** who then notifies the registrar's

office. **PLEASE NOTE:** This can take time as revisions are often required even after a successful symposium and typically 4 weeks is needed for review of the final dissertation document by the Office of Graduate Studies.

- To be **eligible to participate in May graduation**, all degree requirements and forms must be complete (i.e. the Dissertation Approval Form with parts A, B, and C signed/approved). In accordance with Graduate Policy, there is **no walk through** option for Ed.D. Students, meaning all degree requirements and approvals must be satisfied in order to participate. Therefore, below are deadlines to follow in order to be eligible to participate in Commencement and/or graduate in May.
- **Graduation Timeline:**
 - ✓ **Application for Graduation:** Submitted through Banner Self-Service by the deadlines posted by the registrar: <http://www.rowan.edu/provost/registrar/graduation.html#gradcert> (typically by no later than the first 6 weeks of the semester in which you expect to complete/graduate)
 - ✓ **March 1: Final draft** to all committee members and **schedule** your symposium
 - ✓ **April 1:** Submission of all final and approved required documents and forms to the Office of the Graduate Studies as noted above

Questions?

Contact the Ed. D. Program Advisor/Coordinator:

Maria Lanza-Gladney

lanza-gladney@rowan.edu

856-256-4500 x3637

University Policies

SEARCH POLICIES

Grading System

ROWAN UNIVERSITY POLICY

Title: Grading System

Subject: Academic Affairs

Policy No: AA: 2015: 08

Applies: University-Wide

Issuing Authority: Provost/Senior Vice President for Academic Affairs

Responsible Officer: Deans, Vice President for Academic Affairs, Vice President for Student Affairs

Adopted: 08/01/2015

Last Revision: 06/22/21

Last Reviewed: 06/22/21

I. PURPOSE

The purpose of this policy is to outline the University's grading system.

II. ACCOUNTABILITY

Under direction of the Provost, all Deans and Department Chairs shall implement this policy and all faculty shall ensure compliance with the policy.

III. APPLICABILITY

This policy is applicable to all students of Rowan University.

IV. POLICY

1. The University's Grading System

a. The following are used to evaluate students' performances in courses:

Letter Grade	Grade Point	Value
A	4.0	Excellent
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Fair
C+	2.3	
C	2.0	
C-	1.7	

Letter Grade	Grade Point	Value
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	Failure
P	Pass	
NC	No Credit	
IN	Incomplete	

- b. Students have the option to elect Pass (P) / No Credit (NC) grading in courses for which it is offered, subject to the below provisions. Pass/No Credit grades will not contribute to the computation of cumulative grade point averages or the designation of graduation honors.
- i. Prior to spring 2020: The Pass/No Credit grading option was available to students who elected it during the first two weeks of the term (drop/add period). A list of courses for which students may elect a Pass or No Credit grading option was published on the Registrar's website. Undergraduate students registering from fall 1995 - winter 2019/2020 were permitted to take up to 10 percent of the credits earned on a Pass/No Credit basis.
 - ii. Policy modification during the COVID-19 pandemic: During the spring 2020, fall 2020, winter 2020/2021, and spring 2021 terms, students were permitted to elect Pass/No Credit grades after final letter grades were posted for any course. Some graduate courses were subject to letter grade minimums for election of a P grade; in undergraduate courses, any passing grade of D- or higher was eligible to be changed to a P grade. Any grade of F was eligible to be changed to a NC grade. No limits were placed on the number or proportion of courses for which eligible students could elect Pass/No Credit grades. Grades of P met prerequisite requirements for entry into subsequent courses specifying a minimum grade higher than a D-. For courses in applicable terms, students may continue to elect a change in final grade to a P or NC grade from a letter grade, or to revert a former P or NC grading choice to the original letter grade, up until the time of their graduation by contacting the Office of the Registrar at registrar-records@rowan.edu. Courses taken in summer 2020 or summer 2021 were not eligible for the expanded Pass or No Credit grading option; students may appeal for this option to the Vice President for Student Affairs. Students in MD, DO, or PhD programs did not have Pass/No Credit grading options available.
 - iii. Fall 2021 and forward: With the approval of the Dean, Departments may specify courses eligible for completion with Pass/No Credit grading. Students electing P or NC grading must do so through the process established by the Office of the Registrar no later than the last day of the withdrawal period in a given term. No more than 10% of Rowan University credits applying to the degree may be taken Pass or No Credit, with the exception of credits taken during the semesters specified in the COVID-19 period above, unless approved by appeal to the Office of the Provost.
- c. The interim grade of IN (incomplete) may be assigned by an instructor under certain circumstances. This grade must be replaced before the end of the following academic semester. If students believe that circumstances warrant an extension, they may request the instructor, in writing, for such an extension. If approved, the instructor will renew the incomplete in the Registrar's Office when grades are due. Failure to replace the incomplete grade within the prescribed time will automatically change the IN to an F.
- d. Rowan University courses taken by nonmatriculated high school students in Rowan University dual enrollment programs will be assigned letter grades. If the student subsequently matriculates at Rowan University, the student has the option to contact the Office of the Registrar to change the letter grade on Rowan courses taken while a dual enrolled high school student to a Pass (for grades of D- or higher) or No Credit (for grades of F).
- e. The revisions in this policy are implemented on an interim basis pending any Senate action in academic year 2021-2022.



Rowan University • 201 Mullica Hill Road • Glassboro, New Jersey 08028 • 856-256-4000

For issues or comments regarding this site please contact support@rowan.edu

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State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

PHILIP D. MURPHY
Governor

SHEILA Y. OLIVER
Lt. Governor

ANGELICA ALLEN-McMILLAN, Ed.D.
Acting Commissioner

May 19, 2022

Ms. Chrissy Skurbe, Board President
Monroe Township Board of Education
423 Buckelew Ave.
Monroe, NJ 08831

Dear Ms. Skurbe:

SUBJECT: Appending Certain Letters to Personal Name
OFAC Case #INV-02-22

The New Jersey Department of Education (Department), Office of Fiscal Accountability and Compliance (OFAC), received information concerning the current Monroe Township School District (District) Acting Superintendent, Chari Chanley (Ms. Chanley) with respect to appending the "Dr." designation in front of Ms. Chanley's name within school yearbooks without having earned the title.

N.J.S.A. 18A:3-15.3 Appending certain letters to personal name - states the following:

"A person shall not append to his name any letters in the same form designated by the Commission on Higher Education as entitled to the protection accorded to an academic degree unless the person has received from a duly authorized institution of higher education the degree or certificate for which the letters are registered. For the purposes of this section, a duly authorized institution of higher education means an in-State institution licensed by the Commission on Higher Education or an out-of-State institution licensed by the appropriate state agency and regionally accredited or seeking accreditation by the appropriate accrediting body recognized by the Council on Postsecondary Education or the United States Department of Education."

The OFAC review confirmed the title "Dr." was placed before Ms. Chanley's name while she was Principal of the Monroe Township Middle School, appearing in the school's yearbooks over a five-year period. The title first appeared before Ms. Chanley's name in the 2012-2013 yearbook and continued up to and including the 2016-2017 yearbook.

There was no evidence disclosed which confirmed the use of the title beyond those years or included on any other District documents bearing her name. Nor was there evidence Ms. Chanley received an enhanced salary by the appendage of the title.

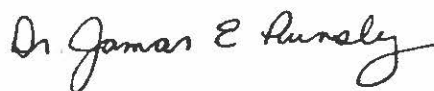
Ms. Chanley did confirm that although she is diligently working toward a Doctor of Education degree, that degree has not yet been conferred. Ms. Chanley stated the title was appended in the 2012-2013 yearbook in anticipation of having received the degree by the time the yearbook was issued. However, the degree was not conferred during that time and due to yearly oversights, the title remained appended to her name, up to and including the 2016-2017 yearbook.

Although the District School Board (Board), prior to this time, was made aware of the improper use of the title and has internally corrected the matter, the Board is directed to submit a Corrective Action Plan (CAP) identifying the procedures it will develop and implement to ensure compliance with the provisions of N.J.S.A. 18A:3-15.3 throughout the District. Please provide a copy of this report to each member of the Board for review.

Utilizing the process outlined in the attached "Procedures for LEA/Agency Response, Corrective Action Plan and Appeal Process," the Board is required, pursuant to N.J.A.C. 6A:23A-5.6, to publicly review and discuss the findings in this report at a public board meeting no later than 30 days after receipt of the report. Within 30 days of the public meeting, the board must adopt a resolution certifying that the findings were discussed in a public meeting and approving a CAP to address the issues raised in the findings and/or submit an appeal of any findings in dispute. A copy of the resolution and the approved CAP and/or appeal must be sent to this office within 10 days of adoption by the Board. Direct your response to my attention.

Also, pursuant to N.J.A.C. 6A:23A-5.6(c), you must post the findings of this report and the Board's CAP on your district's website. Should you have any questions, please contact Thomas C. Martin, Manager, Investigations Unit, at (609) 376-3606.

Sincerely,



Dr. Jamar E. Purnsley, Director
Office of Fiscal Accountability and Compliance

JEP/o:\investigation\tmartin\monroe\Append Letters. INV 02-22.docx
Attachment

c: Acting Commissioner
Julie Bunt
Jorden Schiff

Michael Yaple
Kyle Anderson

Meeting of the Monroe Twp. Board of Education June 15, 2022

Link to meeting video:

<https://monroetv.viebit.com/player.php?hash=s3qRmSgraqlx>

At the 2:58:30 mark, Board Attorney, Vito Gagliardi, describes OFAC “review” and claims Ms. Chanley is “diligently working” towards doctorate although permanent contract signed following month makes no reference to a doctorate.

Simons, Jennifer

From: Chrissy Skurbe <Chrissy.Skurbe@monroe.k12.nj.us>
Sent: Monday, May 2, 2022 11:14 PM
To: ControversiesDisputesFilings; Robin Soriano
Cc: Adi Nikitinsky; Karen Bierman; Michele Arminio; Paul Rutsky; Katie Fabiano; Kate Rattner; Ken Chiarella; Kathleen Belko; Gazala Bohra; outreach@info.nj.gov; constituent.relations@nj.gov; COMMISSIONER'S OFFICE; Anderson, Kyle; Cornavaca, Deborah [GOV]; wheatcroft@rowan.edu; lowman@rowan.edu; connorj@rowan.edu; jeanmarie@rowan.edu; Adam Layman; Chari Chanley
Subject: [EXTERNAL] Re: [External Email]URGENT: Request for state investigation to Chari Chanley

*** CAUTION ***

This message came from an **EXTERNAL** address (Chrissy.Skurbe@monroe.k12.nj.us). **DO NOT** click on links or attachments unless you know the sender and the content is safe. **Suspicious?** Forward the message to spamreport@cyber.nj.gov.

Dear Ms. Soriano -

When you reached out to me regarding your questions, I provided you with facts that clearly do not fit the narrative that you had hoped for. Your account of the April 25, 2022 Board of Education Meeting is inaccurate. As legally allowed, I used my discretion to close public forum when the members of the public refused to act in an orderly manner. Upon doing so, a Board member made a motion to override my decision and the Board voted on it with the motion failing. At that time, public forum was officially closed. There was nothing that was done outside of the rules for presiding over a meeting. If the will of the Board was to keep public forum open, the motion would have passed - however it did not.

On April 27, 2022 there was a personnel matter that was handled in collaboration with the Board Attorney. I cannot comment on it other than to say that this is a confidential personnel matter, and you would have no knowledge of the facts pertaining to this incident as you seem to suggest.

As you have made it public on social media that you are a school teacher for the Freehold Regional High School District, one would think that as an educator, you should know the value that continuing education can add to a school district. This character assassination that you and a few other community members have continued to push here and on social media against a 19-year administrator in our school district is not only unjustified but a distraction from the real needs of the district. This character assassination is a clear effort to interfere with the pending superintendent search and hiring of the next Superintendent for the Monroe Township School District.

Again, I will provide factual information in reply to your false accusations:

1. On her resume submitted in her application for Acting Superintendent, Chari gave the graduation date for the Rowan Ed. D. program of December 2021. She did not graduate December 2021. [Mrs. Chanley indicated on her resume that she had an anticipated date of December 2021 to defend her doctorate. She has kept the Board apprised of the progress toward the defense of her doctorate. It should be noted that a doctorate was never a condition of her employment.](#)

- 2.
3. According to the registration information from her private Rowan account which she distributed to the public on March 16, 2022, her new anticipated graduation date is May 2022. Is there evidence that she will obtain her doctorate this time? Mrs. Chanley is not required to publicly disclose the date in which she will defend her doctorate. It is her prerogative whether she publicly announces it or not. The Board does not require a doctorate for any position in the Monroe Township School District.
- 4.
5. If she has been "forthcoming" about her education, why did she opt out of Public Access to her Rowan University records? In other words, why is the public unable to access information about her education, which the district is providing 100% reimbursement towards? Mrs. Chanley does not have to answer to the Board of Education or the public for her choice to not allow Rowan University to release information regarding her continuing education to the public.
- 6.
7. In the Springs of 2013, 2014, 2015, 2018, 2019, 2021, she registered for commencement in order to appear on commencement programs for Rowan University, at a time when she would know whether or not she would successfully complete her program and obtain her doctorate. She failed to obtain her doctorate and graduate every one of these years. The Board of Education has no knowledge of or has seen anything that would indicate that Mrs. Chanley has registered for commencement in order to appear on the commencement program. Again, the completion of a doctorate is not required for any position in the Monroe Township School District. Reimbursement was not dependent on graduation. Reimbursement is however a contractual agreement between the Monroe Township School District and the employees of the Monroe Township School District per various collective bargaining agreements.
- 8.
9. With regards to her disclosure statements, you did not provide a link to the most important disclosure statement in question, 2022, in which Chanley provides disclosure as Acting Superintendent.(here). Disclosure statements are readily available. I did not include the 2022 link as I did not have it when I replied to your email.
- 10.
11. Her disclosure statement is erroneous. Though in Section II question 1 she disclosed that her husband works for the district as a teacher and that her son works as a substitute teacher, and that she herself works as an administrator, she untruthfully responded to question 2. While in past years she was not the direct supervisor of her husband (as she was principal of the middle school) as Acting Superintendent, she must disclose that she and/or her husband are both "party to a contract with the local school district or charter school with which you hold office or are employed." Again, she responds "No." However, as Acting Superintendent, this is not the case. Currently she is under a contract in the capacity of Acting Superintendent with the Board of Education. Her husband has an employment contract that is effective until June 30, 2022. Unfortunately, you do not understand #2 of the disclosure statement and are making false claims. Mrs. Chanley does disclose that her husband and son are employed in the school district. Contracts in #2 refers to contracts between the district and outside parties. For instance, if someone in Mrs. Chanley's family held the contract for snow removal in the district, she would have to disclose that in #2. As she already disclosed her husband and son are employed, so your accusation is a result of you not understanding the disclosure form.

8. Ms. Chanley misrepresented herself as “Dr. Chari R. Chanley” in the 2013-2017 yearbooks. A review of the BOE closed session agendas for those years proves there was no formal board investigation of this impropriety. Rather, some board members complained to then superintendent, Dr. Michael Kozak about this misrepresentation and, subsequently, Ms. Chanley produced a notarized statement from yearbook advisor, Katy Elias, in which Ms. Elias accepted responsibility for one year that the misrepresentation occurred. There is no explanation for the reason why this misrepresentation occurred for five years with other yearbook advisors at the helm. There is no evidence that Ms. Chanley asked this misrepresentation to be corrected. There is no evidence the board conducted a formal investigation, because this would have been shown in the closed session agendas, which are public. Furthermore, at the December 2021 board meeting, school attorney, Vito Gagliardi, claimed that the yearbook misrepresentation was a “typo” and “error” that Ms. Chanley had “nothing to do with” when the evidence showed this was not true. This raises the question as to whether the school attorney purposely lied to the public at this board meeting or whether Ms. Chanley lied to the attorney who, in turn, believed he was telling the truth. The very explanation above that Board members raised the issue with the former superintendent and Mrs. Chanley provided a notarized statement indicates that the issue was “investigated” and no action was taken. Personnel discussions are never part of closed session minutes that are accessible to the public so the mere fact that you do not have access to minutes discussing this matter does not mean it did not take place.

In closing I would like to ask that you take some time to reflect on the accusations that you have made and the facts that are presented to you. The Monroe Township School District values all of its employees and their rights under their contracts, bargaining agreements and personal privacy. Your continued attacks do nothing productive for the education of the students and that should be our focus.

Kind Regards,

Chrissy Skurbe
President
Monroe Township Board of Education

From: Robin Soriano [REDACTED]
Sent: Sunday, May 1, 2022 7:26 PM
To: ControversiesDisputesFilings@doe.nj.gov <ControversiesDisputesFilings@doe.nj.gov>
Cc: Adi Nikitinsky <Adi.Nikitinsky@monroe.k12.nj.us>; Chrissy Skurbe <Chrissy.Skurbe@monroe.k12.nj.us>; Karen Bierman <Karen.Bierman@monroe.k12.nj.us>; Michele Arminio <Michele.Arminio@Monroe.K12.NJ.US>; Paul Rutsky <Paul.Rutsky@Monroe.K12.NJ.US>; Katie Fabiano <Katie.Fabiano@monroe.k12.nj.us>; Kate Rattner <Kate.Rattner@monroe.k12.nj.us>; Ken Chiarella <Ken.Chiarella@monroe.k12.nj.us>; Kathleen Belko <Kathleen.Belko@monroe.k12.nj.us>; Gazala Bohra <Gazala.Bohra@monroe.k12.nj.us>; outreach@info.nj.gov <outreach@info.nj.gov>; constituent.relations@nj.gov <constituent.relations@nj.gov>; commissioner@doe.nj.gov <commissioner@doe.nj.gov>; kyle.anderson@doe.nj.gov <kyle.anderson@doe.nj.gov>; deborah.cornavaca@nj.gov <deborah.cornavaca@nj.gov>; wheatcroft@rowan.edu <wheatcroft@rowan.edu>; lowman@rowan.edu <lowman@rowan.edu>; connorj@rowan.edu <connorj@rowan.edu>; jeanmarie@rowan.edu <jeanmarie@rowan.edu>; Robin Soriano [REDACTED]; Adam Layman <Adam.Layman@Monroe.K12.NJ.US>; Chari Chanley <Chari.Chanley@Monroe.K12.NJ.US>
Subject: [External Email]URGENT: Request for state investigation to Chari Chanley

CAUTION: This email originated from outside of the school district. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Monroe Township IT Department

Good evening,

I am a resident and taxpayer of Monroe Township, NJ. On April 6, 2022, I emailed the President of the Monroe Township Board of Education, Chrissy Skurbe, about the dishonesty of Acting Superintendent, Chari Chanley. Ms. Skurbe responded to my letter on April 10 with a series of false statements. I have attached your "pro se" notarized complaint form, my rebuttal, Ms. Skurbe's arguments below, and a copy of Ms. Chanley's, 2022 Personal/Relative Disclosure Statement, I am also including the original attachments and Youtube links that I sent to Ms. Skurbe on April 6. I will forward a copy of the certified mailing receipt upon mailing, but in the meantime, I have copied Ms. Chanley on this complaint.

First, it should be noted that the state approval of Ms. Chanley's Acting Superintendent contract was extended past February 10, 2022 to May 11, 2022 without a board resolution or a public vote. This alone is grounds for the State to revoke her current state approval immediately.

That said, more disturbing information has come to light since the receipt of Ms. Skurbe's April 10 below. Specifically, it has been discovered that Ms. Chanley has abused the tuition reimbursement policy and received over \$30K of taxpayer money in reimbursements over 20 years related to her enrollment in three different doctoral programs—at Florida Atlantic University, Liberty University, and Rowan University. The OPRA requests for these documents were made on this website:

[Monroe Township School District \(Middlesex\) - view and make NJ Open Public Records Act \(OPRA\) requests](#)



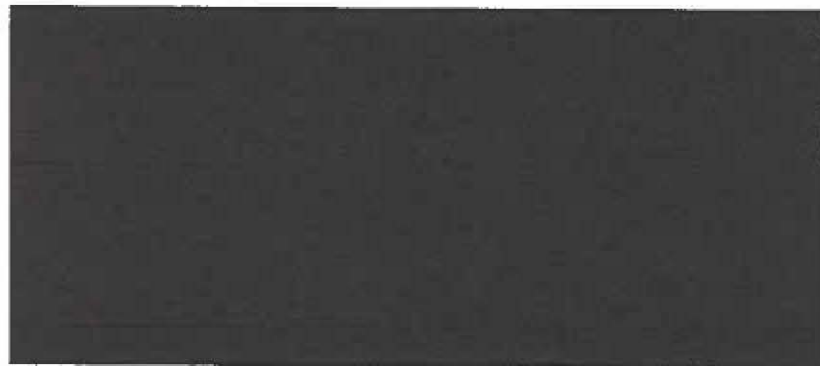
Monroe Township School District (Middlesex) - view and make NJ Open Publ...

OPRA requests for these documents were made on March 8 and March 13—but the district has failed to provide us with reimbursement records related Ms. Chanley's enrollment at Florida Atlantic University in 2004 and 2005. Also missing are her reimbursement records related to the Fall of 2009 and 2010 when she was enrolled at Rowan. The district also didn't provide documentation related her enrollment at Liberty University—at least one payment of \$1.9K was for Liberty but there are two payments where it's unclear whether it's for Liberty or

Rowan since she was enrolled in TWO doctoral programs at the same time. Chari Chanley has been advancing her career on the APPEARANCE of getting a doctorate when she's not doing the WORK to achieve one and she's been doing it on the TAXPAYER DIME. When all the payments are totaled, I expect it to be well over \$40K. I have also attached all the documentation related to her reimbursement records and enrollment information, which have been posted on the Monroe Township Education Facebook Group.

Please note that after embarrassing information was revealed through OPRA request, Ms. Chanley has transferred the OPRA responsibilities from our business administrator, Michael Gorski, to her confidential secretary. A resident has noticed that OPRA requests are now unfulfilled, delayed, or incomplete.

See: [Monroe resident exposes Board President, Chrissy Skurbe, for her vendettas and OPRA mismanagement](#)



Monroe resident exposes Board President, Chrissy Skurbe, for her vendett...

I am requesting that the state investigate Ms. Chanley and the hiring practices of the Monroe Township Board of Education. The state has approved Ms. Chanley's contract until May 11 and should not extend its approval.

Furthermore, at the April 25, 2022 meeting of the Monroe Township Board of Education meeting, Ms. Chanley was absent and board president, Chrissy Skurbe, shut down the public session and adjourned the board meeting early after facing public criticism. It was clear she did not want to face additional questions about these issues. Additionally, on April 27, 2022, Ms. Chanley and Ms. Skurbe, accompanied by a security guard suspended Mr. Gorski, a tenured employee, and forcibly removed him from his office without any due process or prior notification. These actions set a very dangerous precedent.

See this clip:

[Board President, Chrissy Skurbe, shuts down board meeting after facing wrath of the public](#)



Board President, Chrissy Skurbe, shuts down board meeting after facing...

Please hold our Acting Superintendent, Chari Chanley, as well Board President, Chrissy Skurbe, accountable for these ethical violations, abuse of power and misuse of taxpayer dollars.

Sincerely,

Robin Soriano, MBA

-----Original Message-----

From: Chrissy Skurbe <Chrissy.Skurbe@monroe.k12.nj.us>

To: Robin Soriano [REDACTED]

Cc: Adi Nikitinsky <Adi.Nikitinsky@monroe.k12.nj.us>; Karen Bierman

<Karen.Bierman@monroe.k12.nj.us>; Michele Arminio <Michele.Arminio@Monroe.K12.NJ.US>; Paul

Rutsky <Paul.Rutsky@Monroe.K12.NJ.US>; Katie Fabiano <Katie.Fabiano@monroe.k12.nj.us>; Ken

Chiarella <Ken.Chiarella@monroe.k12.nj.us>; kathleen.belko@monroe.k12.us

<kathleen.belko@monroe.k12.us>; Gazala Bohra <Gazala.Bohra@monroe.k12.nj.us>;

kyle.anderson@doe.nj.gov <kyle.anderson@doe.nj.gov>; Chari Chanley

<Chari.Chanley@Monroe.K12.NJ.US>; Adam Layman <Adam.Layman@Monroe.K12.NJ.US>;

commissioner@doe.nj.gov <commissioner@doe.nj.gov>; deborah.cornavaca@nj.gov

<deborah.cornavaca@nj.gov>; school.ethics@doe.nj.gov <school.ethics@doe.nj.gov>; Vito A. Gagliardi

<VAGagliardi@pbnlaw.com>

Sent: Sun, Apr 10, 2022 8:57 am

Subject: Re: Monroe BOE Request for Investigation

Good morning Ms. Soriano -

Please be advised that the Monroe Board of Education has previously investigated the yearbook issue that you referenced in your email. As it was a personnel matter, it can not be discussed with you or with any member of the public for that matter. As far as the Board of Education is concerned, that matter is closed and there is no further investigation that will take place. The Board Attorney has on several occasions spoken about this at the Board of Education meetings and the information provided was not misleading as it represented the facts.

In regards to Mrs. Chanley and her continuing education toward her doctorate degree, the Board of Education approves payment of the tuition as legally bound per the contractual obligations of her employment. Documentation for reimbursement is required and, as such, there has been documentation provided that does in fact show that Mrs. Chanley is enrolled in her doctoral program. Please be advised that the position of Superintendent in Monroe Township School District does not require a doctorate degree, nor does it require that the employee serving in the role be enrolled in a doctorate program. However, Mrs. Chanley has been extremely forthcoming about her continuing education and the process she has taken to get to where she is in the process of achieving her doctorate.

Furthermore, the yearly disclosure statement completed by Mrs. Chanley does indeed list her husband. Your allegation that it does not is false and misleading. Here is the link if you would like to view them for the last several

years. https://homeroom5.doe.state.nj.us/ethics/reportsearch.php?showname=Chanley+&lname=&dist_code=&button.x=0&button.y=0&button=Go%21

Finally, your accusation that Mrs. Chanley encouraged her staff to purchase spirit wear from a Board member's company is false. The email that you attached to your message was between Mrs. Chanley and two outside parent organization's leaders in the Monroe Township School District, MTMS PTO and MTMS PSA. Mr. Nikitinsky, as the President of the MTMS PSA at the time of the email, offered to help the PTO with its fundraiser by offering products at cost, thus no profit to him or his company. There was no "spirit wear" being encouraged but rather printing on tiles to be used as a legacy fundraiser. However, Mr. Nikitinsky never took part in any printing or services related to that project referenced in that email. When you OPRA emails and use a portion of the narrative to make false accusations, you disserve yourself and our community.

In closing, I want to thank you for your concerns, however they are being fueled by a false narrative stemming from a social media Facebook page called Monroe Township Education, which has no affiliation to the Monroe Township School District. Unfortunately there are a few community members who are trying to influence the selection of the next Superintendent in Monroe Township by spreading a false narrative against Board members as well as against the Acting Superintendent. I trust that I have helped you obtain a clear, accurate understanding of the issues you have raised.

Sincerely,

Chrissy Skurbe
President
Monroe Township Board of Education

On Apr 6, 2022, at 5:26 PM, Robin Soriano [REDACTED] wrote:

Dear Board of Education Members:

As a resident of Monroe, I am requesting that you initiate an investigation of Acting Superintendent of Schools, Ms. Chari Chanley, for behavior unbecoming an administrator and for violating the District's Administrator's Code of Ethics 1540 as follows:

Code: "No administrator or member of his/her immediate family shall have an interest in a business organization or engage in any business, transaction or professional activity that is in substantial conflict with the proper discharge of his/her duties in the public interest".

Code: "No administrator shall use or attempt to use his/her official position to secure unwarranted privileges, advantages, or employment for him/herself, a member of his/her immediate family, or any other person".

Ms. Chanley knowingly falsified her title as Dr. Chari Chanley (in the middle school's yearbook) while serving as principal during the 2013-2017 school years.

Ms. Chanley allowed the BOE attorney, Vito Gagliardi, to mislead the public at the December 15, 2021 BOE meeting by claiming the use of "Dr" in her title was a "typo" and "error" that Ms. Chanley had "nothing to do with". Evidence later revealed that she was fully aware of the misrepresentation and condoned it. It was allowed to continue for a five year period.

On February 16, 2022, Ms. Chanley was again confronted about the use of "Dr" in the middle school yearbook. She claimed that she abandoned the doctoral program at Florida Atlantic University because she moved to New Jersey. However, she moved to New Jersey in 2003 and remained in that doctoral program until 2006.

When confronted about the yearbook misrepresentation over the five-year period, Ms. Chanley blamed Rowan University for not awarding her a doctorate, claiming the university should be "held accountable" for its "libel" and "lack of ethics".

At the February, 2022 BOE meeting, Ms. Chanley claimed she was still working towards a doctorate and meeting with a "dissertation chairperson" every week. However, when a resident obtained her enrollment dates on March 14, 2022, in an OPRA request, it was revealed that Ms. Chanley was not enrolled at all in January-February 2022. This was publicized on social media on March 15, 2022. On March 16, 2022 (the next day), a screenshot showing that Ms. Chanley re-enrolled in the Rowan doctoral program was posted on social media by two supporters of Ms. Chanley.

Code: "No administrator shall use or attempt to use his/her official position to secure unwarranted privileges, advantages, or employment for him/herself, a member of his/her immediate family, or any other person".

While serving as principal of the middle school, Ms. Chanley encouraged her staff to purchase spirit wear from a printing business owned by the family of BOE member Adi Nikitinsky (DOT Designing & The Orange Media Group).

More inconsistencies in her resume were apparent when Ms. Chanley showed herself as a doctoral student at Rowan University in 2008; however, she said she had to put her doctoral program aside to open "her middle school"; but the middle school opened in 2011 and she remained in that doctoral program for ten years after that.

Code: "Each administrator shall annually, in accordance with N.J.S.A. 18A:12-25 and 18A:12-26, file a disclosure statement regarding potential conflicts of interest.

Ms. Chanley failed to list her husband on a disclosure form that required her to indicate that he had a contract with the school district as a member of the MTEA.

Please find evidence attached as well as video files in support of these claims below.

I would expect that an investigation should commence within a ten day period of receipt of this email.

Sincerely,

Robin Soriano, MBA
50 Violet Court
Monroe Township, NJ 08831

[School Attorney Claims Yearbook Misrepresentations were "typos"](#)



**School Attorney Claims
Yearbook
Misrepresentations were
"typos"**

[School Attorney defends Acting Superintendent](#)



**School Attorney defends
Acting Superintendent**

[Acting Superintendent, Chari Chanley, Lies about Doctorate at Board Meeting](#)



**Acting Superintendent,
Chari Chanley, Lies about
Doctorate at Board ...**



Chuck O'Donnell



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Education

ESCNJ Appoints Monroe Township School Chief to its Board of Directors



ESCNJ

By TAPINTO STAFF

Published December 22, 2021 at 10:17 AM

Last Updated December 22, 2021 at 10:17 AM

Chari Chanley, Acting Superintendent of the Monroe Township School District, has been appointed to the Educational Services Commission of New Jersey's (ESCNJ) Board of Directors.

Chanley has been with the Monroe district since 2003, serving as Assistant Principal and Principal of the Monroe Middle School before being promoted to Acting Superintendent this fall.

"Chari Chanley is a very welcome addition to the ESCNJ Board of Directors," said ESCNJ Schools Superintendent Mark Finkelstein. "I'm confident that with her educational background and enthusiasm, she will provide valuable input and

assistance to further enhance the quality of education that we provide for the students at ESCNJ.”

As one of the board’s newest members and a previous adjunct professor of education courses inclusive of special education classes, Chanley looks forward to supporting ESCNJ students as they learn and achieve.

“Having a family member with special needs, I realize the importance of providing quality services and education for students with challenging disabilities,” Chanley said. “With my background in teaching and hands-on experience working with all students, I believe my contributions will be beneficial to the students at ESCNJ.”

Chanley added that she looks forward to working with the ESCNJ administrative team and visiting the schools to see all the services they provide for students.

Before arriving in Monroe, Chanley was a Vice Principal at a school district in Florida. She began her career as an English teacher before being promoted to supervisory roles.

Chanley holds a bachelor’s degree from New York University and graduate degrees from Monmouth University and Florida Atlantic University. She is pursuing a doctor of education degree from Rowan University.

To learn more about ESCNJ, visit www.escnj.us.

Note:

Resume stated she was anticipated to graduate by December 2021, which she did not. Fall semester had ended by December 17 and she did not reenroll until March 2022.