



Graduate School of Education

UNIVERSITY OF MASSACHUSETTS LOWELL

December 1, 2012

Welcome to the Graduate School of Education!

This Doctoral Student Handbook has been developed as a “working document” to inform matriculated students of the policies and regulations for our three doctoral programs. Students should also refer to the policies governing graduate education published on the university’s main website (<http://www.uml.edu/catalog/graduate/default.htm>). We also encourage students to visit the Graduate School of Education’s website (<http://www.uml.edu/gse>) where updated program schedules, information, and forms can be found. Please let one of us or your advisor know if you have questions which are not answered in the Handbook.

On behalf of the faculty and staff, we look forward to working with you.

Sincerely,

Michaela Colombo, Ed.D.
Associate Professor of Education and
Graduate Coordinator, Doctoral Programs

Jay Simmons, Ph.D.
Professor of Education and
Faculty Chair

Anita Greenwood, Ed.D
Professor of Education and
Dean

Table of Contents

Part One: Background

History of the Doctoral Programs	3
Graduate School of Education Conceptual Framework	4
Faculty	5

Part Two: Program Descriptions

Language Arts and Literacy	7
Leadership in Schooling	11
Mathematics and Science Education	21

Part Three: Additional Policies for All Programs and Notes

Research Prerequisite	26
IRB Requirements	26
The Dissertation	27
Registration/Email/Continuing Matriculation	30
Directed Study/Time Line for Completing Program	31
Research Progress Requirements	31
Transfer Credits/Degree Clearance Procedures	31
Ethical Behavior/Plagiarism/Appeals	32
Awards and Scholarships	33
Commonly Asked Questions	34
Sequence of Important Events	37

BRIEF HISTORY OF THE UNIVERSITY OF MASSACHUSETTS LOWELL'S DOCTOR OF EDUCATION PROGRAMS

The University of Massachusetts Lowell received authority to grant the Doctor of Education Degree by vote of the Massachusetts Board of Regents on October 8, 1985. Three doctoral programs were approved: Language Arts and Literacy, Leadership in Schooling, and Mathematics and Science Education. Each of these programs was conceived as an interdisciplinary program which had a strong research component and did not duplicate any existing programs in the Commonwealth.

As of December 2011, 320 Doctor of Education degrees have been awarded. Graduates have assumed major faculty and influential leadership positions in schools. Our graduates have assumed leadership positions in PK-12 public schools as superintendents, assistant superintendents, principals, and department heads, as well as leadership positions as tenure-track positions at universities and colleges across the country.

Currently, 117 doctoral students are enrolled, including:

- 28 Language Arts and Literacy Education doctoral students;
- 58 Leadership in Schooling doctoral students;
- 31 Mathematics and Science Education doctoral students.

The doctoral degree emphasizes the production of original research under the guidance of a dissertation chair and committee. Doctoral students are encouraged to present at local and national conferences and to submit articles for publication in the Mathematics and Science Education Colloquium Journal and in other professional journals. Doctoral students have the opportunity to work with faculty on a variety of funded and non-funded initiatives in local school districts. The Tsongas Industrial History Center and Office of School Partnerships also provide students with opportunities for observation and research.



TSONGAS INDUSTRIAL HISTORY CENTER

The Tsongas Center is a partnership between the University of Massachusetts Lowell Graduate School of Education and Lowell National Historical Park who each provide a portion of the funding and staff to operate the Center.

The Tsongas Center is an experiential history center where students learn about the American Industrial Revolution through hands-on activities and by experiencing history where it happened. Students "do history" by weaving, creating a canal system and testing water wheels, working on an assembly line, role-playing immigrants, and becoming inventors. In investigating industrial history, students also "do science," by testing the water quality of the river or canals, tracing the flow of groundwater pollution, and discovering river cleanup techniques. The Center offers doctoral students a site for the study of informal education.

Visit the Center's web site at <http://www.uml.edu/tsongas/index2.htm>



Students and teachers experience the workshops at the Tsongas Industrial History Center.

THE GRADUATE SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

Education for Transformation is the conceptual framework which unifies all programs at the Graduate School of Education. From the earliest discussions of our mission as an graduate institution, faculty activities – teaching, scholarship, and service – have drawn on the conviction that our graduates will demonstrate excellent knowledge, judgment, and skills in their professional fields; promote equity of educational opportunity for all learners; collaborate with other educators, parents, and community representatives to support educational excellence; and use inquiry and research to address educational challenges. Thus, courses, seminars, individual research and other learning experiences are designed to include analysis of and reflection on of classical theories and beliefs, historical trends, and contemporary viewpoints.

All three doctoral programs include regular and rigorous opportunities for students and faculty to learn and apply various methods of scientific inquiry; to study and challenge traditional assumptions; to become more familiar with multicultural perspectives; to gain greater access to useful information and expand communication through advanced technologies; and to plan a future for the improved education of learners of all ages. Our college community derives strength and energy from an awareness of and sensitivity to alternative perspectives as well as the need for an enlightened vision.

The fundamental tenets of the Graduate School of Education are EXCELLENCE, EQUITY, COLLABORATION, and INQUIRY.

THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION

Anita Greenwood, Professor and Dean, Ed.D., University of Massachusetts Lowell, 1992
Research – Student learning in science, development of science teachers' pedagogical content knowledge.

Elizabeth Bifuh-Ambe, Assistant Professor, Ph.D. in Education, University of Southern Mississippi, 2005
Research – Clinical Diagnosis and Assessment for Literacy, Literacy Development (k-12), Content Area Literacy

Judith A. Boccia, Assistant Professor and Director, Office of School University Partnerships, Ed.D., Columbia University, 1982
Research – Teacher and Leadership Development, Curriculum Theory

James M. Carifio, Professor, Ed.D., Boston University, 1986
Research – Thinking, Problem Solving, Cognitive Learning Theory, Research Methodologies; Program Evaluation; Theory Construction

Michaela Colombo, Associate Professor and Graduate Coordinator, University of Massachusetts Lowell, 2004
Research – Diversity in Educational Settings, Second Language Acquisition, Professional Development for Teachers of English Language Learners

Lorraine Dagostino, Professor, Ph.D., Syracuse University, 1981
Research – Aspects of Literacy, Language, Cognition and Learning

Judith Davidson, Associate Professor, Ph.D, University of Illinois, 1995
Research – Organizational Culture, Qualitative Research Methodology, Technology Integration

Patricia Fontaine, Clinical Assistant Professor, Ed.D., University of Massachusetts Lowell, 1996
Research – Civic Education, Preservice Teacher Education

Charmaine Hickey, Lecturer, Ed.D., University of Massachusetts Lowell, 2006
Research – Higher Education Administration, Online/Blended Teaching and Learning.

Min Jeong Kim, Assistant Professor, Ph.D., Ohio State University, 2008
Research – Language and Literacy Development of Young Children in Urban Classrooms, Ethnographic Studies in Education, Critical Discourse Analysis

David Lustick, Associate Professor, Ph.D., Michigan State University, 2005
Research – Science Education; National Board Certification, Informal Science Education

Jill Lohmeier, Assistant Professor, Ph.D., University of Massachusetts Amherst, 1995
Research – School Program Evaluation, Safe Schools and Healthy Students

Miriam Margala, Lecturer, M.A. University of Rochester, Rochester, NY.

Research – Linguistics, Multilingualism, Second Language Acquisition, TESOL

James Nehring, Assistant Professor, Ed.D. University of Massachusetts Amherst, 2003
Research – School Improvement, Professional Development, Reflective Practice,
Professional Learning Communities

Vera M. Ossen, Assistant Professor and Director, Educator Preparation Programs, Ed.D.,
University of Massachusetts Lowell, 1990
Research – Preservice Teacher Education, Professional Licensing Standards

Regina M. Panasuk, Professor, Ph.D., Leningrad Institute of Adult
Education of the Academy of Pedagogical Sciences, 1986
Research – Mathematics Education, Children’s Developing Understanding of Algebra

Michelle Scribner-MacLean, Assistant Professor, Ed.D. University of Massachusetts
Lowell, 1999
Research – Elementary Science and Math Education, Assessment in Elementary Math
and Science

Jay W. Simmons, Professor, Ph.D., University of New Hampshire, 1991
Research – Assessment of Reading and Writing, Collaboration as a Strategy to Improve
Students’ Writing and Teachers’ Teaching

Stacy Agee Szczesiul, Assistant Professor, Ed.D. Harvard University, 2009
Research – Leadership and School Accountability, Occupational Norms of Teaching and
Instructional Improvement

Phitsamay Sychitkokhong Uy, Assistant Professor, Ed.D, Harvard University, 2011
Research – Asian American and Immigrant Student Achievement, Engaging
Parents and Communities in Schools

LANGUAGE ARTS AND LITERACY

The doctoral degree in Language Arts and Literacy Education is designed to prepare experienced educators for leadership roles in the field and entails a balance of specialty studies and independent research. Since the focus of this doctoral program is on the development of leaders with broad perspectives and a clearly articulated vision of education, Language Arts and Literacy Education doctoral candidates begin the program by completing the two-semester Perspectives and Visions (I and II) course with doctoral students in the other two programs. In Perspectives and Visions doctoral students establish a common language and cross-disciplinary perspectives on schooling. Flexibility in choice of electives allows doctoral students to balance different professional studies backgrounds, prepare for comprehensive and qualifying exams, and begin to shape a vision of education in the field of Language Arts and Literacy. This vision is further defined, tested, and articulated in the course of completing a dissertation.

PURPOSE

Educators enrolled in the Language Arts and Literacy Program area are expected to:

- Further their knowledge of classical and contemporary perspectives in their field;
- Examine and expand their pedagogical knowledge;
- Become competent in curriculum development;
- Apply new knowledge and skills in school settings;
- Become familiar with methods of research;
- Improve writing skills;
- Develop knowledge and skills essential for successful educational leadership;
- Develop research skills necessary to advance knowledge in the field of education;
- Articulate a vision for education;
- Plan, conduct and defend a significant independent research study.

OUTCOMES

The Language Arts and Literacy program prepares educators for new roles as teachers, consultants, curriculum developers and college faculty who are equipped to pursue further study and to assume educational leadership roles. Advanced degree level graduates are those skilled in teaching, research design, scholarship, administration, curriculum development and interpersonal skills.

EVALUATION OF PROGRESS IN THE PROGRAM

In addition to course assessments, the Language Arts and Literacy Program faculty utilize several other measures to determine students' attainment of program goals, including:

- Comprehensive Examinations
- Dissertation Proposal and Oral Defense
- Dissertation and Oral Defense

DOCTORAL COMPREHENSIVE EXAMINATION POLICY AND PROCEDURES

The Language Arts and Literacy faculty believe that the first and second comprehensive examinations should require the kind of writing regularly expected of professionals in the field. Such writing demands a review of the literature, a careful and thorough synthesis of the findings and the highest quality written production. To this end, the comprehensive examinations in the doctoral program in Language Arts and Literacy are conducted once each semester following the procedures and requirements outlined below.

- The first comprehensive examination is a broad-based examination of issues in the field drawn primarily from required program courses. It cannot be taken until the student has completed the four required core courses.
- The second comprehensive examination is in an area of the student's choosing, usually the area in which s/he will do the dissertation, and follows the same procedures as the first comprehensive examination. It is typically taken just prior to beginning dissertation planning.
- Students collect the examination on a given Friday from the Dean's office in person or by email and return an electronic copy of the completed exam no later than 4:30 p.m. the following Friday.
- Students are given six questions and are asked to respond to three of them. Responses to each question may not exceed seven pages in length (excluding references), a double spaced, Times 12 point font, with one inch margins on all sides.
- Once the examination questions are received from the Dean's office, withdrawal from the examination is considered a failure.
- The comprehensive examination is evaluated using the highest standards for excellence in review of the literature, synthesis of information, and organization and mechanics of written production.
- Comprehensive examination responses may be submitted by faculty to "TurnItIn" a web-based program that verifies authorship.
- If a student fails an examination, the exam may be taken again one time only. A second failure will result in termination from the program.



*Left:
Dr. Michelle Scribner-MacLean and
Dr. Minjeong Kim confer on a paper.*

**University of Massachusetts Lowell
Graduate School of Education
Language Arts and Literacy Education (Ed.D.)**

Requirements: Complete a minimum of 48 credits of doctoral level (600 or 700) course work with a cumulative grade of B (3.0) or better. The doctoral candidate must pass two (2) doctoral examinations, satisfactorily complete and defend a dissertation as approved by the candidate's dissertation committee, and complete the program within eight (8) years from the date of admission.

Foundations of Education (min. 6 credits) 6

- | | | |
|--------|---|-----|
| 01.645 | Perspectives and Visions of Schooling: I | (3) |
| 01.646 | Perspectives and Visions of Schooling: II | (3) |

Research and Evaluation (min. 9 credits)* 9

07.640 Pre-requisite or equivalent graduate level research course

- | | | |
|--------|--|-----|
| 07.701 | Seminar in Data Analysis | (3) |
| 07.702 | Seminar in Research Methodology and Design | (3) |
| 07.704 | Qualitative Research Methodology | (3) |

Specialization (min. 12 credits) 12

- | | | |
|--------|---|-----|
| 06.675 | His, Res, Theory of Curric. Design Literacy | (3) |
| 06.676 | His, Res, and Cont. Issues in Writing Instruction | (3) |
| 06.677 | Theories of Verbal Communication | (3) |
| 06.678 | His, Res, and Cont. Issues in Reading Instruction | (3) |

Electives (min. 9 credits) 9

Nine semester hours will be selected by the student with the advice and approval of the student's faculty advisor to provide an appropriate specialization in a professional field.

Dissertation Planning (min. 12 credits) 12

Total Credits: 48

Notes:

In cases where students have a choice of courses to fulfill the requirement, the decision as to the most appropriate selection should be made in consultation with the student's advisor, in light of the student's previous academic program.

*07.640 "Introduction to Research Methods" is recommended as a prerequisite for candidates who lack a prior course in statistics. This course does not count as the third research course or as part of the 48 requirement.

Rev. 12/11

DOCTORAL STUDENT CHECKLIST

Date Taken

Foundations

- 01.645 Perspectives & Visions I _____
- 01.646 Perspectives & Visions II _____

Research and Evaluation

- 07.640 Prerequisite (not counted in 48 hours) _____
- 07.701 Seminar in Data Analysis _____
- 07.702 Seminar in Research Methodology and Design _____
- 07.704 Qualitative Research Methodology _____

Specialization

- 06.675 History, Research & Theory of Curriculum Design Literacy _____
- 06.676 History, Research, and Contemporary Issues in Writing Instr. _____
- 06.677 Theories of Verbal Communication _____
- 06.678 History, Research & Contemporary Issues in Reading Instr. _____

Electives (9 credits)

- _____
- _____
- _____

First Comprehensive Exam _____

Second Comprehensive Exam _____

Dissertation Research (12 credits) _____

LEADERSHIP IN SCHOOLING

The Leadership in Schooling doctoral program is committed to preparing educational leaders who are agents of change, capable of transforming PK-12 schools and other formal and informal learning environments into settings that provide educational opportunity for all students. The Leadership in Schooling program consists of three phases:

- Phase 1: Prior to defending the Portfolio
- Phase 2: Developing the Qualifying Paper
- Phase 3: Dissertation Proposal, Dissertation, and Defense.

Leadership in Schooling students generally begin their program by taking Perspectives and Visions I and Perspectives and Visions II. These two courses include doctoral students in all three programs, and thus encourage cross-disciplinary perspectives and the development of a common language. From the time students are accepted into the Leadership in Schooling program, they are encouraged to articulate a vision of leadership in schooling and the ways in which they will make an original contribution to the field. Throughout their program, Leadership students participate in a variety of experiences designed to help them continue to develop and refine their vision statements, including leadership seminars, core leadership and methodology courses, carefully chosen electives, the development and defense of a comprehensive portfolio, the development of a passing qualifying paper, and the dissertation experience.

PURPOSE

The Leadership in Schooling program prepares leaders who:

- Transform educational settings to create greater educational opportunities for all students;
- Develop the skills and knowledge essential for successful educational leadership;
- Engage in scholarly investigation in the field of Educational Leadership, resulting in original contributions;
- Articulate a vision for education;
- Engage in educational leadership at local, regional, and national levels.

Table 1 on the following page illustrates the intended outcomes for the Leadership in Schooling doctoral program.

Table 1. Outcomes for Leadership in Schooling Program

#	Student Outcome	GSE Framework Alignment 1-4			
		1	2	3	4
1	Demonstrate familiarity with seminal and current educational leadership literature	1			
2	Demonstrate familiarity with seminal and current literature on equity in education	1	2		
3	Thoughtfully discuss the relationship of policy and practice based on research and theory			3	4
4	Assess and evaluate educational research, including the benefits and limitations of various methodologies	1			4
5	Access high quality research in general and in connection with specific question(s) and topic(s)	1			4
6	Write for publication	1			4
7	Form a conceptual/theoretical framework for a question or topic	1			4
8	Thoughtfully discuss what it means to make a contribution to the field and do so	1		3	
9	Design, conduct, and document an empirical research project	1			4
10	Thoughtfully discuss and apply ethics in research	1	2		4
11	Distinguish between empirical research, theory, commentary, journalism, practitioner accounts etc.				4
12	Demonstrate a commitment to social justice, meaning the improvement of education for all children and all families		2		
13	Plan and evaluate curriculum, policy, instructional practice, administrator/leader effectiveness in light of research.	1			
14	Communicate and dialogue effectively in speech and writing about one's research			3	4
15	Think flexibly about educational issues, demonstrating openness to new ideas and the ability to integrate these ideas into one's thinking	1	2	3	4
16	Articulate a vision of leadership and schooling	1	2	3	4

During each of the three program phases, students meet the outcomes described in Table 1 through a combination of course assignments, annual review memos, the comprehensive portfolio, the qualifying paper, the dissertation proposal, completed dissertation and oral defense. Leadership seminars provide support and guidance to doctoral students through each phase of the doctoral program.

LEADERSHIP SEMINARS

Seminars are designed to provide guidance and ongoing support to students in each phase of the program and to foster thoughtful working relationships among doctoral students and Leadership in Schooling faculty. Most seminar sessions begin with a large group meeting and then feature break-out sessions for students in each phase of the program.

Students are encouraged to participate in doctoral seminars from the beginning of their program (i.e., their first semester). Students do not need to register for doctoral seminar credit to attend seminars; however, only students who are registered for seminar credit will receive regular support and feedback on portfolio or qualifying paper development. Doctoral seminars are offered for variable (1 or 2) credits.

- All students are required to complete a **minimum of 2 credits** of phase 1 doctoral seminars (05.601/05.602) and a **minimum of 2 credits** of phase 2 doctoral seminars (05.701/05.702).
- Students **must register for seminar credit** during the semester in which they attempt the Portfolio Defense or the submission of the Qualifying Paper.
- A student who has no credit accumulated in the Phase 1 doctoral seminar and anticipates submitting and defending the Portfolio, must enroll in the doctoral seminar for 2 credits.
- A student who has no credit accumulated in the Phase 2 doctoral seminar and anticipates submitting and defending the Qualifying paper, must enroll in the doctoral seminar for 2 credits.

LEADERSHIP IN SCHOOLING EVALUATIONS

THE ANNUAL REVIEW MEMO (PHASE 1)

Besides course assessments, the annual review represents the first evaluation for students in the Leadership in Schooling doctoral program. It is expected that each semester the doctoral student will collect evidence demonstrating his or her progress toward meeting the competencies, which are outlined in Table 2, The Portfolio Submission and Defense Rubric, and submit an annual review memo describing their progress. The annual review memo addresses the following prompts in a coherent and compelling manner:

- What outcomes have I made progress with in the past year?
- What evidence do I have to demonstrate this progress? How, specifically, does the evidence I present demonstrate progress?
- What are my current research interests?
- Why are my research interests important to me?
- How are my research interests important to educational policy, practice, and scholarship?
- How has the work I've done advanced my thinking as a scholar?
- How has the work I've done advanced my vision of leadership in schooling?
- What are my next steps in advancing my learning in the doctoral program?

Each doctoral student in the Leadership in Schooling program, whether enrolled in the doctoral seminar or not, must submit an annual review to Leadership in Schooling Faculty during exam week in May. The annual review is a cumulative document.

COMPREHENSIVE PORTFOLIO DEVELOPMENT AND DEFENSE (PHASE 1)

Once a student has completed P&V I and II, the core Leadership in Schooling courses and at least 2 doctoral seminar credits, the student is eligible to defend his or her portfolio.*

** Students may defend their portfolio in the same semester that they complete the course requirements listed above.*

The Portfolio Submission and Defense replaces the first Comprehensive Exam. The comprehensive portfolio consists of the submission of a portfolio evidence binder and a live presentation of this portfolio binder followed by questions from a faculty committee.

The Portfolio Evidence Binder consists of the following:

1. The Vision Statement. In an essay of 2000-words maximum, the student must present his/her vision for leadership in schooling by concisely articulating a vision for leadership in schooling in a few sentences, and then supporting this vision as it relates to each of the following:
 1. Social Justice and Equity
 2. Change and improvement
 3. Relationship of policy and practice
 4. Relationship of leadership and student learning

The vision statement paper must be grounded in relevant and seminal literature.

2. The Portfolio Checklist. (Please see Table 2.) The student is expected to plot major assignments she or he has completed in the doctoral program, noting the outcome(s) for which each of the assignments stands as evidence. Evidence must be included in the binder.
3. The Scholarly Process Essay. In an essay of 2000 words maximum, the student will explain the intellectual journey he or she has forged during the time in the doctoral program, explaining how she has evolved as an educational scholar and leader. In answering this question, the student will identify six artifacts he or she has developed that represent turning points in his or her intellectual evolution.
4. Artifact Memos. The student will prepare an artifact memo for each artifact she or he has chosen. The artifact memo serves as a cover sheet for the artifact and provides the following information.
5. Research Topic. The student will prepare a short paper that describes a possible topic for dissertation research and three plausible research questions related to this topic.

PORTFOLIO SUBMISSION AND DEFENSE PROCESS

Portfolio defenses will take place during exam week, fall and spring semesters only. Any student who wishes to attempt the portfolio defense must receive written permission from the Leadership in Schooling faculty and must submit two hard copies of the completed portfolio and submit electronic copies of the Vision Statement, Checklist, Artifact Memos, Process Essay,

and Research Topic components to all Leadership in Schooling faculty at least two weeks (10 business days) prior to the exam.

On the day of the defense, the student will give a 20 minute presentation of his or her portfolio, which will be followed by questions from faculty. The evidence presented should clearly demonstrate that the student has successfully exceeded or met each criterion in the rubric. Following the defense, faculty will convene to determine the level at which the student has met the Leadership criteria (beginning, approaching, meeting or exceeding). Students will be notified of the faculty's decision in writing within two weeks following their defense.

Any student who does not successfully defend her or his portfolio during the first attempt, will be allowed to submit and defend the portfolio one additional time. Students who fail the portfolio defense twice will not be allowed to continue in the doctoral program.

A student who has accumulated 2 credits in Phase 1 of the doctoral seminar and does not successfully complete the portfolio defense, must enroll for additional doctoral seminar credit in any subsequent semester in which he or she attempts the Portfolio Defense.

Table 2. Portfolio Submission and Defense Rubric

Criteria	N/E	Beg.	Appr.	Mtg. or Exc.
1 Demonstrates familiarity with seminal and current educational leadership literature				
2 Demonstrates familiarity with seminal and current literature on equity in education				
3 Thoughtfully discusses the relationship of policy and practice				
4 Assesses and evaluates educational research, including the benefits and limitations of various methodologies				
5 Writes papers that are comparable to papers that have been published in refereed journals				
6 Thoughtfully discusses what it means to make a contribution to the field				
7 Thoughtfully discusses ethics in research				
8 Distinguishes among empirical research, theory, commentary, journalism, practitioner accounts etc.				
9 Demonstrates a commitment to social justice, meaning the improvement of education for all children and all families				
10 Plans and evaluates curriculum, policy, instructional practice, and administrator/leader effectiveness in light of research				
11 Communicates and dialogues effectively in speech and writing about one's research ideas				
12 Thinks flexibly about issues, demonstrates openness to new ideas and integrates them into one's thinking				
13 Articulates a vision of leadership and schooling				

THE QUALIFYING PAPER (PHASE 2)

During Phase 2, the student will work to develop his or her Qualifying Paper. In approximately 5,000 - 6,250 words (20-25 double-spaced pages) the author will introduce the research question that she or he will investigate, situate the research topic in a brief overview of relevant literature and a coherent theoretical framework, explain how the research will contribute to the field and provide a clear overview of the methodology that will be used to investigate the research question.

It is generally expected that the student will complete the Qualifying Paper through attendance in seminars over two semesters (Fall /Spring or Spring/Fall) and should be registered for one seminar credit during each semester. The student may submit the Qualifying Paper at the end

of the first semester and **must** submit the Qualifying Paper at the end of the second semester. (See examples of Student 1 and Student 2 in Table IV on the following page.)

The student must register for the qualifying paper at the beginning of the semester using the appropriate form from the Dean's office, and must complete the paper during the two-semester time frame. Failure to complete the paper within this time frame will be considered a failure. In the event that the submitted paper is given a failing grade, the student is allowed one additional opportunity re-write the paper. A second failure will result in dismissal from the Ed.D. Program.

Students may also choose to attend doctoral seminars focused on the Qualifying Paper without being registered for seminar credit, but will not receive feedback on their work from faculty. (Students must be registered for continuing matriculation or another course to maintain their doctoral status). The student must be registered for credit the semester in which he or she will submit the paper. (See examples of Student 3 and Student 4 in Table 3 on the following page.)

NATIONAL INSTITUTE OF SCHOOL LEADERSHIP (NISL) CREDITS

Beginning January 2011, students who are accepted into the Leadership in Schooling doctoral program and who have completed (or will complete) a NISL program may petition to replace **eight** credits of elective course work with their NISL program courses. The candidate must complete an academic petition form and submit this to program faculty together with (i) a letter from his/her superintendent confirming that the NISL program has been successfully completed and (ii) a copy of the final project from the fourth NISL course. Credit will only be granted after the candidate has successfully completed the entire NISL program. NISL candidates cannot register for dissertation credit until they have completed their NISL program.

Table 3
How Four Students Might Complete the Qualifying Paper

Student	Fall	Spring	Fall	Spring	Total Seminar Credits
1	*1 credit Seminar: Qualifying Paper Development	*1 credit Seminar: Qualifying Paper Development			2
2	-----	*1 credit Seminar: Qualifying Paper Development		*1 credit Seminar: Qualifying Paper Development	2
3	Attends seminar not registered	Attends seminar not registered	*1 credit Seminar: Qualifying Paper Development	*1 credit Seminar: Qualifying Paper Development	2
4	Attends seminar not registered	Attends seminar not registered	**2 credits Seminar: Qualifying Paper Development		2

*05.701 Seminar-Qualifying Paper – 1 credit option

**05.702 Seminar Qualifying Paper - 2 credit option

LICENSURE

It is possible for students seeking licensure as a school principal to integrate their scholarly programs with licensure requirements. However, these distinct goals are not linked programmatically. Students who are interested in this option should contact Dr. Vera Ossen.



Dean Anita Greenwood, Dr. Jill Lohmeier and Dr. Michaela Colombo

**University of Massachusetts Lowell
Graduate School of Education
Leadership in Schooling (Ed.D.)**

Requirements: Complete a minimum of 48 credits of doctoral level (600 or 700) course work with a cumulative grade of B (3.0) or better. The doctoral candidate defend a Comprehensive Portfolio and submit a Qualifying Paper, satisfactorily complete and defend a dissertation as approved by the candidate’s dissertation committee, and complete the program within eight (8) years from the date of admission.

Foundations of Education		(min. 6 credits)	6
01.645	Perspectives and Visions of Schooling I	(3)	
01.646	Perspectives and Visions of Schooling II	(3)	
Research and Evaluation		(min. 9 credits)*	9
<i>07.640 Pre-requisite or equivalent graduate level research course</i>			
07.701	Seminar in Data Analysis	(3)	
07.702	Seminar in Research Methods and Design	(3)	
07.704	Qualitative Research Methodology	(3)	
Field of Specialization		(min. 9 credits)	9
01.636	Sociocultural Contexts of Education	(3)	
05.650	Instructional Leadership & School Reform	(3)	
05.651	Transformative Leadership for Schools	(3)	
05.601 or 05.602 Seminar – Portfolio Development		(min. 2 credits)	2
05.701 or 05.702 Seminar – Qualifying Paper Development		(min. 2 credits)	2
Electives		(min. 8 credits)	8
<p>Eight semester hours will be selected by the student with the advice and approval of the student’s faculty advisor to provide an appropriate specialization in a professional field.</p> <p>Additional seminars (05.601/602 and 05.701/702) may be taken for elective credit.</p>			
Dissertation Planning		(Min. 12 credits)	12
		Total	48

Notes:

In cases where students have a choice of courses to fulfill the requirement, the decision as to the most appropriate selection should be made in consultation with the student’s advisor, in light of the student’s previous academic program.

* 07.640 “Introduction to Research Methods” is recommended as a prerequisite for candidates who lack a prior course in statistics. This course does not count as the third research course nor toward the 48 credits doctoral program.

Doctoral Student Checklist

Date Taken

Perspectives & Visions I _____

Perspectives & Visions II _____

Area of Specialization

Sociocultural Contexts of Education _____

Instructional Leadership & School Reform _____

Transformational Leadership _____

Research Prerequisite

Seminar in Data Analysis _____

Seminar in Research Methodology & Design _____

Qualitative Research Methodology _____

Electives (8 credits)

Seminar Portfolio Development (05.601, 05.602) (2 credits - minimum) _____

Seminar Qualifying Paper (05.701, 05.702) (2 credits – minimum) _____

Portfolio Development and Defense _____

Qualifying Paper _____

Dissertation Research (12 credits) _____

LEADERSHIP IN SCHOOLING

MATHEMATICS AND SCIENCE EDUCATION

The Mathematics and Science Education Program is designed to ensure that students are exposed to essential knowledge bases through their participation in specialty and professional studies, as well as through their own research. The program begins with the two-semester Perspectives and Visions (I and II) course, designed to provide students with the opportunity to examine the settings in which teaching occurs and the influences that have shaped today's schools. The theme of *Education for Transformation* provides a framework for the core courses of the Mathematics and Science Education Program. Each student is required to examine philosophical and psychological foundations which guide mathematics and science education. Theoretical knowledge is then applied to current, nationally described goals set forth by professional societies (e.g., NCTM, NSTA, AAAS). Finally, students undertake a substantial research study within their own discipline designed to enhance and broaden pedagogical and/or curricular knowledge.

PURPOSE

The Mathematics and Science Education Program seeks to:

- encourage scholarly investigation in the field of Mathematics and Science education;
- promote leadership in Science and Mathematics Education at local, regional, and national levels.

OUTCOMES

Students emerge from the Mathematics and Science Education Program equipped with the knowledge and skills to contribute to solutions for contemporary issues of concern in mathematics and science education. As such, students are:

- knowledgeable of theoretical aspects of science and mathematics education;
- able to design and conduct research;
- equipped with knowledge to inform leadership decisions within the field of science and mathematics education.

EVALUATION

The outcomes described above are evaluated through a combination of course assignments, comprehensive and qualifying examinations, the dissertation proposal, completed dissertation and oral dissertation defense.

COMPREHENSIVE EXAM

The first comprehensive exam may be taken after the student has completed Perspectives and Visions I and II, all required mathematics and science education specialization courses, and one research course.

The comprehensive examination is aimed at determining if a doctoral candidate is capable of analyzing, synthesizing and evaluating issues associated with Mathematics and Science Education.

At least two weeks before the published date, students must elect to take one of the following examinations:

- Math/Science Integration with Math Specialization
- Math/Science Integration with Science Specialization
- Math/Science Integration with Both Fields of Specialization

A form declaring a student’s intention to take the chosen comprehensive exam is available from the Dean’s office. The completed form must be submitted to the Dean’s office at least two weeks prior to the examination date.

FORMAT OF THE EXAMINATION

Each examination will consist of six questions of which THREE must be answered in a six hour period at the Graduate School of Education under examination conditions. The two formats of the different examinations are shown in Table 4.

**TABLE 4
TWO FORMATS FOR THE COMPREHENSIVE EXAMINATIONS**

Math/Science Integration Examinations with both fields of Specialization	Math/Science Integration Examination with Either Math or Science Specialization
Section A Answer one question from two integration questions given	Section A Answer one question from two integration questions given
Section B Answer one science question from two science questions given	Section B Answer two questions out of four relating to math or science according to your field of specialization
Section C Answer one math question from two math questions given	No Section C

GRADING THE EXAMINATION

The comprehensive examination is graded by faculty members in the Mathematics and Science Education Program. Evaluators will consider the following:

- knowledge of content
- relevance of the research cited
- accuracy of the research cited
- ability to justify an argument
- quality of writing
- all parts of the question have been answered

Examinations are graded independently by the evaluators on a Pass/Fail basis. In the event of an examination failure, the student is allowed one additional opportunity to respond to a new set of questions. A second failure will result in dismissal from the Ed.D. Program. Students should refer to the handbook entitled, *Comprehensive Examination Information: Mathematics and Science Education*, which is available from their advisor.

THE QUALIFYING PAPER

The Qualifying Paper is completed towards the end of the student's course work, but preparation may begin upon completion of the comprehensive examination. There are three routes to complete Qualifying Examination.

1. Research Seminar: Students complete the Qualifying Examination paper as part of a Research Seminar (04.728, *Research in Mathematics and Science Education*). This course meets on six occasions and is also taught partially online. The faculty member teaching the course is responsible for grading the Qualifying Papers of students enrolled in the course; however, if a student submits a paper that appears to be a failure, at least one other Mathematics and Science Education faculty member serves as a second reader. This course may count toward 3 of the 12 elective credits. by registering for three credits. The Research Seminar counts as elective credits and will be offered when at least five students wish to register and faculty are available. Only one semester of Research Seminar may be taken for the purpose of completing the Qualifying Examination.

IMPORTANT NOTE: The Research Seminar will not be offered every semester.

2. Directed Study: Students complete the Qualifying Examination paper as a Directed Study by registering for a three credit elective course with one of the Math/Science Education faculty. Only one semester of Directed Study may be taken for the purpose of completing the Qualifying Examination.

3. Independent Route: Students complete the Qualifying Examination completely independently; there are no credits awarded for the Qualifying Examination, and there is a limit of one semester.



TEAMS ACADEMY at UML for high achieving mathematics and science high school students

**University of Massachusetts Lowell
Graduate School of Education
Mathematics and Science Education (Ed.D.)**

REQUIREMENTS:

- Complete a minimum of 36 credits of approved course work (beyond the master’s level) and a minimum of 12 credits of dissertation work with a cumulative grade of B (3.0) or better.
- Pass a comprehensive examination.
- Pass a qualifying paper
- Defend a dissertation proposal.
- Defend a dissertation as approved by the student’s dissertation committee within (8) years from the date of admission.

Foundations of Education (min. 6 credits) 6

- 01.645 Perspectives and Visions of Schooling I
- 01.646 Perspectives and Visions of Schooling II

Research and Evaluation (min. 9 credits) 9

- 07.640** (*Pre-Requisite or Equivalent Graduate Level Research Course*)
- 07.701 Seminar in Data Analysis
- 07.702 Seminar in Research Methodology and Design
- 07.704 Qualitative Research Methodology

Specialization Requirements (min. 12 credits) 12

- 04.622 Math, Science & the Educated Mind
- 04.623 Policy and Practice in Science, Technology, Engineering, & Mathematics
- 04.626 Development of Concepts in Science
- OR**
- 04.627 Development of Concepts in Math
- 04.630 Reasoning and Problem Solving: Math/Sci

Electives (min. 9 credits) 9

- 04.728 Research in Mathematics and Science Education
(*Qualifying Paper candidates only*)

Dissertation Planning (min. 12 credits) 12

Note: 07.640 “Introduction to Research Methods” is recommended as a prerequisite for candidates who lack a prior course in statistics. This course does not count as the third research course nor does it count towards the 48 credit hours for the degree.

**Mathematics and Science Education
Doctoral Student Checklist**

Perspectives & Visions I _____

Perspectives & Visions II _____

Research Prerequisite

07.640 Pre-requisite or equivalent graduate level research course _____

07.701 Seminar in Data Analysis _____

07.702 Seminar in Research Methodology and Design _____

07.704 Qualitative Research Methodology _____

Field of Specialization

04.622 Math, Science & the Educated Mind _____

04.623 Policy & Prac. in Sci., Tech., Eng. & Math. _____

04.626 Development of Concepts Science _____

04.627 Development of Concepts Mathematics _____

04.630 Reasoning and Problem Solving in Math and Science _____

Electives (9 credits)

Comprehensive Examination _____

Qualifying Paper _____

Dissertation Research (12 credits) _____

ADDITIONAL POLICIES FOR ALL PROGRAMS

RESEARCH PREREQUISITE

All doctoral students must complete an approved elementary statistics and research methods course prior to enrolling in the first required doctoral research course (07.701). *Introduction to Research Methods* (07.640) is offered as one option for fulfilling this requirement; credits from this course do not count toward the 48 credits required for the degree. Students may also take the final exam for 07.640 or submit transcripts and course outline from equivalent courses taken elsewhere as evidence for fulfilling this requirement.

The expected competencies include understanding of basic research design and principles, and ability to apply descriptive statistics.

IRB REQUIREMENTS

All doctoral students must remain current in the policies of the Institutional Review Board and must adhere to the strictest ethical conduct in conducting research. No research involving human subjects may be published (in papers or presentations) without having first received IRB approval for such research to be conducted. Students are required to attain certification through the IRB. The information is posted on the website (<http://www.uml.edu/research/institutionalcompliance/IRB/IRB.html>)

Researchers involved in human subject research and IRB members are required to complete online training and submit the certificate of completion to the IRB Administrator. The Office for Human Research Protections and the Food and Drug Administration provides regulatory oversight to IRBs. Classroom activities that are solely for instructional use do not require IRB approval. If a faculty member or student wishes to present or publish information gathered from human subjects beyond the class from which it was gathered, the activity is considered to be research and must be reviewed by the IRB.

THE DISSERTATION PROCESS

COMMITTEE FORMATION

Following successful completion of the qualifying paper, the candidate selects a dissertation advisor to serve as the chair of his or her dissertation committee. The chair should be from the candidate's major field of specialization. A second committee member is also chosen from the candidate's major program of study. A third member (faculty member at the GSE) may be selected from outside the major field of specialization. In some instances, the student may wish to select a fourth member who offers particular expertise from another college at UMass Lowell or from another particular institution. That individual must hold appropriate credentials as determined by the Dissertation Chair, the Faculty Chair, and the Dean of the Graduate School of Education.

If the student wishes to select a chair from the Graduate School of Education who has particular expertise in the main area under investigation, but is not aligned with the candidate's field of specialization, approval must be obtained from the Faculty Chairperson of the Graduate School of Education in consultation with faculty in the area of specialization.

Once the student has obtained consent from the faculty members who will constitute the Dissertation Committee, the student should prepare and submit the "Dissertation Committee" form (available in the GSE Office). The student may not schedule a dissertation proposal before the dissertation committee form has been submitted and approved by the department chair.

Changes in committee membership may occur after the proposal hearing only when the following steps are taken. First, the student meets with the committee members to discuss the desired change. If consensus cannot be obtained at that level, the student then meets with the Faculty Chairperson to discuss the desired change. If questions or issues are still not resolved, the Faculty Chair will appoint an ad hoc Dissertation Review Committee. The Dissertation Review Committee is charged with approval or denial of the changes requested with explanation in writing by the student. The Dissertation Review Committee may elect to require a personal meeting with the student and/or a member of the original Dissertation Committee if further clarification is needed.

In some instances, it may be necessary for a faculty member to resign from a Dissertation Committee. In these cases, the faculty member must provide a written explanation to the candidate, Chair of the Committee, Faculty Chair, and Dean of the College. The student may then select another faculty member to replace that individual in accordance with the above stated guidelines.

The faculty assumes that students are solely responsible for designing, researching and writing their own dissertations. **Students must secure explicit and prior written approval of the nature and extent of any outside assistance they intend to receive from their Dissertation Chair and Committee.** This record is maintained in the students' files until graduation.

THE PROPOSAL

The accepted format is specified by the field of specialization and the nature of the methodology utilized. While the proposal does not necessarily have a fixed format, it must justify the intended study in terms of its value, validity, and feasibility. To that end, all proposals should:

- clearly state the main questions or themes that will guide the study
- link the guiding questions to a broader context of relevant theory and research
- describe and justify procedures that will be followed to address those questions
- present anticipated findings
- discuss the potential significance of the findings
- describe potential problems and steps that will be taken to complete the study successfully
- provide relevant appendices and references

PROPOSAL HEARING

Upon completion of the proposal and with the Dissertation Committee's approval for a hearing, the student submits a two or three page abstract along with a complete copy of the proposal to the GSE Office at least 10 working days prior to the hearing. Proposal hearings are generally scheduled within the semester. However, with the permission of the entire Committee, proposals may be scheduled during intercession or after the end of the summer session (*Revised September, 2011*). All GSE faculty members receive a copy of the abstract and are invited to review the complete proposal. Faculty members are invited to react and raise concerns, through the Dissertation Chair, prior to the proposal hearing. At the posted time, the candidate will present the proposal to the Committee. Dissertation PROPOSAL hearings are only open to the dissertation committee, Graduate School of Education full-time faculty, visiting faculty, adjunct faculty, directors, Dean, and doctoral students of the Graduate School of Education, except with express permission of the dissertation committee (*Revised November 4, 2004*). Under the supervision of the Committee Chair, faculty members may also participate in discussion of the proposal. Members of the Dissertation Committee must unanimously approve this proposal by signing the designated approval form before the candidate may commence any collection of data.

Doctoral candidates are required to pass a proposal defense prior to proceeding to data collection and analysis. A candidate who does not successfully defend his or her proposal after two attempts is subject to dismissal from the program. The eight year limit for completion of a dissertation does not mean that proposal defenses may continue indefinitely. The normal appeals process for academic matters applies.

Any study dealing with human subjects must be reviewed by the Institutional Review Board for the Protection of Human Subjects in Research (IRB) of the University. Students may obtain IRB guidelines from the IRB website (<http://www.uml.edu/OR/institutionalcompliance/IRB/IRB.html>). Timing of the submission of materials to the IRB should be made in consultation with the Dissertation Chair. Prior to submitting a study to the IRB, students must gain appropriate certification for working with human subjects (http://www.uml.edu/OR/institutionalcompliance/IRB/training_info.html)

Three levels of review are mandated by the Federal Government:

- exempt from use of consent forms
- expedited by virtue of posing minimal risk to human subjects
- full review

Once written approval has been obtained from the Institutional Review Board, the candidate may proceed with the study.

DISSERTATION RESEARCH

Students who are actively working on their dissertation are expected to register for dissertation research credits in the fall and spring semesters. In a given semester, students may register for three, six, or nine credits of dissertation research with a specific faculty member. If students register for dissertation credit during the summer semester, they must register for the Trimester I-II session (10 weeks). The number of credits depends on the expected intensity of work, and should be determined in consultation with the Dissertation Committee Chair. A minimum of 12 credit hours of dissertation work is required and a maximum of 18 credit hours is allowed. If the dissertation defense has not been completed with the 18 research credits, students will then register for “continuing dissertation work” rather than dissertation research for the duration of their work.

Doctoral candidates are expected to work closely with their dissertation chair and committee to develop a dissertation proposal. Students are expected to make progress during each semester in which they are registered for dissertation credit, and faculty are required to assign a grade to indicate progress or unsatisfactory progress during a semester. Students who do not make progress on a regular basis are at jeopardy of not completing the dissertation within the eight year time limit. Any student who has not yet defended her or his proposal and who receives a grade of U for three consecutive semesters or receives 15 credits or more graded U shall be dismissed from the doctoral program. This policy will be put into effect for the Spring 2012 semester (*Revised September, 21, 2011*).

DEFENSE

After completion of the dissertation, and with the Dissertation Committee’s approval, the candidate must present and defend the completed dissertation before the Dissertation Committee. A two to three page abstract and complete copy of the dissertation must be submitted to the Dean’s Office for faculty review at least 10 working days prior to the defense. The dissertation defense is open to all faculty members, doctoral students and guests. As a courtesy students should inform their committee that guests will be in attendance. Under supervision of the Committee Chair, faculty may also participate in the discussion of the dissertation. Following the oral defense, the Dissertation Committee votes unanimously to: accept without revisions; accept contingent upon specific revisions; or reject. In case of rejection, a second and final defense may be scheduled. All Dissertation Committee members must sign a form indicating their approval before the dissertation is officially accepted.

Students should bring a copy of the signature page and the final IRB report to the defense. Students must also submit (by appointment) to Ms. Susan Koczarski at O’Leary Library 978-934-4568 the following materials:

1. 1 copy of the signature page.
2. Any additional copies on regular paper the student wishes for personal use.
3. The completed/signed UMI Thesis/Dissertation agreement form
4. One check for binding and publishing is to be made payable to UMass Lowell Library Trust Fund (\$70/copy)
5. A second check (optional) for copyrighting is made payable to ProQuest (\$65)

Effective November 17, 2011, students will not submit copies to the library or to the Graduate School of Education.

REGISTRATION INFORMATION

ISIS

Student register, pay, add, drop and withdraw from courses using the Intercampus Student Information System ISIS at the website (<http://isis.uml.edu>).

First time users should access online information (<http://intranet.uml.edu/it/isis/studentSS.html>).

EMAIL ACCOUNTS

The following information is from the website

<http://intranet.uml.edu/it/email/Exchange/Email-FAQ.htm>

For students, your official email address is FirstName_LastName@student.uml.edu. Your first and last names originate from your ISIS registration records.

Your login account name in Outlook Web Access (OWA) and any email client is your FULL email address (i.e. John_Smith@uml.edu for faculty and staff). For students, it will be John_Smith@student.uml.edu.

In the case of duplicate names, a number is added to the address to ensure that you each have a unique email address. For example, if there were two John Smiths one would be John_Smith@uml.edu and the other would be John_Smith1@uml.edu. For students, the format is John_Smith@student.uml.edu and John_Smith1@student.uml.edu.

Please visit the IT website for information about setting up and accessing your account.

CONTINUING MATRICULATION

Matriculated students must register each Fall and Spring semester until degree requirements are met. Registration for Summer semester is optional. If for any reason a student is not registered for a course or dissertation research credit, he or she must register for 00.601 (201) (*Continued Matriculation*) in order to maintain a record of continuous matriculation. **Please note**, graduate students who plan to receive their degrees in October must register for continuing matriculation for the previous Summer session. Continued matriculation maintains enrollment in the program but does not entitle the student to use faculty or university resources. Students should not expect to receive advisement from faculty while registered for continuing matriculation. Failure to maintain continuous matriculation will result in the student being dropped from the Graduate School roster. Students may not register for continuing matriculation for more than two consecutive semesters without the written permission of the Dean of the Graduate School of Education.

PROPOSAL AND DISSERTATION DEFENSE – CREDIT EXCEPTION

In order to defend the proposal, students must be registered for three dissertation credits. If the student has completed the required 12 credits of dissertation research, s/he may, with permission of the chair, register for 1 dissertation credit (course # 05.760) in order to defend the dissertation within the first two weeks of the semester. This 1 credit option is for candidates who will not continue to work with their dissertation chair or committee after the dissertation defense. Students may not defend a proposal or dissertation while registered for Continued Matriculation.

DIRECTED STUDY

Doctoral students may register for a directed study course in lieu of an elective in order to pursue specialized interests not available in the course listings. Students interested in this option should submit a one-page study plan to the selected faculty member. The schedule of activities, reading assignments, meeting times and written products should all be included. It is assumed that the scope and intensity of work is equivalent to other doctoral courses. Following approval of the faculty member, the appropriate course number may be obtained from the School Office and a copy of the study plan placed on file. Doctoral students are limited to six credits of directed study.

TIME LIMITATION

Coherence of the curriculum is weakened if the program is completed over too long a time span. Therefore, the doctoral degree must be completed within an eight year period from the date of matriculation. A student may obtain an extension of one year by academic petition signed by the Graduate Coordinator, Faculty Chair and Dean of the College. In exceptional cases, an additional extension may be granted by presentation of an Academic Petition, a letter of explanation accompanied by a detailed schedule for completion, and a letter from the student’s dissertation chair concurring with the request.

RESEARCH PROGRESS REQUIREMENTS

Doctoral candidates are expected to work closely with their dissertation chair and committee to develop a dissertation proposal. Students are expected to make progress during each semester in which they are registered for dissertation credit, and faculty are required to assign a grade to indicate progress or unsatisfactory progress during a semester. Students who do not make progress on a regular basis are at jeopardy of not completing the dissertation within the eight year time limit. Any student who has not yet defended her or his proposal and who receives a grade of U for three consecutive semesters or receives 15 credits or more graded U shall be dismissed from the doctoral program. This policy will be put into effect for the Spring 2012 semester (*Revised September, 21, 2011*).

TRANSFER CREDITS

With the approval of the faculty advisor, matriculated doctoral students may transfer up to 6 credits earned with a grade of “B” or better, within the past five years, in doctoral level courses from a university accredited to award a Doctor of Education degree. No credits may be transferred into the doctoral program from a completed degree, with the exception of 6 credits (Leadership in Schooling) and 9 credits (Language Arts and Literacy) from a completed approved C.A.G.S. Degree from Bridgewater State College. All credits apply toward electives rather than

required courses. An Academic Petition, available in the School Office, must be completed and submitted to the GSE office for approval.

DEGREE CLEARANCE PROCEDURE

When all degree requirements have been met, including all financial obligations to the university, students should obtain the “Advanced Degree Clearance Form” from the Graduate School office. The form must be signed by the appropriate personnel and returned to the Graduate School Office. Finally, an exit questionnaire must be completed. The last day for submitting Advanced Degree Clearance Forms each semester appears in the Academic Calendar.

Students in the last semester of the graduate degree program should be alert for information distributed to their **University email accounts** by the UMass Lowell Registrar’s Office regarding procedure. Briefly, students submit a clearance package to the Registrar’s Office in Dugan Hall, consisting of:

- Clearance Form
- Diploma Information Card
- Information Sheet
- Transcript Request Form.
- 1 signature page
- Survey of Earned doctorates

USEFUL REFERENCES

Completed dissertations are on file in O’Leary Library, South Campus. Graduate School of Education students also have access to Special Borrowing Cards for Boston University’s Mugar Library. These cards may be obtained from the O’Leary Library. On-line library facilities can be accessed on the internet at <http://www.uml.edu/Libraries/>

ETHICAL BEHAVIOR

Faculty, students and staff are expected to adhere to the highest standards of professional behavior at all times. Concerns related to unethical behavior, sexual harassment, and other conditions not conducive to learning should be reported to the University’s Affirmative Action Officer (934-3565), and/or the Faculty Chair (934-4615).

PLAGIARISM

Plagiarism is defined as (1) direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work; (2) extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one’s own text; and (3) an unacknowledged abbreviated restatement of someone else’s analysis or conclusion, however skillfully paraphrased. All reported violations are handled in accordance with the University’s established procedure described on the website (http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

APPEALS

Appeals for exceptions to any of the School policies described in this Handbook should be submitted in writing for approval by the Faculty Committee on Admissions and Standards and by the Dean. The Committee on Admissions and Standards is comprised of the Faculty Chair, the Graduate Coordinators, and the Dean. If the exception involves a university-wide Graduate School Policy, as described in the Graduate Catalog, approval must also be granted by the Graduate Policy and Affairs Committee (GPAC).

AWARDS AND SCHOLARSHIPS

As you begin your work in the doctoral program, there are some awards for doctoral students that you should know about. Perhaps by knowing of these early in your program, you will be able to more easily meet the criteria.

OUTSTANDING GRADUATE STUDENT

Graduate School of Education faculty are asked to identify one individual who epitomizes the characteristics of an outstanding graduate student. This individual should be enrolled during the spring semester and may be graduating. This award carries recognition at the Graduate Student Banquet and within the student's college. There is no financial award.

The selection criteria are:

- Leadership
- Exceptional research/performance/writing abilities,
- Technical/teaching skills
- Academic Excellence
- Membership in Honor Societies
- Commitment to Achievement

The student may have gained recognition through extramural performances, acquisition of patents/grants, attendance at conferences, presentation of his/her research findings, and publication of his/her scholarly efforts.

OUTSTANDING DISSERTATION RESEARCH AWARD

The purpose of this award is to recognize outstanding research represented by a doctoral dissertation. The award may be given each academic year for one outstanding doctoral dissertation that has been defended and fully accepted before April 15th. The students who defend their dissertations after April 15th of a given academic year are eligible for consideration in the following year. A student who defended his/her dissertation that was fully accepted prior to April 15th of a given academic year but whose dissertation was not nominated is not eligible for consideration in the following year. A student who defended his/her dissertation that was fully accepted prior to April 15th of a given academic year and whose dissertation was nominated but was not granted the award in the given academic year, is not eligible for consideration in the following year. The award is a plaque. The criteria for the award are:

The dissertation makes a substantial contribution to the field of education:

- significance of the problem;
- clear presentation of the relationship to previous research in the area;
- clear demonstration of potential for future research.

Creative approach to the problem;

High (publishable) quality of writing;

Well defined and appropriate application of research methods and principles.

SCHOLARSHIPS

Several scholarships ranging in value from \$1000 to \$4000 are available each year. A full listing of scholarships will be found on the Graduate School of Education website each spring.

COMMONLY ASKED QUESTIONS

1. How do I go about choosing my advisor?

An academic advisor is assigned to you at the time you are admitted to the program.

2. May I change advisor?

You may change your academic advisor by submitting a letter to the Chair of the department requesting the new advisor.

3. Is my advisor also my dissertation chair?

No, your advisor is the person who guides you through your course work and helps you to define your research interests, but she or he will not necessarily be your dissertation chair. The chair is chosen by the student to fit with his or her research interests. Be aware that the number of students that can be chaired by one faculty member is limited and the student may need to identify several faculty members who would make appropriate chairs for their research.

4. What courses should I start my program with?

If possible, you should take Perspectives and Visions I the first fall semester and Perspectives and Visions II the following spring semester.

5. Is there a limit of time to finish the entire program?

You have eight years to complete the program from the time you are admitted. You may request a one year extension by submitting an Academic Petition along with a detailed timeline for completion.

6. How soon can I take the first comprehensive exam?

Language Arts and Literacy and Mathematics and Science Education students should take the first comprehensive exam before or upon the completion of 30 credits of course work, including completion of courses specified by the program area. Leadership in Schooling students may begin their comprehensive portfolios upon entering the program and may defend the comprehensive portfolio in the semester in which they complete their core coursework (Perspectives and Visions I and II, three core Leadership courses and the required research courses). Leadership in Schooling students must be enrolled in the doctoral seminar in the semester in which they defend their portfolios. Language Arts and Literacy students may take the second comprehensive exam after they have passed the first comprehensive.

7. How best can I prepare for the comprehensive exam?

For Language Arts and Literacy and Mathematics and Science Education students, this is a matter of individual learning and study style. Many students find it helpful to form study teams, brainstorm possible questions/topics, and pool resources in answering hypothetical questions. Reading lists are available for some comprehensive topics. Consultation with appropriate faculty and review of course syllabi reading lists will be helpful.

Leadership in Schooling students are required to complete a minimum of two Leadership seminar credits and must be enrolled in the seminar in the semester in which they defend their comprehensive portfolios.

8. How soon can I expect to receive the results of my comprehensive exam performance?

Language Arts and Literacy and Mathematics and Science Education students receive a letter announcing the results within three weeks of taking the examination. Leadership in School students will be informed of the results of their comprehensive portfolio defense on the day they defend.

9. How many times may I take a comprehensive examination?

Students in the Language Arts and Literacy and Mathematics and Science Education programs have two opportunities to pass the comprehensive exam. A student who does not pass the comprehensive exam the first time is allowed to retake the exam once. Leadership in Schooling students have two opportunities to defend their comprehensive portfolios. A student who does not successfully defend her or his portfolio the first time is allowed to resubmit and defend the comprehensive portfolio once.

10. When may I write my Qualifying Paper?

Leadership in Schooling and Mathematics and Science Education students may begin to prepare for the qualifying paper as soon as they have passed their comprehensive portfolio (Leadership) or comprehensive exam (Mathematics and Science Education). Students should discuss this with their academic advisors.

Language Arts and Literacy students complete a second comprehensive exam and do not write a qualifying paper.

11. What grades are used in graduate courses?

The grading system (Effective January 2005) consists of A+, A, A-, B+, B, B-, C+, C and F. Grade A+ indicates work of the highest professional standard demonstrating independent and exemplary performance. Grade A indicates excellent work demonstrating independent and high quality performance. Grade A- indicates very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement. Grade B+ indicates good work, carefully executed for the most part, yet requiring several areas of improvement. Grade B indicates work of graduate standard, but omissions exist or careful analysis is not evident. Grades below B are not considered to be of graduate standard. Grade B- indicates effort is evident, but work indicates lack of understanding of the demands of the task. Grade C+ indicates poor quality work with little attention to detail and the demands of the task. Grade C indicates work of very poor quality, indicating no understanding of the depth of analysis required. Grade F indicates serious neglect or evidence of cheating. Only two grades below B may be counted toward a graduate degree. The student must maintain an overall GPA of 3.0 to graduate.

12. Is it possible to substitute for required courses?

The GSE ordinarily does not accept substitute courses from other universities in place of required courses. An academic petition must be submitted to the GSE office which will be reviewed by the Graduate Coordinator, Department Chair and Dean.

13. How should I establish my Dissertation Committee?

You may select a dissertation chair once you have completed your qualifying paper. This person may or may not be someone other than your academic advisor, but must be from your program area. The other two persons should be chosen in consultation with your Dissertation Chair. At least one other committee member must be from your program area.

14. How soon should I present my dissertation proposal to my Committee?

Work closely with your Dissertation Chair to determine when you are ready. All course work, except dissertation credits, must be complete before the proposal is defended.

15. Is there a student organization on campus to which I can belong?

Students in the Graduate School of Education are encouraged to join the Graduate Student Organization. This organization sponsors an informational forum, conducts course evaluations, honors outstanding faculty members, and participates in campus-wide organizations. A portion of all student fees is allocated to student organizations based on the number of members in the organization since the organization is devoted exclusively to the Graduate School of Education.

16. How can I meet other doctoral students in the College?

Various Events (such as the annual colloquium and the M. Virginia Biggy lecture) are sponsored by the Graduate Student Organization and the faculty. Leadership in Schooling students are encouraged to attend doctoral seminars from the time they begin the program. These seminars are held five times during the semester and students may attend register for credit or attend the seminars without registering for credit.

17. When would I need to apply for an insurance waiver?

During registration, students who register for three or more courses must request an insurance waiver from the Graduate School of Education Office.

18. Is it possible to obtain information about the College on the Internet?

The Internet address for the Graduate School of Education is <http://www.uml.edu/gse/>

19. What is the procedure for registration?

After confirming a plan of study with an advisor or the graduate coordinator, registration may be completed using the ISIS system <http://isis.uml.edu> Students are encouraged to register as early as possible to ensure enrollment in the courses that they need.

20. How do doctoral students receive messages and general information?

Students are expected to check their official university email for messages.

21. How can I obtain information about financial aid?

The University's Financial Aid Office is located in Dugan Hall. Application forms may be obtained by calling that office (934-4220). Graduate education students who receive financial aid awards are required to maintain continuous progress toward the degree by registering for credits each trimester.

22. Are any scholarships available to defray dissertation expenses?

A complete listing of all available scholarships is available on the Graduate School of Education website each spring.

SEQUENCE OF IMPORTANT EVENTS DURING YOUR DOCTORAL PROGRAM

In your letter of acceptance you will be notified of the name of your academic advisor. Schedule an appointment to meet with this faculty member to discuss your program, plan, and course work.

If you have taken any doctoral courses prior to matriculation, obtain an Academic Petition in the School Office. Submit this petition for transfer credit to the School Office. Approval must be granted by the Graduate Coordinator.

- The first fall semester you are enrolled, take Perspectives and Visions I followed by Perspective and Visions II the next semester.
- Sign up in the Dean's Office to take the first comprehensive examination prior to or in the semester that you are completing 30 credits of course work, including all core courses for your program of study. You must sign up 10 work days before the exam is scheduled. Consult with your advisor about preparing for this examination. (Leadership in Schooling students should consult with their advisor regarding the Comprehensive Portfolio.)
- The second comprehensive exam (Language Arts and Literacy) or the qualifying paper (Mathematics and Science Education and Leadership in Schooling) should be taken no later than the semester in which you will complete your course work (not including dissertation research). Each program area has specific guidelines for completion of the second comprehensive examination. Please consult with your advisor.
- Upon passing the second comprehensive exam (Language Arts and Literacy) or successful completion of the qualifying paper (Leadership in Schooling and Mathematics and Science Education), complete a form in the GSE Office identifying the Chair and at least two other members of your Dissertation Committee.
- Attain Human Subjects Certification (if appropriate) by following the directions at the institutional review board website
<http://www.uml.edu/research/institutionalcompliance/IRB/IRB.html>
- Work in careful consultation with your Dissertation Chair to complete your dissertation proposal. When your Chair advises you that your paper is ready, present it to the other members of your Committee. Chairs and Committee Members may vary in the preferences for deciding how soon to circulate proposal drafts. Follow your Chair's advice.
- With your Dissertation Chair's approval, complete the necessary forms for the Institutional Review Board (IRB) and submit your proposal for their review.
- With your Dissertation Chair's approval, sign up in the School Office for a Proposal Hearing at least 10 work days prior to the date requested. An abstract as well as the

complete proposal must be placed on file in the office at this time. Please place the proposal in a ring binder.

- In careful consultation with your Dissertation Chair, complete the work on your dissertation. Pay special attention to any conditions stipulated by your Committee or the Institutional Review Board.
- When your Chair advises that your dissertation is nearly ready, contact the Graduate School to obtain “clearance forms” and a “check list of things to be done for your dissertation completion.”
- With your Dissertation Chair’s approval, sign up in the School Office for a Dissertation Defense at least two weeks prior to the date requested. An abstract as well as the complete dissertation must be on file in the office ten work days prior to the defense.
- Upon successful completion of your defense, make any necessary revisions to your dissertation.
- Schedule an appointment with Ms. Susan Koczarski at O’Leary Library 978-934-4568 to submit the following materials:
 1. 1 copy of the signature page
 2. Any copies of the dissertation the student wishes for personal use.
 3. The completed/signed UMI Thesis/Dissertation agreement form
 4. One check for binding and publishing is to be made payable to UMass Lowell Library Trust Fund (\$70/copy)
 5. A second check (optional) for copyrighting is made payable to ProQuest (\$65)
- Be sure that all required degree clearance procedures are completed on time.
- Individuals who complete degree requirements during the preceding summer, fall and spring semesters are invited to participate in the June Commencement Exercises at the Tsongas Arena.