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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 in Mathematics and Science Education by vote of the Massachusetts Board of Regents on October 8, 1985.

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.

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. Additionally, we hope you will present at the GSE’s annual symposium and submit your work for publication in the GSE’s Research into Educational Research and Practice Journal. 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
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

(MATHEMATICS AND SCIENCE EDUCATION FACULTY ARE NOTED IN BLUE)

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

John Brown, Clinical Assistant Professor, Ed.D. Language Arts and Literacy, University of Massachusetts Lowell.
Research interests – Teaching of Writing and Use of Technology in the Classroom

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, Ed.D., 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 Associate Professor, Ed.D., University of Massachusetts Lowell, 1996
Research – Civic Education, Preservice Teacher Education

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, Associate Professor, Ph.D., University of Massachusetts Amherst, 1995
Research – School Program Evaluation, Safe Schools and Healthy Students
James Nehring, Associate Professor, Ed.D. University of Massachusetts Amherst, 2003
Research – School Improvement, Professional Development, Reflective Practice, Professional Learning Communities

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, Clinical Associate 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
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>
<thead>
<tr>
<th>Math/Science Integration Examinations with both fields of Specialization</th>
<th>Math/Science Integration Examination with Either Math or Science Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A</strong></td>
<td><strong>Section A</strong></td>
</tr>
<tr>
<td>Answer one question from two integration questions given</td>
<td>Answer one question from two integration questions given</td>
</tr>
<tr>
<td><strong>Section B</strong></td>
<td><strong>Section B</strong></td>
</tr>
<tr>
<td>Answer one science question from two science questions given</td>
<td>Answer two questions out of four relating to math or science according to your field of specialization</td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td>No Section C</td>
</tr>
<tr>
<td>Answer one math question from two math questions given</td>
<td></td>
</tr>
</tbody>
</table>

**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 (EDUC.7280, *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
- EDUC.6450 Perspectives and Visions of Schooling I
- EDUC.6460 Perspectives and Visions of Schooling II

**Research and Evaluation** (min. 12 credits) 12
- EDUC.6404 Pre-requisite or equivalent graduate level research course
- EDUC.7000 Introduction to Research Methods (3)
- EDUC.7012 Seminar in Data Analysis (3)
- EDUC.7040 Qualitative Research Methodology (3)
- EDUC.XXXX Additional Quantitative or Qual. Research course (as approved by advisor) (3)

**Specialization Requirements** (min. 9 credits) 9
- EDUC.6221 Math, Science & the Educated Mind
- EDUC.6231 Policy and Practice in Science, Technology, Engineering, & Mathematics
- EDUC.6301 Reasoning and Problem Solving: Math/Sci

**Electives** (min. 9 credits) 9
- EDUC 7280 Research in Mathematics and Science Education *(Qualifying Paper candidates only)*
- EDUC.XXXX Another Elective course

**Dissertation Planning** (min. 12 credits) 12

**Note:** EDUC.6404 “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
EDUC.6404 Pre-requisite or equivalent graduate level research course

EDUC.7000 Introduction to Research Design and Methods

EDUC.7012 Seminar in Data Analysis

EDUC.7040 Qualitative Research Methodology

EDUC.XXXX Additional Research Course

Field of Specialization
EDUC.6221 Math, Science & the Educated Mind


EDUC.6301 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 (EDUC.7012). *Introduction to Research Methods* (EDUC.6404) 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 EDUC.6404 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](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/ORA/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/ORA/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).*

**DISSERTATION CONSULTANT POLICY**

Students writing dissertations should analyze their own data. They may engage someone to transcribe interviews or input data into table, but they should run their own analyses and interpret the findings themselves. Consultants may code subsets of data for interrater reliability, but data coding is the responsibility of the student. Copy editors may correct grammar and APA format, but writing the text remains the responsibility of the student.

If students develop their own instrument, they should find expert consultants on such instruments to check for reliability and validity (construct and content).

As part of the proposal, the student will submit a declaration describing what outside help will be used in the completion of the dissertation, including the role and tasks of the consultant, and attesting to the fact that the dissertation represents the student’s own work.
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.

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://www.uml.edu/IT/Services/Email/default.aspx

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 CONT.6010 (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 # EDUC.7600) 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 request 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 to the Graduate Policies and Affairs Committee (GPAC).

**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 within the eight-year time limit or 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. Students dismissed from the
program may apply to convert coursework to an Ed.S. program. This policy will be put into effect for the Fall 2012 semester (Revised September, 2012).

**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**
During the semester in which the doctoral candidate intends to defend the dissertation, s/he must submit the INTENT TO GRADUATE FORM [http://www.uml.edu/docs/clearance_form_tcm18-3565.pdf](http://www.uml.edu/docs/clearance_form_tcm18-3565.pdf) by the required date specified on the graduate calendar. This does not mean that the dissertation must be defended by the clearance date. The defense can occur as late as two weeks before the end of the semester if it is anticipated that no major revisions will be required. The date of the final defense must be set with the agreement of the chair and the committee.

Upon successfully defending the dissertation, the doctoral candidate must submit one clean copy (NOT the original) of the signature page for the dissertation to the Registrar’s office (University Crossing) as proof that the dissertation is complete. The signature page must be signed and dated by the dissertation chair and all assenting committee members.

**Unless the Registrar’s office receives the intent to graduate form, the completed signature page and is informed by the library that the dissertation has been submitted, the candidate will NOT be eligible to graduate.**

All doctoral candidates are asked to submit a completed "Survey of Earned Doctorates" obtained from the Registrar’s office in University Crossing.

The original dissertation with the original signature sheet (and any copies the candidate wishes to make) must be submitted to the Library for binding and microfilming prior to the end of the semester.
The binding of all dissertations is done through the Theses Office, located on the first floor of Lydon Library, UML North. Office hours are Monday through Friday, 9:00 AM – 3:00 PM. Please call (978) 934-5905 to arrange an appointment.

Please read the instructions carefully and hand-deliver the following materials to the library:

1. A completed and signed copy of the UMI Thesis/Dissertation Agreement Form. The form is available at the Registrar’s Office, University Crossing
2. The complete dissertation on normal printer paper with the original signature page.
3. Additional copies for personal use may be submitted at this time.
4. A copy is NOT required for the Graduate School of Education

Processing charges include the following:

- Binding: $15, per copy
- Publishing fee: $65 for Doctoral Dissertations

Make one check for all bound copies and publisher fee payable to: **UML Library Trust Fund**.

Optional Copyright fee: $55 - Make check payable to: **PROQUEST**

**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/academicdishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academicdishonesty.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. 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.