



The University of Vermont

COLLEGE OF
Education and Social Services

**Doctoral Program in
Educational Leadership
and Policy Studies**

Ed.D. Handbook

Fall 2015

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List of Attachments

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MISSION

University of Vermont College of Education and Social Services Mission Statement

The College of Education and Social Services (CESS) provides leadership in addressing the educational and human service needs of Vermont and the nation. We do so by preparing outstanding professionals in education, special education, social work, and human services, engaging in scholarship of high quality, and providing exemplary professional service. The ultimate purpose of these activities is to create a more humane and just society, free from oppression, and that fosters respect for ethnic and cultural diversity, and maximizes human potential and the quality of life for all individuals, families and communities.

Doctoral Program in Educational Leadership and Policy Studies Mission Statement

To produce leaders who can construct and apply knowledge to make a positive difference in the lives of children, youth, individuals, families and communities.

DOCTORAL PROGRAM GOALS

Graduates of the Ed.D. doctoral program should possess the knowledge, dispositions, principles, and skills to be humane, imaginative, and competent leaders and change agents in education and social services. They should exhibit a commitment to achieving goals of social justice and human empowerment consistent with the declared mission of the College of Education and Social Services.

OVERVIEW OF PROGRAM

The Doctoral Program in Educational Leadership and Policy Studies (Ed.D.) is an applied research program for professionals serving in educational leadership positions in schools, colleges, policy arenas, non-profits and social service organizations. The program seeks to produce leaders who can construct and apply knowledge to make a positive difference in the lives of children, youth, individuals, families and communities through promoting excellence in a number of areas:

- leadership and change strategies in and across organizations;
- development of learning organizations in response to social issues;
- design, implementation and analysis of applied research in education;
- interpretation and application of research;
- understanding of broad social issues and policies and critical perspectives of social justice, equity, and diversity;
- meeting the needs of students with learning challenges and disabilities and their families;
- analysis of policy and fiscal management in education and human services; and
- implementation of policies and practices that promote equity and social justice, collaboration and cultural awareness and responsiveness.

The Cohort Model

The Doctorate of Education (Ed.D.) at the University of Vermont is designed with a cohort approach to learning. In this approach, a new group of students is admitted each year and called a cohort. Each cohort will proceed through the first two years of the program together, enrolling in **all** required core courses. Program faculty will assist each cohort to develop into an effective learning community wherein students challenge and support one another. We believe that a cohort approach for adult learners fosters a spirit of community,

maintains commitment, and leads to a higher completion rate as compared to other approaches to doctoral studies.

In addition, the composition of the cohort represents a variety of specialized interests including Pre-K-12 education, higher education administration, special education, policy, non-profit organizations, and social services. Through knowledge acquisition, research, spirited dialogue and collaboration, students form lifelong professional relationships that often span decades.

Program Core Themes

The curriculum is categorized into four domains of knowledge:

- Leadership, Organizational Theory, and Social Change
- Process of Inquiry/Applied Research and Utilization of Knowledge
- Critical Perspectives, Diversity, and Multicultural Knowledge
- Policy Study and Analysis

The coursework and experiences contained within the core courses requirement are organized around these four major themes. Associated with each theme is a listing of knowledge and skills that will be addressed across the core and expanded in other studies. Throughout the core, students will be expected to provide evidence of their knowledge and skills related to each of the themes below.

Theme: Leadership, Organizational Theory, and Social Change

- Clarify and articulate one's role as a leader in creating a society grounded in an ethical/moral vision of a humane and just world..
- Critically examine one's own leadership dispositions and style in relation to theory and knowledge to increase one's capacity as an effective, social justice leader.
- Understand and apply the principles of inter-professional collaboration and ethical behavior in multiple education and human service contexts.
- Understand and apply knowledge of organizational development and change theory to the design and implementation of strategies and practices toward positive change.
- Explore current theory and research on leadership

Theme: Critical Perspectives

- Critically analyze societal and educational dynamics related to justice, equity, freedom, and diversity.
- Critically examine the interrelationships among ideology, power, and socio-historical context with particular reference to the control of knowledge.
- Communicate clearly for the purposes of critically examining an argument, reporting research, presenting a policy, and advocating for a cause.
- Demonstrate one's knowledge of the richness of diverse cultures to expand one's perspectives on diversity, inclusion, social justice, and cultural competence.

- Foster democratic, diverse and inclusive contexts in support of human development and change

Theme: Process Of Inquiry/Applied Research and Utilization Of Knowledge

- Develop a philosophical and epistemological understanding of diverse research paradigms and methods to promote applied inquiry and scholarship.
- Understand and engage a comprehensive review of the literature on critical issues and topics in education and social services contexts
- Develop skills and knowledge needed to design and undertake research of significant topics
- Critically examine and interpret qualitative and quantitative data to gain insight into educational dynamics and develop strategies for intervention, improvement, and change.
- Acquire and apply research skills to conceptualize, design, conduct, and analyze a research study of significance.

Theme: Policy Study and Analysis

- Analyze, interpret, and critique policy that advances humane and just goals.
- Understanding current policy analysis approaches and literature for examining educational, leadership, and organizational policy.
- Recognition of education policy analysis and funding mechanisms as an important area of applied social science research.
- Practice applying policy analysis skills derived from different approaches and perspectives.
- Engage in policy and practices related to education administration
- Increase capacity to assess and critique important public policy approaches and perspectives.

Program Format

The program requires a minimum of 59 semester credit hours¹ beyond the Master's Degree. Coursework is divided into 9 credit hours of content courses, 12 credit hours of research, including one course in mixed methods, and 18 credit hours of elective courses (students are encouraged to take a minimum of 9 within a selected concentration area of study). Twenty hours of dissertation research credits are required.

Year One: The Core

During the first year, students participate in the learning community known as the cohort. Students are required to take two core courses in the fall and one core course in the spring. Core courses are typically offered from 4:00 to 7:00 p.m. (This schedule may be subject to change.) The content of these courses includes critical perspectives, emerging views and perspectives of leadership and organizational change, and research methods.

¹ Required credits beginning with Cohort 2014

Year Two: The Core

The core experience culminates during the second year, and includes courses on research methods in the fall, and policy development and analysis in the spring.

Note: Students may take other courses during the first two years in addition to the required core courses.

Coursework

Fall Semester

EDFS 455: Social Processes and Institutional Change

EDLP 431: Advanced Seminar in Organizational Leadership

Spring Semester

EDLP 419: Quantitative Research Methods

Fall Semester

EDLP 409: Applied Educational Research (Qualitative)

Spring Semester

EDLP 437: Seminar on Education Policy

Note: Students are required to follow the sequence of core courses during their first two years in the program.

Research Courses

Ed.D. doctoral students complete four research courses as part of their Ed.D. degree program. Two courses are completed in the first two years of the program as part of the core. This experience will provide students with a shared, broad platform of knowledge upon which to build their future studies in the doctoral program, eventually leading to their dissertation research. Students develop a background to prepare them to understand and analyze controversial issues, research topics, information sources, modes of scholarly inquiry, and potential individual focus areas.

Having completed two research courses, EDLP 409 and 419, doctoral students are required to complete two additional courses in research methods. One course is EDFS 380: Mixed Methods in Research. The fourth is selected by the student and related to their dissertation research methodology. Elected research courses should be at the advanced level and should be selected in consultation with the student's academic program or dissertation advisor with the express goal of furthering their knowledge of research methodologies suitable for the completion of the dissertation and as applied to their professional practice. Students are welcome to take additional research courses beyond the required 12 credits, depending on goals and interests.

Elective and Concentration Courses

Students complete 18 credits of electives, and are strongly recommended to develop a sequence of courses of not less than 9 credits that provide them with a concentration in a select area of study. Student may develop concentrations in the areas of curriculum, policy, special education, or individually designed. Students will plan their area of concentration with the program advisor.

PROGRAM ADVISORS

Each student is assigned a Program Advisor based on the student's emergent research interests and academic goals upon acceptance into the doctoral program. Students may select another advisor should they find one more appropriate to their interests. Students should inform the Ed.D. administrative support person (Roman Vogel) of any advisor change at edd@uvm.edu. The primary role of the program advisor is to assist the student in the development of her/his program of studies and other program matters. The initial advisor may or may not continue to serve as the student's dissertation advisor. The student may select a different faculty member as the dissertation advisor based upon research interests. The major dissertation advisor and dissertation committee members must have Graduate Faculty status in the Graduate College. The list of Graduate College faculty can be found at online through the Graduate College website. This list is updated routinely.

DOCTORAL STUDENT PROGRAM PROGRESS

Timeline

The Suggested Timeline For Completion (**see attachment b**) and the Student Checklist for Program Completion (**see attachment a**) should be used as a guide to assess progress in the program. As per the Graduate College requirements for graduate study, the Ed.D. degree must be completed within nine years of matriculation. There is an important caveat with degree completion in the case of transfer course credit. Transfer courses have a time currency, meaning that for transfer courses to be included in the degree program, the degree must be completed within nine years of the semester in which the transfer course was completed. (See information below about transfer credits for the Ed.D.)

Corrective Action

If a student's progress falls behind the suggested timeline, it is advised that she/he meet with her/his advisor to seek a plan of action. Students could be deactivated due to lack of progress in their program of study.

Withdrawal from a Graduate Degree Program

Students must notify program assistant and the Graduate College Dean's Office in writing of their intent to withdraw from a degree program.

Leave of Absence for Graduate Students

A leave of absence suspends the time limit for degree completion for the duration of the leave.

Eligibility

Only students who have not enrolled for all course credit requirements may request a leave of absence. The maximum leave is one year. Students who have completed all required credits but have not completed all degree requirements, such as passing the comprehensive examination or completing a thesis or dissertation, are not eligible for a leave of absence, but must register for Continuous Registration each semester. (See Continuous Registration below: EDLP 901, 902, 903).

Procedure

Students request a leave of absence from the program coordinator. If the coordinator approves the request, the Leave of Absence form is completed and forwarded to the Dean of the Graduate College for approval. A leave of absence does not take effect until after approval has been received from both the program coordinator and the Dean of the Graduate College.

Any student who does not enroll following termination of a leave of absence will be deactivated from the Graduate College.

Active Status in Graduate Programs

Deactivation is equivalent to withdrawal from a graduate program. Students who do not enroll in their program following the termination of a leave of absence will be deactivated from the Graduate College by the Graduate College Dean. Students who, prior to completing enrollment for all credit requirements for a graduate program, do not enroll for one or more credits for a **period of one calendar year** and are not on an approved leave of absence will be deactivated from the College by the Graduate Dean.

Reactivation into a program requires the approval of the student's program advisor, program coordinator and the Graduate College. Students seeking reactivation must complete the Reactivation Form and pay a \$40 Reactivation Fee and all other fees, including current and back Continuous Registration fees, if applicable. Students must also design a plan and timeline for the completion of their degree program and submit that to the program coordinator and Graduate College Dean for approval. Students whose period of deactivation has passed the nine-year timeline to complete the program by more than one year would be ineligible for reactivation. The student would need to meet with the program coordinator to discuss intent to complete the program and would be most likely be required to officially reapply to the program in order to complete their EdD degree.

Students who do not enroll in a course for one semester by the stipulated add/drop deadline, will be deactivated. To become eligible to register for courses, students would need to submit a request in writing (e.g. email) to the Graduate College. There is no form or fee for this reactivation.

Continuous Graduate Registration

Students who have completed **all** 59 credits required for the degree but have not completed all graduation requirements must enroll for Continuous Registration (GRAD 901, 902, 903) and pay a \$100 Continuous Registration fee each semester until all degree requirements are completed, including removing incomplete grades; passing the comprehensive examination; or completing a thesis or dissertation. Students are expected to document their progress while enrolled in GRAD 90X Continuous Registration and submit that to the program advisor and the EdD Program Coordinator.

Ed.D. students who have not completed all of their coursework credits, and dissertation research credits may not register for Continuous Registration.

Conferral of Graduate Degrees

Degrees are conferred in October, January, and May of each year. Diplomas are issued only in May (not October or January). It is the graduate student's responsibility to make sure that their name has been submitted by their program to the Graduate College to be listed for graduation. Students submit an "Intent to Graduate" form to the Program Assistant by August 1 for October graduation, November 1 for January graduation, January 3 for May graduation.

STUDIES COMMITTEE and PROGRAM OF STUDY

Membership

The Ed.D. program is set up so that each student has a two-member Studies Committee for the purpose of planning her/his Program of Study. Although the student will primarily work with his/her advisor on the Program Plan of Study, the responsibilities of the Studies Committee include design and approval of courses for the candidate's doctoral program of study, and approval of the Qualifying Paper. The Studies Committee may be considered a precursor to the Dissertation Committee. However the dissertation advisor and dissertation committee may change based on student interests and faculty availability (due to sabbatical leaves for example). Students will select the second member of their studies committee in consultation with the assigned program advisor.

The Studies Committee will include two members selected from the College of Education and Social Services (CESS) Graduate Faculty (**CESS Faculty Directory is found at http://www.uvm.edu/~cess/?Page=faculty_directory.php&SM=faculty_staff_submenu.html**).

PROGRAM OF STUDY

The student and the program advisor meet to develop a proposed Program of Study utilizing the *Studies Committee Appointment & Proposed Program of Study Approval Form* (**see attachment c**). The student should make every effort to set up this planning meeting by the end of the first year of graduate study. Once developed, the Studies Committee should review, modify (if necessary) and approve the student's proposed program of study.

The *Studies Committee Appointment & Proposed Program of Study Approval Form*, should be submitted to the Ed.D. program assistant to be placed in the student's file. **It is the student's responsibility to be sure these forms (and all forms) are placed in their file.**

PROGRAM OF STUDY PLANNING GUIDELINES

The Program of Study must include coursework in leadership/organizational theory, critical perspectives, process of inquiry/applied research and utilization of knowledge, and policy analysis. In addition, a series of courses and experiences (electives) in the student's area of concentration should be discussed and included. The curriculum matrix (**attachment e**) outlines a series of approved courses in the above areas, but is subject to change. Candidates are not limited to courses provided by this matrix, but it is expected that a major portion of each candidate's program will consist of and reflect courses listed in the matrix. Students will be guided by their program advisor to plan a set of electives from a concentrated area, e.g. special education, curriculum, policy, or individually designed (**see attachment e**).

Content Requirements in Research

Students are required to complete twelve research credits within the program.. Two of these courses (EDLP 409, EDLP 419) are embedded in the first two years of the cohort experience, one is EDLP 380 (Mixed Methods in Research) and the fourth is an advanced research course to support and aligned with their dissertation research. Students will work with their advisor to determine the fourth required research course. Students are welcome to take more than 12 credits of research based on interest.

Dissertation Research Credit

Graduate College regulations require a minimum of 20 semester hours in dissertation research, EDLP 491. Students must complete dissertation research credits during the fall and/or spring semesters. Students may not register for EDLP 491 during the summer session.

Doctoral students register for the dissertation research credits on a rolling basis, generally after their first or second year of study. This timeline is to provide opportunity for students to complete a substantial number of core courses to assist in defining a dissertation research area of study. However, students may register for EDLP 491 at any time in their program provided that they and their advisor feel substantive progress may be made towards their dissertation research. Students are to register for EDLP 491 (dissertation credit) under their dissertation advisor's name, or under the name of a faculty or dissertation committee member responsible for supervising the dissertation work. Students will require a course override that is dependent on approval from their advisor to take dissertation credits. Dissertation research credits may accumulate prior to the formal acceptance of a dissertation research proposal, and therefore include work and preparation leading up to the dissertation proposal and dissertation itself. Students are encouraged to map out a sequence of when they will take dissertation credits during the length of their doctoral study as part of their Program Plan of

Study. Students prepare written proposals for what they plan to accomplish each time they register for EDLP 491. These proposals require prior advisor approval.

Further questions may be directed to the Ed.D. administrative assistant edd@uvm.edu or Ed.D. program coordinator at judith.aiken@uvm.edu.

Transfer Credit

In the first two years of doctoral studies, most attention is focused upon the core course curriculum and possibly course electives. Though transfer credits may occur at any time, there is very little incentive for students to seek the approval of transfer credits prior to the completion of a program of study. In short, transfer credits may NOT be strongly related to the program of study that develops after the completion of the core course curriculum or the dissertation research. To seek their transfer prior to this time may limit the ability of doctoral students to seek other opportunities, such as new or special courses of study that are defined by the EDLP program and other programs at UVM. Students are reminded that doctoral study is not based on reaching the required number of graduate credits, but is to be developed as a cohesive program of study that supports the professional goals of the doctoral candidate. **Thus, some requests to transfer prior courses may not be approved in that they do not meet doctoral program expectations and Graduate College requirements.**

The Graduate College allows a maximum of nine credit hours to be transferred into the Ed.D. Program. All courses **must** have the approval of the program advisor and program coordinator, prior to the actual transfer. This includes courses taken prior to admission in the doctoral program either at another institution or the University of Vermont. Credit cannot be awarded for,

- courses taken toward the completion of another degree program,
- courses that would not receive graduate credit if taken at The University of Vermont,
- courses with a grade lower than B (3.00),
- thesis or dissertation research credits received at another institution, and
- credit by examination given by another institution.

Summer Credit Hour Limitation

Students can enroll in a maximum of six semester credits during the summer semester (nine with special permission) but this does not include EDLP 491: Dissertation Research.

Internship/Clinical Studies and Independent Studies

Three credit hours can be allocated between internship/clinical studies or independent study in preparation for new professional roles, for participation in a significant area of research or study, or for an enriched perspective of current roles in new contexts. Students may petition their program or dissertation advisor and the program coordinator to take additional

internship/clinical/independent study credits that are appropriate to their degree goals and professional or concentration areas.

Clinical/Internship Study

Clinical/internship study is an opportunity (taken for credit) for doctoral students to practice, apply and examine their graduate study knowledge and skills in professional settings. Students, in consultation with their advisor, may engage in classroom teaching or research with a faculty member. They may also construct a supervised, field-based learning experiences that is highly relevant to their concentrated area of study. Students register for EDLP 390 and develop an “internship plan” with their program advisor or, if appropriate, their faculty supervisor with whom they will directly work. They also meet with the course instructor for EDLP 390 to review internship requirements. Internship can be taken for variable elective credit. The amount of credit to be granted should be mutually agreed upon by the student and the faculty advisor at the time of enrollment. Enrollment in Internship requires an override from the faculty instructor who is listed for EDLP 390, internship study. A copy of the approved Internship proposal and other related paper work must be placed in the student’s file upon completion of the internship. The grade is mutually agreed upon by the faculty internship supervisor, the student, and the faculty instructor for EDLP 390.

Note: Students in the Special Education concentration will engage in additional field-based opportunities (embedded practicum) throughout the coursework and applied in two area high schools. Student will work with the faculty advisor to determine the purpose and design of the internship.

Independent Study

Independent Study is a study (taken for credit), which occurs outside the traditional course offerings. The project must be supervised by a faculty member who has some expertise in the area of focus and is tailored to fit the interests of the student. Prior to enrollment in independent study course work, the student must develop a proposal and obtain the signature of the program advisor and faculty supervisor (if the independent study is supervised by another faculty member other than the program advisor) on the approved Independent Study proposal form. Independent study may be taken for variable (elective/concentration) credit. The amount of credit to be granted should be mutually agreed upon by the student and/or the faculty sponsor at the time of enrollment. Enrollment in Independent Study requires an override from the faculty listed for independent study. A copy of the approved Independent Study Proposal form must be placed in the student’s file.

Procedure for Internship/ Independent Study

The success of an internship or independent study project is often related to the amount of advanced planning expended on the project. Consequently, planning of the project should, whenever possible, be initiated in the semester before the course is taken. Ideally, prior to the first full week of classes for a given semester, the student

and faculty advisor and/or supervisor will meet and prepare a proposal document, which generally includes in addition to names, contacts, sites, the following:

1. A detailed proposal for the independent/internship study, justification for the study or field experience, how it relates to the student's program plan of study, and a clear statement of objectives;
2. A schedule of dates or a plan for when the student and faculty member will meet and discuss progress, including a time plan indicating when various parts of the work are projected for completion;
3. A list of those ways in which documentation of work can be shown, e.g. products, projects to be completed, etc.; and,
4. A plan for evaluation, which will include the specific work to be submitted for evaluation of the project, and a statement of criteria to be used for evaluation.

Note: Students in the Special Education concentration will follow the guidelines as set forth by the UVM Leadership Project. (Contact Dr. Katharine Shepherd for more information)

Graduate Course Levels

Courses that may apply towards a doctoral graduate program are generally numbered 300 and above, although there are some 200-level options approved by the Graduate College. These are available to review online on the Graduate College Website. Courses numbered 100 to 199 may not be taken for graduate credit except upon the written approval of the student's advisor and with the approval of the Dean of the Graduate College prior to enrollment in such courses. Authorization will be limited to two appropriate courses (six credit hours) for a Doctoral program. Graduate students may take additional 100-level courses beyond these but graduate credit will not be allowed for such courses. Courses numbered 400 or above are limited to doctoral students; courses numbered 300 to 399 are limited to graduate students unless special permission is given by the appropriate department or program. Please consult individual programs for possible exceptions.

Course Loads

Generally, full-time graduate students enroll for nine hours per semester, with normal maximum enrollment being twelve credits per semester and nine hours summer. Enrollment in excess of the normal full-time course load requires written approval from the student's advisor and the Dean of the Graduate College. International students must be full-time, or nine credits. Students in the Ed.D.. (Note: These policies are governed by the Graduate College. Students are advised to check with their advisors as these may change.)

Auditing Classes

Courses may be taken for audit; however, tuition for the credit hours is charged as usual. Under no circumstances will graduate credit or a grade be allowed for audited courses. A student wishing to audit a course must meet minimum levels of performance set by the instructor at the time of registration in order to receive an audit grade on a transcript. Tuition scholarships funded by the Graduate College do not cover tuition for audited courses.

Changes in Program of Study

For a substitution of a course listed in the approved Program of Study, a Course Change Waiver (**see attachment d**) should be completed and the request submitted to the Program Advisor for approval. The form should be placed in the student file. It is important to note that substitution of **core courses** is **not approved** unless extenuating circumstances warrant such a change. All requests must be approved by the student's advisor and the program coordinator.

ENROLLMENT POLICIES AND PROCEDURES

Registration

Go to myUVM, and login with your NetID and password.

Under the Registration Channel, click on Add or Drop Classes

Billing Information: UVM sends all student bills electronically through the QuikPay system. Students receive bill notification emails through their UVM email address @uvm.edu. You can also view your bill and payment information on my UVM, under the Student and Financial Services channel.

Add/Drop

Courses may be added or dropped using the web only during the first ten days of instruction of the University semester. After the first week of classes an instructor may admit a student to a course, but they may refuse admission to a course if certain material (such as laboratories) cannot be made up, and the loss of this work would seriously affect the quality of the educational experience of the student seeking to enter the course. Faculty are not required to give make-up examinations, papers, or quizzes. No drops are allowed after the second week of classes except in cases where a student is enrolled by administrative error and has not attended the course.

Inactive Student Status

Students must register for course credits prior to the add/drop period to maintain active student status. Failure to register for course credit results in automatic deactivation. To be reactivated, students must contact the Graduate College in order to become activated and to register for courses. (See Above, Status in Graduate Programs.)

Withdrawal from Courses

From the end of the tenth day to the end of the ninth week of classes, students may withdraw from courses. Students who wish to withdraw fill out the course withdrawal form, consult with their advisor, and submit the form to the instructor for signature. The student is then responsible for delivering the form to the Registrar's Office no later than 4 p.m. on Friday of the ninth week of classes. The instructor also records the withdrawal grade (W) on the final grade sheet, which is sent to the Registrar.

Between the ninth week and the last day of classes, withdrawal requires students to petition the Dean of the Graduate College explaining that they are unable to continue in the course due to circumstances beyond their control. Such a petition must contain conclusive evidence, properly documented, of the situation, which prevents completion of the course. Acceptable reasons do not include dissatisfaction with performance in a course or with an expected grade, with the course or the instructor, or the desire to change a major or program. If the petition is approved, the withdrawal procedure follows that process described above.

Grading Policies

Course Credit:

Letter grades are generally used to indicate levels of performance in courses as follows: A, excellent; B, good; C, fair; F, failure. (Graduate students do not receive a grade of D.) Designations of SP, satisfactory progress, and UP, unsatisfactory progress, are used to indicate levels of performance for credits received in Thesis or Dissertation Research and may be used to indicate levels of performance in a Seminar. There are no quality points associated with the letter grades of SP and UP.

A candidate for a graduate degree must complete the program with a minimum overall grade-point average of 3.00. For the purpose of determining a grade-point average, the following applies: A+, 4.00; A, 4.00; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; F, 0.00. A course may be repeated for credit only when failed and only once; only the second grade is then considered. Both grades remain on the student's transcript.

The designation "I" applies to work of acceptable quality when the full amount is not completed because of illness or emergency. It can be awarded only with the prior permission of the Dean of the Graduate College. The course instructor and/or Dean may set the limit of time when the work of the course is to be completed. In no case shall this time be set longer than the beginning of the corresponding semester of the next academic year.

A grade may be changed only if there was an error in its calculation. In cases in which a student requests reconsideration of a grade for a course already taken, the grade change, if any, must be made by the instructor and approved by the Dean by the end of the first month of the following semester unless an extension has been granted by the Dean within the first month of the following semester.

Dissertation Credits:

Students enrolled in dissertation credits will be assigned a grade of SP (satisfactory progress) or UP (unsatisfactory progress) at the end of each semester that they are enrolled. Should a student receive a UP, they receive no credit. The final dissertation credit is graded as “S” (satisfactory) and takes place at the final dissertation defense. Students are responsible to document their progress and meet regularly with their faculty dissertation research supervisor to discuss their work.

Dismissal

Students whose academic progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the Dean upon consultation with the student’s department or program. In addition, students may be dismissed if (a) they receive two grades or more below a B (3.00), or (b) they receive a UP (Unsatisfactory Progress) in Thesis or Dissertation Research or Seminar.

Incompletes

All grades of Incomplete must be completed no later than the beginning of the corresponding semester of the next academic year or earlier if designated by the course instructor. Students who hold two incompletes in the core courses must seek permission from their program advisor and Ed.D. program coordinator to enroll in additional courses. A written request from the student and his/her advisor must be submitted to the program coordinator prior to the semester that the student wishes to enroll in additional coursework.

COMPREHENSIVE EXAMINATION GUIDELINES

Content, Format, and Scheduling of Comprehensive Examination

Consistent with Graduate College requirements, the doctoral program requires Ed.D. students to complete a comprehensive examination of core knowledge prior to the completion of the degree program. This exam occurs in the semester following the completion of the core course curriculum. (Note: The date is subject to change based on program needs or changes.)

The examination will test knowledge in areas of study germane to all Ed.D. students. Students may not sit for the comprehensive examination until they have successfully completed their core courses. Students with any incomplete grades for Core Courses will not be able to take the exam. Currently the comprehensive examination is taken in October, following the spring semester and completion of the core courses. All students must take the comprehensive exam at the designated time or wait an additional year to complete the exam.

The Program Coordinator in consultation with the Core Faculty in the Doctoral are responsible for the overall arrangement and coordination of each scheduled examination. They will design and develop the examination, establish criteria for successful completion and evaluate student responses. Faculty members of the Doctoral Advisor Council (DAC) assist in reviewing comprehensive exams.

Exam Procedure

The Ed.D. comprehensive exam is a take-home exam to be completed over a week at the student's home or library. The examination requires students to respond to a case drawn from professional practice. Through analysis and consideration of a change strategy, the student produces a paper. The examination will be disseminated by email at noon on the designated Friday and returned by email no later than 12 noon on Monday of the second week. The examination responses are no longer than 15 pages in length plus references. Students are limited to three appendices. Procedures for the administration, design and timing of the comprehensive examination are the responsibility of the program coordinator in consultation with the Core Faculty and/or Doctoral Advisor Council (DAC).

The Ed.D. Special Education Concentration students as an alternative to the general Ed.D. comprehensive exam, students may summarize one of their applied research projects completed through an embedded practicum in a journal article format and present findings to their study committee, who will determine the status of their comprehensive exam. Students will need to have approval of Dr. Katharine Shepherd for this alternative comprehensive examination.

Impartial Review

The Doctoral Program has established procedures to promote double blind reviews of a student's comprehensive examination. To the extent possible, faculty unaffiliated with the graduate student will serve as reviewers for their examination and if necessary revisions to that exam. The identity of the examiners is not shared with the students. For example, each student exam submission will be assigned a code number to promote anonymity and impartial evaluation.

Assessment of Student Responses

Each student's exam will be assigned at least two CESS faculty members who will review and score the student responses according to an evaluation rubric. The reviewers will complete the General Comprehensive Examination Review Form and students will receive a score of either unconditional pass, conditional pass with revisions, or revise and resubmit from the reviewers. At the discretion of the Ed.D. Coordinator, a third faculty reviewer may be solicited to evaluate and score the comprehensive examination.

Students in the Special Education concentration will follow the process as determined by their program and advisor, Dr. Katharine Shepherd.

Revisions/Retakes

Students who receive a score of conditional *pass with revision* are required to revise their original exam within the time period specified. Such revisions are submitted to their program advisor for approval. Students who receive a "revise and resubmit" will be allowed one opportunity to revise/retake the examination within the time period specified at the outset of the exam, but no later than two months from the notice of the score of the original exam.

The revised exam will be read by a third faculty member to determine final status of the comprehensive examination.

Notification

The comprehensive examination process is coordinated out of the Ed.D. Coordinator's office, and in consultation with faculty reviewers. Every effort is made to evaluate and score original examinations and resubmissions in a timely manner. Students are notified as soon as all reviews are received.

QUALIFYING PAPER GUIDELINES

The purpose of the Qualifying Paper is to provide an opportunity for doctoral students to explore broad issues or areas of interest that have grown out of their studies and/or professional interests that may lead to dissertation research. In addition, a successful Qualifying Paper will demonstrate the student's readiness to pursue dissertation research, specifically the ability to read and synthesize a literature base, scholarly works, that results in a literature review. The Qualifying Paper may, in fact, link to a dissertation proposal, and this is an important point of consideration. Over the past few years several doctoral advisors have allowed students to develop a robust dissertation proposal on the order of 40-60 pages in length. This proposal includes an introductory chapter that establishes the research study within the context of a body of literature. In the course of reviewing and approving the dissertation proposal, faculty may opt to also approve the qualifying paper. In this sense the proposal acts as a qualifying paper. This option is subject to the approval of the dissertation advisor and dissertation committee. Not all advisors will approve such a process depending on the student's focus and sequence in the doctoral program of studies. Qualifying Papers will follow APA guidelines, the Chicago Manual of Style guidelines or other accepted professional guidelines.

The Qualifying Paper Approval Form (see attachment g) must be signed by members of the appropriate committee and sent to the Ed.D. program assistant with a copy of the Qualifying Paper for placement in the doctoral student's file.



The University of Vermont

COLLEGE OF
Education and Social Services

Doctoral Program in Educational Leadership and Policy Studies

Ed.D. Program

Checklists & Forms For Dissertation Defense and Graduation

DISSERTATION DEFENSE COMPLETION CHECKLIST

Intent to Graduate/Commencement form	Submit original to Graduate College at the beginning of the semester in which you will defend
Defense Committee Membership Form	Submit to Ed.D. Program Assistant
Select Defense Date with Committee -- Email a suggested date & time to your committee	
Reserve room and media equipment for defense	Contact Ed.D. Program Assistant, edd@uvm.edu
A format check must be scheduled with the Graduate College no later than 3 weeks prior to your defense date	Contact Graduate College at 656-3160 to schedule
Defense Notice Form and Abstract – must be posted 3 weeks prior to the scheduled defense	Email the completed defense notice and abstract to Ed.D. Program Assistant, edd@uvm.edu
Defendable Copy of your dissertation must be submitted to your Committee Members at least 2-weeks prior to your defense (check with your committee – some like 3-weeks)	Deliver defendable copies to your committee members
Take to Your Defense – Electronic Dissertation Rights & Permission Form	
The Defense: 1) Presentation of the dissertation study 2) Oral examination of the dissertation study	
Revisions	See Graduate College deadlines
Submit Electronic Dissertation Rights & Permission Form	Secure signature from Advisor and PDF
Add pdf of Electronic Dissertation Rights & Permission Form to Dissertation pdf	
Upload Dissertation	ProQuest ETD

DISSERTATION GUIDELINES

The procedures to follow in the development, implementation and completion of the candidate's dissertation research are found in this section, and on the Graduate College website under "Services, Forms and Policies."

The Dissertation Defense Checklist should be used as a guide to ensure that you attend to all of the details required for a successful defense. The Graduate College regulations require a minimum of twenty semester hours in dissertation research. While the guidelines below address most of the relevant issues related to the design and completion of the dissertation, there are a number of other requirements delineated in the "Guidelines for Writing a Doctoral

Dissertation” provided by the Graduate College

<http://www.uvm.edu/~gradcoll/pdf/Guidelines%20for%20Writing%20and%20Defending%20Thesis%20and%20Disseration.pdf>

Timetable

Each year, the Graduate College posts the Timetable for Graduation (<http://www.uvm.edu/~gradcoll/pdf/Timetable%20%202013-14.pdf>), including the final permissible dates to be an October, January or May Graduate. If a student misses a deadline, s/he will graduate in the next period.

Dissertation Committee

Following the candidate's successful completion of the Core Courses, Comprehensive Examination, and Qualifying Paper, the Studies Committee may function primarily as a Dissertation Committee or the student will arrange for a new dissertation advisor and dissertation committee. This time period is an important one for doctoral candidates to enroll for dissertation research credits and prepare to submit a dissertation proposal to be considered by her/his committee.

The original members of the Studies Committee may be changed at the dissertation proposal stage to reflect the need for additional or alternative expertise. The Ed.D. Program Assistant should be informed of any changes. The four-member Dissertation Committee must include a total of 3 faculty members from the Department of Education or Department of Leadership and Developmental Sciences, as well as a dissertation defense chairperson from outside of the two above departments. The Graduate College has a webpage with suggestions for selecting your study and dissertation committee. Your advisor may assist you in defining your committee.

http://www.uvm.edu/~gradcoll/?Page=current/thesiscommittee.php&SM=current/_currentmenu.html

Dissertation Chair

The dissertation defense chairperson must be 1) A member of the University of Vermont Graduate Faculty, and 2) Outside the Department of Education (DOE) and the Department of Leadership and Developmental Sciences (DLDS) in the College of Education and Social Services. Members of the Doctoral Advisor Council (DAC) may not serve as the chairperson of the dissertation defense. Members of the Department of Social Work may serve in this role. The Graduate College has written Defense Exam Guidelines for Committee Chairpersons

(http://www.uvm.edu/~gradcoll/?Page=facstaff/defenseguidelines.php&SM=facstaff/_facstaffmenu.html).

DISSERTATION PROPOSAL

Idea Development Recommendations²

The student and her/his major advisor, along with appropriate others, begin by discussing and refining ideas associated with the student's area of research interest. This conversation may result in students enrolling in EDLP 491: Dissertation Research. In order to advance the process of identifying a topic, the student is encouraged to meet with his advisor and may prepare an initial proposal overview, a two to three page outline which describes 1) the background or context of the proposed study, 2) a statement of the problem or thesis, together with research questions or hypotheses, 3) a statement of purpose, and 4) an outline of the methodology to be utilized. In a concise format, the paper should describe what is being proposed, why it is important and how the research will be accomplished.

The major advisor will react to the 2-3 page outline and with the approval of the advisor the student will invite several other faculty members to serve on the dissertation committee in order to provide feedback on the initial proposal. The extent to which other faculty and/or Dissertation Committee members are made a part of these early discussions is a function of a variety of factors and no one way is proposed as best. At this juncture, if the major advisor feels unable to direct a dissertation in the area of the student's interest, or if, for a variety of reasons, the student feels a change in major advisor or committee members seems warranted, it should be discussed and a suitable replacement identified.

Pre-proposal Discussion

At the point at which the major dissertation advisor and the student are prepared to discuss the study with the committee members, students are encouraged to set a date for a "pre-proposal" meeting. The student will submit a draft succinct proposal document of approximately 10-12 or longer (to be determined by the student and their advisor) pages to the Dissertation Committee for review. The meeting should be an informal seminar fashioned by the student for the benefit of refining her/his study proposal. As a result of the discussion, the study may prove to be unclear, not feasible, or require only a few modifications. Regardless of the outcome, the session is conceived as one to help the student think through the concept, organization, and methodology of the study and to move toward the development of the full dissertation proposal.

Approval of Dissertation Proposal

The candidate and the candidate's major advisor will work together to facilitate the development of the final dissertation proposal, and following the approval of the major advisor, the proposal will be submitted to the Dissertation Committee for review, revision, and approval. A Dissertation Proposal Defense is scheduled by the student. It is expected at this stage that the student will have a clearly defined research focus/topic, a well-formulated design for the study, will be familiar with the appropriate literature, and will have a research methodology sufficiently developed to provide convincing evidence of the feasibility of the study. Proposals may range from 20 pages to 40+ pages depending on the type of study, development of the literature review, and type of research methodology. *The Elements of a Proposal (attachment h)* and *Developing a Qualitative Research Proposal (attachment i)* are provided as guidelines for proposal development. These may be blended when doing a mixed-methods study. Adaptations to this format may be necessary in light of the nature of the study being proposed. For example, if students complete a comprehensive literature review, the Dissertation Proposal will be substantially longer. Regardless, students must

demonstrate knowledge of the literature and research methodologies associated with their area of focus to gain approval.

(Note: Students are strongly encouraged to take EDLP 449: Dissertation Writing to work on the development of the Dissertation Proposal. (This course is traditionally a spring course.)

The candidate is responsible for contacting all of her/his committee concerning the date and time of the proposal review and for making and distributing copies to each member at least 14-days before the defense meeting. Candidates will make room arrangements with the assistance of the program assistant and will coordinate date and time with committee members.

The candidate is expected to open the formal proposal defense with a brief presentation orienting the Dissertation Committee to the four points described under idea development. During the discussion of these points by committee members, the student and major advisor should note areas requiring further clarification. At an appropriate point in the proposal defense, the major advisor may request the candidate to exit in order for the committee to review the proposal and to form a consensus on the status of the dissertation proposal. At this point the dissertation committee members will sign the dissertation Approval Form. Should substantive changes and/or revisions still need to be made by the student, members will NOT sign the form until all changes have been made. The “revise proposal” will be re-presented to the dissertation committee as a second dissertation proposal defense either at a meeting or it may be circulated through electronic channels to committee members for their final approval. The student will be responsible to collect signatures on the dissertation proposal Approval Form.

Upon approval by the Dissertation Committee, the signed Dissertation Proposal Approval Form (attachment j) and the final draft of the dissertation proposal will be given to the Ed.D. program assistant to be placed in the candidate's file. At this point, the candidate will complete the IRB approval materials and seek signature from their dissertation advisor. Following approval by the Dissertation Committee and the IRB, the student may begin conducting their research.

The outcome of this process is a "contract" between the committee and the candidate. The dissertation advisor and candidate will determine ongoing communication processes in terms of dissertation research and writing progress. This “contract” serves as a set of parameters that should be closely followed by all persons involved (e.g., committee members, major advisor, and candidate). Periodic or interim committee meetings may be held while the research is in progress. However, the student will work closely with the dissertation advisor as they move forward with their dissertation research and writing. The candidate is responsible for communicating progress with his/her advisor and committee members. The candidate is also responsible to track and make clear any revisions and changes made to the research study as drafts are submitted to the advisor and/or committee members as decided. All drafts should be dated and presented with a “cover letter” (transmittal note) describing any revisions and changes made, and/or how feedback from the advisor or committee members was addressed, since the prior submission. It is important to note page numbers where changes have been made to assist the committee.

DISSERTATION RESEARCH

Dissertation Research Credits

Graduate College regulations require a minimum of 20 semester hours in dissertation research, EDLP 491. Students are eligible to enroll in dissertation credits at any time during their program but only with the permission and approval of his/her program advisor. Some students may be encouraged to complete their core course work and their comprehensive examination prior to registering for dissertation credits. However, some students may take dissertation credits sooner due to their fulltime status/GTF in the program or to begin the process of identifying a dissertation topic. An override is required to register for Dissertation Research Credits (EDLP 491). Students must contact their advisor to discuss their proposal for requesting an override to take dissertation credits. These credits are intended to support dissertation research and require faculty approval. Students must document their progress upon completion of EDLP 491 each time in writing.

Communicating Dissertation Progress

While the candidate is conducting her/his dissertation research, Dissertation Committee members are responsible for assisting the candidate and providing appropriate advice as necessary. The major advisor should coordinate this advice and reassemble the committee if there are any major departures from the original proposal. The candidate is responsible for keeping all committee members informed of the progress of her/his research, and to initiate contact with committee members and the major advisor as necessary. Maximum time for completion of the entire doctoral program, including dissertation research, is nine years. Candidates should discuss and decide upon the advisor, committee, candidate communication processes with their advisor.

Committee on Human Research (IRB)

If the proposed dissertation study involves human subjects, prior approval is required from the Committees on Human Research. These committees, known as institutional review boards, or IRBs, are responsible for reviewing and overseeing all research activities in order to ensure the protection of individuals who participate in research projects. Students should work closely with their major advisor on the submission of their planned study to this committee. The necessary forms and procedural guidelines, and tutorial can be found at <http://www.uvm.edu/irb/tutorial/>

Prior to submitting the proposal to the IRB, the major advisor must approve and sign-off on the proposal. In addition, the Ed.D. Coordinator may review all proposals prior to submission to the Committee on Human Research to ensure that the necessary criteria have been met (**attachment k**). All faculty committee members and the candidate must have an updated IRB tutorial on record with the graduate college in order to serve on the committee.

WRITING THE DISSERTATION (adapted from Graduate College information)

The Graduate College accepts either (1) the Standard Thesis, or (2) the Journal Article Thesis. It is the student's responsibility to meet all departmental requirements. *Do not follow the format of another dissertation unless discussed and approved by your dissertation advisor*

Standard Thesis

The Standard Thesis is one in which the candidate describes his or her scholarly work in the main body of the thesis, including a complete review of the literature and an exhaustive discussion of methodology, results and conclusions. The use of appendices is discouraged in the Standard Thesis except where the material would obviously disrupt the underlying thread of progress in the main body. For example, the candidate would: derive equations in the main body but place a lengthy digital computer program in an appendix; describe an instrument's use in the main body but place manufacturer's drawings and specifications of the instrument in an appendix; give the primary tabulated results in the main body but relegate extensive tables of raw preliminary data to an appendix.

The Graduate College has authorized the use of Carole Slade's, Form and Style: Research Papers, Reports, Theses, 13th ed. (Boston: Houghton Mifflin, 2008) as the general guide for the preparation of dissertations in the Standard Thesis format. CESS has authorized APA style format you will want the Publication Manual of the American Psychological Association, 6th ed. or the Chicago Manual of Style, 15th ed.

For citation in "footnote/endnote" form, Slade follows The Chicago Manual of Style, 15th ed. (Chicago: University of Chicago Press, 2003). Students following Chicago will find an inexpensive and useful guide in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 7th ed. (Chicago: University of Chicago Press, 2007).

For the alternative "parenthetical" form of citation, Slade recommends the MLA Style Manual and Guide to Scholarly Publishing, 3rd ed. (New York: Modern Language Association of America, 2008). A similar guide for MLA is Joseph Gibaldi, MLA Handbook for Writers of Research Papers 7th ed. (New York: Modern Language Association of America, 2009). For APA style format you will want the Publication Manual of the American Psychological Association, 6th ed. (American Psychological Association, 2009). These guides are available at the University Store and in the Reference Section of Bailey Howe Library. They can also be located on-line.

Students in the Ed.D. program should follow the standard dissertation format using the latest edition of the American Psychological Association Publication Manual and Guidelines (APA) or The Chicago Manual of Style for style, notations, tables, footnotes, etc. The standard format should include a minimum of five chapters as outlined in *The Elements of a Proposal (attachment h)*.

Journal Article Thesis

In the Journal Article Thesis, the candidate divides the thesis into two parts. The first part (Chapters 1-3) of this thesis provides the context for the article(s). It includes an Introduction to the Study, Comprehensive Literature Review, Methodology. There is also at the end a Comprehensive Bibliography, and the References or Works Cited section.

The main part (Chapters 4) is one or more articles prepared according to the style requirements of a scholarly journal so that the article(s) is (are) suitable for publication. The article(s) should avoid extreme brevity and be understandable to the members of the candidate's thesis/dissertation committee even if this necessitates some elaboration of the standard article format. Each article contains its own reference list. Chapter 5 provides a summary of the overall study and implications for policy, practice, and future research.

Specific requirements are: (see list below as well)

1. The student must use the publication style of either (1) one of the discipline's leading periodicals or (2) the published standards of the professional association or discipline (e.g., American Psychological Association, Publication Manual and Guidelines, or Council of Biological Editors [A.I.B.S.] Style Manual) for the article(s). Two or more articles included in the same thesis/dissertation may have different styles if written for different journals.
2. The Abstract is a summary of the entire thesis/dissertation.
3. The Citation page will give the literature citation for each published article included or specific information concerning submission for publication (i.e., name of journal and date of acceptance for publication or date of submission to journal). The Citation page, if used, must be approved by the Graduate College.
4. The main body of the thesis/dissertation will include one or more articles in approved journal or periodical style. The following are also required: (1) an Introduction section, (2) Comprehensive Literature Review (3) Methodology section, to precede the individual articles to provide an integrated perspective to the total body of research and literature; and (4) a Comprehensive Bibliography, including all references in the individual articles as well as those from section one (2), the Comprehensive Literature Review. A final chapter that summarizes the study and major implications or significance is also required.
5. Any article comprising a major portion of a thesis or dissertation must be the work of the student. The student must be the sole author or, if there is more than one author, the primary and first listed author of articles prepared for publication. In situations of more than one author, it is the responsibility of the studies/defense committee to determine that the research and writing is indeed that of the candidate for the degree.

NOTE: THE COMPREHENSIVE BIBLIOGRAPHY MUST BE IN ALPHA ORDER BY LAST NAME OF AUTHOR. Each article will contain its own Reference section in addition to the final Comprehensive Bibliography.

The Journal Article Thesis contains appropriate appendices needed for detailed and ancillary information required for completeness and explanation but not usually presented in a published paper.

The organization of a Journal Article Thesis/Dissertation is as follows:

- Title Page (Note 2014 Format that includes committee members names.)
- Abstract Page - for entire thesis (single spaced)
- Citation Page - special requirements--must be approved by Graduate College
- Acknowledgement Page (double spaced)
- Table of Contents
- List of Tables
- List of Figures
- Introduction
- Comprehensive Literature Review
- Methodology Section
- Article(s) - Format follows journals' specific requirements, including reference sections
- Final summary chapter that address major implications and significance of the overall study
- Comprehensive Bibliography - Alpha order by last name of author
- Appendices (at the end)

In all provisions except the Article(s) itself - which follows the format of a scholarly journal - the directives of the Graduate College, and Slade's Form and Style, or MLA, or APA shall govern the preparation of a Journal Article Thesis.

Students wishing to follow the Journal Article format as outlined in the Graduate College's "Guidelines for Writing a Master's Thesis or Dissertation," should consult with their committee to ensure that the criteria associated with the manuscript format are precisely followed.

Mechanical Format For Standard And Journal Article Theses

The Standard Thesis and the Journal Article Thesis differ in organization and placement of material, but not in overall content, scholarship, or clarity of presentation. Both plans have an identical title page, acceptance page, abstract, table of contents, and mechanical format (margins, pagination, etc.).

The candidate's major professor advisor supervises the preparation of the thesis or dissertation. Regardless of style and format, all dissertations must be prepared in accordance

with accepted standards of academic integrity, including proper citation and attribution of all material that is not the original product of the writer.

When preparing dissertations, candidates are expected to consult their major professor advisor and thesis/dissertation committee regarding specific thesis preparation problems. Candidates also are responsible for consulting the Graduate College regarding University requirements and thesis/dissertation deadlines.

DISSERTATION FORMAT/RECORD CHECK

Students are required by the Graduate College to use computer software appropriate to the discipline to format their dissertation. An unformatted dissertation will not be accepted by the Graduate College. The student and advisor are responsible for producing a dissertation document that meets University and program standards.

At least three (3) weeks before your defense, you must schedule a format check with the Graduate College (call 656-3160). A Format Check consists of approval of:

- Title, and Abstract pages
- Citation page if doing Journal Article thesis
- Table of Contents pages
- Random page of text
- Margins – Left = 1.5 inches; all others = 1.0 inch; page #'s not inside margins

Format Information

TITLE PAGE – Put your title in all capital letters. The degrees are conferred in October, February, or May. Make sure the names and degrees are spelled properly. The date that appears is the date of your defense.

ABSTRACT – This must be SINGLE-SPACED and only ONE (1) page in length. No page number appears on the abstract, though it acts as page “i”.

CITATION – See the Authorized Format that follows to see if this is required for you or not. This must be followed exactly as the instructions indicate. This would be page ii.

DEDICATION – Page is optional, and follows in this sequence.

ACKNOWLEDGMENTS – Is optional, and the pages would be double-spaced.

TABLE OF CONTENTS – Use computer software to generate your Table of Contents, List of Tables, and List of Figures. Neither “Abstract” nor “Table of Contents” should appear within your table of contents.

MAIN BODY – This must be DOUBLE-SPACED. Long quotations may be single-spaced (if approved by the department) or set in reduced type.

PAGE MARGINS – LEFT and BOTTOM=1.5”: RIGHT and TOP = 1.00”

Note: page numbers on the bottom margin should not fall below 1”.

PAGE NUMBERING – Preliminary pages (Abstract “i” does not appear, but preliminary pages, ii, iii, etc. continue up to Main Body): Lowercase Roman numerals (ii) centered on the 1” bottom margin. Text pages: (Beginning with Main Body) Arabic numerals (1, 2) in the upper right-hand corner 1 inch from the top of the page and at the 1” right margin, OR *more commonly, centered on the 1” bottom margin.*

BIBLIOGRAPHY – Each reference may be single-spaced. Double-space between references, if approved by your Committee. A Comprehensive Bibliography is required for the journal format.

APPENDICES – Letterhead A, B, C... Place at the end of the thesis/dissertation if needed.

Sample Format Pages For Writing A Doctoral Dissertation

The Graduate College has provided “Guidelines for Writing a Doctoral Dissertation,” which is available online at <http://www.uvm.edu/~gradcoll/Electronic%20Thesis%20and%20Dissertation%20Guidelines>

The following pages include sample format pages for:

- Title Page
- Citation Page for Journal Article format
- Abstract
- Table of Contents.

Title Page

See the Graduate College, *Electronic Thesis and Dissertation Guidelines*

2014 Edition

Abstract

Use correct margins. Spell check. 1.50 left margin. NO PAGE NUMBER.

The abstract of a dissertation must be single-spaced, one page in length, and have no page number. *Make sure you use spell check here and on all of the preliminary pages. This page may be in block format, have paragraphs, or indented paragraphs. All margins must be correct!*

OTHER INFORMATION

If you do an Acknowledgements page, it will follow the Abstract and be DOUBLE-SPACED. It can be more than one page in length with each page numbered with a lower-case roman numeral, one inch from the bottom center of the page. Begin with ii.

A Citation Page (for journal article only) must be approved by the Graduate College. *If one is used, it would be numbered ii and follow the Abstract. The Acknowledgements Page would be next and be numbered iii.*

Be consistent with the use of bold and the use of capital or lowercase titles, headings, and subheadings for these preliminary pages and text pages.

Incorrect Example

*Abstract
Acknowledgements
TABLE OF CONTENTS*

Correct

*Abstract
Acknowledgements
Table of Contents*

Citation Page For Journal Format Only

This page MUST BE APPROVED by the Graduate College at Format Check. *Use correct margins.*

If one or more of these categories apply, complete the wording below. Follow a journal reference format you have adopted for your thesis or dissertation. See NOTE below.

Citation(s)

1.50 left margin

Material from this dissertation has been published in the following form:

Swenson, R.M. (1999). The effect of eating New York Super Fudge Chunk on the productivity of graduate students. Journal of Ice Cream Eaters. 10. 235-255.

AND/OR

Material from this thesis (or dissertation) has been accepted for publication in (name of journal) on (month, day, year) in the following form:

Swenson, R.M. (year, if known). The effect of eating New York Super Fudge Chunk on the productivity of graduate students. Journal of Ice Cream Eaters.

AND/OR

Material from this thesis (or dissertation) has been submitted for publication to (name of journal) on (month, day, year) in the following form:

Swenson, R.M. The effect of eating New York Super Fudge Chunk on the productivity of graduate students. Journal of Ice Cream Eaters.

NOTE: *This page may be used if the dates are ON OR BEFORE the day you submit your final copies. Any article comprising a major portion of a thesis or dissertation must be the work of the student. The student must be the sole author or, if there is more than one author, the primary and first listed author of articles prepared for publication.*

*Page number. Roman numeral:
1.00" from bottom center*

ii

Sample Style--correct order & numbering. Be consistent with choice of lowercase or CAPS

Table Of Contents

(Double space this page)

1.50 left margin

	Page
Citation.....(journal format only--must be approved by Graduate College)	ii
Dedication.....(optional).....	or ii
Acknowledgements (double space)...(optional).....	or ii or iii
List of Tables.....(if applies).....	##
List of Figures.....(if applies).....	##
Chapter (Centered heading; begin using Arabic numbers for text)	
(Centered) 1. Introduction.....	1
(Side heading) Theoretical Formulation.....	4
Purpose.....	8
2. Background of the Study.....	10
Review of Research.....	
Agency Settings.....	
(Paragraph text heading) Description of the study sample.....	
Interview results.....	
3. Analysis of the Data.....	
4. Findings and Interpretations.....	
References (Bibliography, Literature Cited).....	##
Appendixes (lettered & at the end of the thesis)	
A. Sample Letter.....	##
B. Summary Tables.....	##
(Number at least 1" from bottom of page)	iii

PREPARING FOR YOUR DEFENSE

Graduate College policies apply in determining the successful completion of the oral defense of a doctoral candidate's dissertation, and acceptance of the written document. These policies, however, do not articulate in detail appropriate procedures in determining the candidate's readiness for the defense, the defense procedure; and the role of the committee members, defense chairperson, and the major advisor. The following set of procedures is designed to provide guidance relative to the defense, and final approval processes of a candidate's dissertation.

Pre-Defense Session

There must be general agreement by the candidate's Dissertation Advisor AND full Dissertation Committee that the candidate's study is ready to be defended prior to the scheduling of the final dissertation defense session. Thus, it is recommended that student's set up a pre-defense session. This agreement, however, suggests only that a defense should be scheduled. It does not constitute approval of the dissertation. **Readiness shall be determined by an agreement at a pre-defense meeting of a quorum of the committee (3 or 4 members).** Lacking full attendance of the committee (no more than one absent) or agreement, the major advisor will hold individual sessions with the missing and/or dissenting members to determine the nature of opinions on the candidate's study. Based on this review, the advisor, in consultation with the candidate, will determine the feasibility of scheduling the final defense session. A written summary of this review should be prepared by the candidate in consultation with the dissertation advisor and distributed to the candidate and committee members. The review should include how the candidate attended to all required revisions or changes based on the pre-defense. The scheduling of the final defense session will be decided by the candidate in consultation with the Dissertation Advisor and Dissertation Committee

Scheduling the Date and the Room

The student and advisor are responsible for setting the date and time of the oral dissertation defense. Once the date and time are agreed upon by the defense committee, the student should notify edd@uvm.edu and request the date, time, equipment needs (LCD Projector, screen, etc.), and preferences for the way in which the room should be arranged. The Ed.D. Program Assistant will be responsible for scheduling an appropriate room once the email request has been received.

Submit to Ed.D. Program Assistant

Defense Committee Membership Form (attachment I), must be submitted at the beginning of the semester that the student expects to defend, or at a minimum of three (3) weeks before your defense.

**Submit to Graduate College and notify edd@uvm.edu
Intent To Graduate form (attachment m)**

Defense Notice

Your abstract MUST be edited and approved by your advisor, dissertation committee members and may need approval of the Ed.D. Coordinator about one month before your defense. At least three (3) weeks before your defense you must email the Ed.D. program assistant your Defense Notice Form (see Grad College example) <http://www.uvm.edu/~gradcoll/pdf/defensenotice.pdf> and Abstract. Once approved, the Ed.D. Program Assistant will post the notice with the Graduate College and the CESS. The Graduate College posts notices in the Waterman building, on the GRADNET listserv, and sends a notice to the chairperson of the defense to post.

Defendable Copies of the Dissertation

Each student must provide defendable copies of the dissertation to members of the Dissertation Defense Committee at least 2 weeks before the scheduled defense, 3 weeks are recommended.

WHAT TO TAKE TO YOUR DEFENSE:

- Copy of the Electronic Dissertation Rights & Permission Form

THE DEFENSE

There are two components to the defense session: a presentation of the dissertation study and a defense of the study.

- **The presentation of the dissertation study** to interested parties (e.g., other faculty, graduate students, and outside visitors) shall include an overview of the study, including its rationale, design, data analysis, and results. This portion of the defense shall be no longer than one hour; consisting of a half hour to forty-five minutes of presentation of the study by the candidate and, if needed, a half hour for questions from the audience.

The Chairperson of the defense shall monitor the general presentation and upon conclusion of the candidate presentation thank the visitors for their participation and request the visitors to leave.

- **The oral examination of the dissertation study** shall commence after the visitors leave. Each committee member, in rotation with the major advisor being last, shall have opportunity to raise major questions with follow-up questions, if desired. Upon the completion of the rotation and related questions, open and spontaneous interchange may be pursued by the committee members and the candidate. At an appropriate time, the defense chairperson shall invite the candidate to leave the room while the committee deliberates on the candidate's performance. The committee shall decide one of the following:
 1. Pass - minor or no editorial revisions of written document

2. Pass – more substantive revisions of written document
3. Fail – major revisions necessary prior to second and final defense option
4. Fail – inability to explain or justify the research, further preparation necessary prior to second and final defense option

The doctoral candidate's major advisor shall poll each member present related to the nature of desired revisions. It is the responsibility of the major advisor to inform the candidate of the expected changes. When the revisions have been successfully completed, the major advisor will, in the case of minor and major revisions respectively:

1. contact each committee member individually to determine acceptance of the expected revisions, or
2. call a meeting of the committee with the candidate present to go over the written revisions.

Revisions

Revisions must be completed, approved and submitted to the Graduate College 2 to 6 weeks after the defense unless the student is meeting the October, March or May graduation period deadline.

It is the responsibility of the committee as a whole to judge the quality of the candidate's work and recommend approval of the dissertation. All differences of opinion shall be handled by the committee as a whole with the major advisor guiding the candidate through agreed upon required changes. In cases where consensus is not possible, dissenting members have an option of not signing the dissertation approval form. This option shall be exercised very rarely; it is anticipated that differences will be resolved within the committee. In special cases, the Coordinator of the Ed.D. Program may be consulted for assistance in resolving committee conflicts.

The committee must have a copy of the revised document at least 21-days prior to the scheduled meeting. In the case of a failed oral examination, the committee shall approve the scheduling of a second defense which shall be scheduled no sooner than four weeks from this point in time.

AFTER DEFENSE

- After a successful oral defense the candidate must submit the electronic copy (pdf) of their dissertation to the Graduate College within two to six weeks. The deadlines for submission of the final copies are found on the Graduate College website. There are no exceptions to these deadlines.
- A copy of the Electronic Dissertation Rights & Permission Form (signed by advisor) must be scanned and added to electronic dissertation copy.

- **PROOFREAD!** Watch for updates to page numbers and Table of Contents.
- Personal bound copies may be ordered from the ProQuest website after submission.
- Submit your Survey of Earned Doctorates at the time you submit your paper.

The student is then responsible for submitting a personal copy to Bailey/Howe Library, End Processing, Room 018 for binding. The Graduate College has posted the Personal Thesis Binding Form as a PDF

<http://www.uvm.edu/~gradcoll/pdf/personalthesisbinding.pdf>

GRADUATION DATES

The Board of Trustees grants degrees in October, January, and May.

In order to be eligible for a graduation period, **all degree requirements must be met by the dates specified in the deadlines**, including successful defense and receipt of the final copies at the Graduate College.

Diplomas are issued only in May at Commencement. An official final transcript may be obtained through the Registrar's Office at any time after the graduation date.

STUDENT APPEAL PROCEDURES

Introduction

Occasionally circumstances will arise in which more formal procedures are necessary to resolve differing judgments concerning policy interpretation or decisions by various review panels (e.g., Studies Committee). Timely responses are essential in such situations that may result in unnecessary delay or dismissal from the doctoral program. It is expected before any formal appeal process is put into action, that the student explore her/his concerns with the Ed.D. Program Coordinator. If this informal process does not result in a satisfactory resolution and the student feels a decision affecting her/his future in the program is arbitrary and/or capricious, he or she should initiate a formal appeal. The following procedures will be followed.

Procedures

- The student should submit in writing a summary of the issue(s), evidence to support claim(s), and prior attempts to resolve the issue(s). This document should be submitted to the Ed.D. Program Coordinator.
- Within 14 days of receipt of the written appeal, the Doctoral Advisor Council (DAC) will appoint a panel of five persons to review the appeal and to submit written recommendations to the DAC. The membership of the panel should include one representative from the DAC, one student representative, one DOE or DLDS faculty

representative, one Educational Leadership representative, and one CESS faculty representative who will serve as chair of the panel. The panel should complete their deliberations within 30 days of being formally appointed. Panel members should not have had any prior involvement with the issue(s) under review and be judged as persons well qualified to interpret the various dimensions of the issue(s) under appeal.

- The DAC will review the recommendation(s) of the appeal panel and render its final decision within 14 days of receiving the written decision of the panel.
- This concludes the formal appeal process within the College of Education and Social Services. Further appeal options exist at the Graduate College level.



The University of Vermont

COLLEGE OF
Education and Social Services

Ed.D. Handbook Attachments

Ed.D. Student Checklist for Program Completion

attachment a

Timeline	Core Courses		✓
Fall Yr 1	EDFS 455: Social Processes and Institutional Change	3 credits	
Fall Yr. 1	EDLP 431: Advanced Seminar in Organizational Leadership	3 credits	
Spring Yr. 1	EDLP 409: Applied Educational Research : Quantitative	3 credits	
Fall Yr. 2	EDLP 419: Applied Educational Research Methods: Qualitative	3 credits	
Spring Yr. 2	EDLP 437: Seminar on Education Policy	3 credits	
Yr. 2 or 3	Additional Research Course: EDLP 380: Mixed Methods Research	3 credits	
Generally Yrs. 2-6	Additional Research Course: TBD	3 credits	
	Elective - Concentration Coursework	15 credits	
	Total Coursework Credits Completed	39 Required	
Timeline	Benchmarks	Form to Submit	✓
Spring Yr. 2	Selection of Studies Committee (your advisor & one other faculty member from the College) & Planned Program of Study (signed by Advisor)	Studies Committee Appointment & Program of Study Approval Form	
Fall Yr. 3	Comprehensive Exam (after completion of core courses)		
Fall Yr 3 or Spring Yr. 3	Qualifying Paper (following completion of core courses & prior to the end of the subsequent academic year unless extension given by advisor)	Qualifying Paper Approval Form & copy of paper	

<p>Generally Yrs. 2-7</p>	<p>EDLP 491: Dissertation Research Credits (can be taken anytime, but with permission of advisor and taken to produce substantive progress on dissertation).</p>	<p>20 Required contact advisor for override</p>	
<p>Yrs. 3-7</p>	<p>Select Dissertation Committee & Chair (following completion of core courses, comprehensive exam, and qualifying paper)</p>	<p>Email edd@uvm.edu with the committee member names</p>	
<p>Yrs. 3-5</p>	<p>Dissertation Proposal</p>	<p>Dissertation Proposal Approval Form</p>	
<p>Yrs. 4-9</p>	<p>Dissertation Defense</p>	<p>See Dissertation Defense Checklist</p>	

Suggested Timeline for Completion

attachment b

	Part-time Students	Full-time Students
Year 1	<ul style="list-style-type: none"> • 3 Core Courses (9 credits) <ul style="list-style-type: none"> • Selection of Studies Committee • Plan Program of Study • Area of Concentration & Research Methods Courses (3 credits) <p>Total Credits this year: 12</p>	<ul style="list-style-type: none"> • 3 Core Courses (9 credits) <ul style="list-style-type: none"> • Selection of Studies Committee • Plan Program of Study • Area of Concentration & Research Methods Courses (9 credits) <p>Total Credits this year: 18</p>
Year 2	<ul style="list-style-type: none"> • 2 Core Courses (6 credits) • Area of Concentration & Research Methods Courses • Comprehensive Examination • Possible dissertation credits <p>Total Credits this year: 12 Total Cumulative Credits: 24</p>	<ul style="list-style-type: none"> • 3 Core Courses (9 credits) • Area of Concentration & Research Methods Courses • Comprehensive Examination • Submit Qualifying Paper • Dissertation Credits • Select Dissertation Committee & Dissertation Chair • Dissertation Proposal <p>Total Credits this year: 21 Total Cumulative Credits: 39</p>
Year 3	<ul style="list-style-type: none"> • Complete Area of Concentration & Research Methods course • Comprehensive Exam • Submit Qualifying Paper • Dissertation Credits <p>Total Credits this year: 15 Total Cumulative Credits: 39</p>	<ul style="list-style-type: none"> • Dissertation Research Credits • Defend Dissertation Proposal • Dissertation Pre-Defense • Dissertation Defense • Celebrate <p>Total Credits this year: 20 Total Cumulative Credits: 59</p>
Year 4-9	<ul style="list-style-type: none"> • Dissertation Research Credits (20 credits) • Select Dissertation Committee & Dissertation Chair • Prepare Dissertation Proposal • Dissertation Pre-Defense • Dissertation Defense • Celebrate <p>Total Credits this period: 20 Total Cumulative Credits: 59</p>	



Studies Committee Appointment & Proposed Program Of Study Approval Form

attachment c

Student's Name _____ Cohort # _____

(Please indicate with an * those courses taken prior to admission)

CORE COURSES (21 credit hours)

Course Title & Number

Research Courses

_____	_____
_____	_____
_____	_____
_____	_____

AREA OF ELECTIVES/ CONCENTRATION COURSES (15 credits)

Course Title & Number

_____	_____
_____	_____
_____	_____

DISSERTATION CREDITS (20 credits)

On this date, _____, the following Studies Committee members were appointed and approved the candidate, _____'s proposed course of study. (student's name)

Advisor (print)

Advisor (signature)

Studies Committee Member (print)

Studies Committee Member (signature)

cc: Student file,
Advisor



Course change waiver

attachment d

If you are requesting waiver or substitution of a "required" Educational Leadership and Policy Studies course and/or program requirements, please complete this petition and return to: Director, Educational Leadership Program, 499b Waterman Building, University of Vermont, Burlington, VT 05405-0160. This request will be reviewed by the Program Coordinator and program advisor and you will be notified of the outcome.

Student Name : _____ **Date of Request:** _____

Address: _____

Phone: _____

Advisor: _____

Current Concentration: _____ **Hours completed in Program:** ____

Change Requested: _____

Student Signature: _____

Conditions of Approval/Denial

Request Approved/Denied (by consensus of DAC)

Signature of Coordinator **Date**

Signature of Advisor **Date**

I agree with the conditions and consequences of the waiver and above conditions.

Signature of Student **Date**

Note: If your petition to change from your program plan is approved, you will need to meet with your advisor to discuss this change and to complete a new Program of Study form for your file.

Distribution: Original in Student File, cc: Advisor, Student

Curriculum Matrix (Fall, 2014*)

Note: Courses may change due to faculty changes, student interests, and program changes. Thus, check with your advisor or the program administrator regarding any changes in course listings.

Core Courses

EDFS 455: Social Processes and Institutional Change

EDLP 431: Advanced Seminar in Organizational Leadership

EDLP 409: Applied Educational Research (Qualitative)

EDLP 419: Quantitative Research Methods

EDLP 432: Advanced Seminar in Organizational Theory

EDLP 437: Seminar on Educational Policy

*Ed. D. students will select minimally one additional course chosen from the Research category

Research

EDFS 209: Introduction to Research Methods** (not doc approved course)

EDFS 347: Introduction to Qualitative Research Methods

EDFS 348: Analyze & Writing Qualitative Research (Advanced Qualitative Research)

EDHI 380 Research in Higher Education

EDLP 380 Reading and Understanding Research

EDLP 429: Advanced Statistics

EDLP 439: Hierarchical Linear Modeling

EDLP 380: Mixed Methods Research (required EdD)

Foundations

EDFS 303: Ethics of the Helping Relationships

EDFS 304: Religion, Spirituality & Education

EDFS 309: Scholarly Personal Narrative Writing

EDFS 322: Challenge of Multiculturalism

EDFS 340: Applied Data Analysis for Decision Making

EDFS 354: Anthropological Perspectives on Education and & Social Service Organizations

** EDFS 209 is an introductory course and will not serve as a third doctoral level course.

Leadership & Policy Studies

EDLP 264: Program Evaluation and Assessment

EDLP 333: Educational Finance

EDLP 268: Educational Law

EDLP 334 Effecting & Managing Change in Educational and Social Service Organizations

EDLP 335: Staff Evaluation & Development

EDLP 336: Curriculum Management

EDLP 337: Political Processes in Education & Social Service Organizations

EDLP 353: Leading Learning Organizations

EDLP 372: Leadership and The Creative Imagination

EDLP 449: Dissertation Writing Seminar

EDLP 387: Policy Implementation in Educational Settings

EDLP 380: Economics of Education

EDLP 380: Adult Development and Learning

EDLP 380: Women and Leadership

Higher Education

EDHI 360: Higher Education in America

EDHI 361: The (Un)Changing Academy

EDHI 362:: The American College Student

EDHI 363: Controversies of the Academy

EDHI 375: Cultural Pluralism Higher Education

EDHI 380: Academic Leadership

EDHI 380: Research in Higher Education

EDHI 383: Higher Ed Admin & Organization

EDHI 385:: Student Affairs Profession

EDHI 387 Financial Management

EDHI 396: Capstone: Ethics, Values & Meaning/High Education

* subject to change

EdD Course of Study Requirements 2014	
Core courses	EDFS 455 Social Processes (3 credits) EDLP 431 Organizational Leadership (3 credits) EDLP 437 Policy Seminar (3 credits) <i>Required: 9 credits</i>
Research (Required)	EDLP 409 Applied Qualitative Educational Research (3 credits) EDLP 419 Applied Quantitative Research (3 credits) EDLP 380: Mixed Methods in Research (3 credits)
Research (Electives)	<u>Possible Elective research courses (3 credits):</u> EDLP 264 Program Evaluation (3 credits) EDFS 347 Qualitative Research Methods (3 credits) EDFS 348 Advanced Qualitative Research (3 credits) EDLP 350 Survey Research Methods (3 credits) EDLP 380 Reading & Understanding Research (3 credits) EDLP 439 Hierarchical Modeling (3 credits) EDLP 380: Mixed Methods Research (3 credits) <i>Total: 12 credits</i>
Concentration	Concentration (guided by student interest and committee approval) <i>Required: 18 credits</i>
Comprehensive Examination	Set exam developed by program faculty given to all students after completing core courses.
Qualifying Paper	Literature Review
Dissertation	Minimum 20 credits
Total credits	59

Edd Special Education Administration Course of Study Requirements	
Core courses	EDFS 455 Social Processes (3 credits) EDLP 431 Organizational Leadership (3 credits) EDLP 437 Policy Seminar (3 credits) <i>Required: 9 credits</i>
Research (Required)	EDLP 380 Reading & Understanding Research (3 credits) EDLP 409 Applied Qualitative Educational Research (3 credits) EDLP 419 Applied Quantitative Research (3 credits)
Research (Electives)	<u>Possible Elective research courses (3 credits):</u> EDLP 264 Program Evaluation (3 credits) EDFS 347 Qualitative Research Methods (3 credits) EDFS 348 Advanced Qualitative Research (3 credits) EDLP 350 Survey Research Methods (3 credits) EDLP 380 Reading & Understanding Research (3 credits) EDLP 439 Hierarchical Modeling (3 credits) EDLP 380 Action Research EDLP 380 Mixed Methods in Research <i>Total: 12 credits</i>
Special Education Administration Core Coursework	<i>choose from</i> EDLP 200 Special Education Law (3 credits) EDSP 274 Culture of Disability (3 credits) EDLP 390 Administrative Internship (3 credits) EDLP 335 Supervision and Evaluation (3 credits) EDLP 336 Curriculum Management EDSP 380 Assistive Technology EDSP 380 Advanced Assistive Special Education EDLP 380 Policy Issues Affecting Individuals with Disabilities (3 credits) EDLP 387 Collaborative Consultation (3 credits) <i>Required: 18 credits</i>
Field Study Practicum	Developed with Advisor (3 credits)
Comprehensive Examination	Journal Article Format Research Study Project
Qualifying Paper	Literature Review on Knowledge Domain in Conceptual Framework
Dissertation	Minimum 20 credits
Total credits	59

General Comprehensive Examination Review Form attachment f

Candidate Code Number _____ First reading _____
Final Reading _____

Reviewer: _____

Action: (check one)	<input type="checkbox"/> Unconditional Pass <input type="checkbox"/> Conditional Pass with Minor Revisions <input type="checkbox"/> Revise and resubmit
---------------------	---

See General Comprehensive Rubric for comments.

Signature: _____ Date: _____

Qualifying Paper Approval Form

attachment g

MEMORANDUM

To: _____, Coordinator Ed.D. Doctoral Program

From _____, Committee Chair

Re: _____, Candidate

Date: _____

Doctoral Program in Educational Leadership & Policy Studies

Qualifying Paper Examination Approval Form

On this date, the following Studies Committee members met and approved/did not approve the candidate's qualifying examination.

Approved_____
Print_____
Sign

cc: student file (+ a copy of the Qualifying Examination paper)
adviser

The Elements Of A Proposal, Egon G. Guba¹ attachment h

The following outline is intended only as a suggestion to help guide the student in proposal development. It is recognized that varying types of research efforts will require variations in format and presentation.

A. Statement of the Problem

1. State the problem in terms intelligible to someone who is generally sophisticated but who is relatively uninformed in the area of the problem.
2. Define and delimit the specific area of the research.
3. Foreshadow the hypotheses to be tested or the questions to be raised.
4. Be certain to include somewhere a sentence such as, "The problem to be addressed by this study is..."
5. Indicate briefly the significance of the study (this item to be elaborated in Section I, page 3).

B. Review of the Literature

1. Demonstrate to the reader that you have a comprehensive grasp of the field and are aware of important recent substantive and/or methodological developments.
2. Delineate the "jumping-off place" for your study: how will your study refine, revise, or extend what is now known?
3. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit each summary. Statements of this sort are usually taken (and often rightly) as indications that the proposer is not really familiar with the literature.

C. Questions and/or Hypotheses

1. Questions are relevant to normative or census type research (How many of them are there? Is there a relationship between them?). Hypotheses are relevant to theoretical research, and when you state hypotheses the reader is entitled to have an exposition of the theory that lead to them (and of the assumptions underlying the theory).
2. Hypotheses can be couched in four kinds of statements:
 - a. Literary null: a "no-difference" form in terms of theoretical constructs.
 - b. Operational null: a "no-difference" form in terms of the operations required to test the hypotheses.
 - c. Literary alternative: a form that states the hypothesis you will accept if the null hypothesis is rejected, stated in terms of theoretical constructs (this is usually what you hope the experiment will show).
 - d. Operational alternative: similar to (c) except that the operations are specified.

¹Modified by Ed.D. Doctoral Advisory Committee/10/83

3. In general, you should be prepared to interpret any possible outcome with respect to the questions or hypotheses. It will be helpful if you visualize in your mind's eye the tables (or other summary devices) which you expect to come out of the research, short of the actual data. In any case, the concluding chapter should explicitly address the questions, theses, or hypotheses raised. It is important, therefore, that these be made explicit.

D. The Design

1. Indicate the steps you will take to answer every question or to test every hypothesis indicated.
2. All research is plagued by the presence of confounding variables: the noise, as it were, that covers up the information you would like to have. Such confounding variables must either be eliminated by various kinds of controls, or be estimated and taken into account by randomization processes. Thus, in this section it will be proper for you to indicate
 - a. The variables you propose to control, and how you propose to control them, experimentally or statistically.
 - b. The variables you propose to randomize, and the nature of the randomizing unit (pupils, grades, school, etc.).
 - c. If (a) and (b) do not apply to your study, it is nevertheless necessary to carefully and accurately describe:
 1. the situational variables which may affect your study.
 2. those variables, as they are in situ, which you intend to key on.
3. You should be aware of the possible sources of error to which your design exposes you. No one can expect of you that you will in every situation produce a perfect, errorless design. However, you can be expected to be aware of the possible sources of error and to do what you can to overcome them or to take them into account in your interpretation. To demonstrate this awareness, you should yourself point out the potential sources of error in this section.
4. In discussing your design, it will be helpful if you can label it according to the terms of some logical, statistical, or descriptive typology. Such labeling is helpful in communicating your precise intention to the reader, and it also helps you identify possible sources of error.

E. Instrumentation

1. In this section you should outline the instruments you propose to use. These should be described if they are already available; if not, the procedures you will follow to develop or select the instruments should be described.
2. Since the selection of instruments is in most cases also the operational definition of the variables, this is a most crucial step. It is at this level that a literary conception such as, "Intelligence is related to school achievement," becomes, "Stanford-Binet I.Q. is related to Grade Point Average." Strictly speaking any findings of your research will be relevant only to the instrumental or operational statement. You may adequately represent the variables contained in the conceptual statement of the problem. Of course, operational definitions are always arbitrary, but you should defend your particular brand of arbitrariness on some basis, even if none better are available than expedience, availability, or simplicity.
3. In addition to the validity problem posed in (2), you should also be aware of questions of reliability and objectivity, and deal with these.

F. Sampling

1. The first reason for being concerned with sampling is that of external validity, i.e., knowing the population to whom the findings apply. To generalize validity the findings for a sample to some defined population requires that the sample shall have been drawn from that population according to one of several probability sampling plans. By a probability sample we mean that the probability of inclusion in the sample of any element in the population must be given a priori (all probability samples involve the idea of random sampling at some stage). In experimentation, two distinct steps are involved:
 - a. Random selection, i.e., the subjects to be included in the sample must all be chosen at random from the same population. You should define the population and indicate the sampling plan in detail.
 - b. Random assignment, i.e., the subjects selected for the sample must be assigned at random to one of the experimental treatments. Subjects assigned to a group on the basis of some already existing basis, e.g., membership in Boy Scouts vs. no membership in Boy Scouts, are not randomly assigned and, hence, the data are invalidated as experimental data, although not as study data (such studies are sometimes referred to as "ex post facto" experiments). You should indicate the assignment procedure you will use.
2. The second reason for being concerned with sampling is that of internal validity. Without a probability sample we cannot construct an error estimate: hence, we have no way of telling whether the findings represent mere "noise" or whether they also contain information and, if so, in what proportion.
3. In the case that sampling is not appropriate (i.e., a total defined population is included) or in the case of "deliberate nonsampling" (e.g., elite interviews) this information should be made explicit.

G. Data Collection

1. You should outline your general plans for collecting the necessary data, including an explicit statement covering the field controls you will employ. The major concern here is generally that you will maintain equivalent situations for all groups.
2. You should give some idea of the time schedule you expect to follow, including any plans for counterbalancing to take care of order effects.

H. Data Analysis

1. You should specify the statistical and/or other analytic procedures you will use. Where instrumentation remains to be developed it may not be possible to make a very specific statement in the absence of information regarding the strength of measurement, continuity, form of distribution, etc., which may be expected.
2. Develop "bogus" tables, if appropriate, to indicate the nature of the analysis.
3. Indicate briefly any special analytic tools you have available, e.g., IBM equipment.

I. Significance

1. Indicate how your research will refine, revise, or extend existing knowledge. Note that such refinements, revisions, or extensions may have either substantive or methodological significance or both.

2. Almost all studies have two potential audiences: practitioners and professional peers. Statements relating the research to both groups are in order.

J. Dissertation Research Schedule

Using PERT (Program Evaluation and Review Technique) or Gantt Chart or similar visual chart format, outline the main events of the proposed research and expected dates of completion for each.

K. Dissertation Format

- | | |
|-------------|---|
| Chapter I | <u>Introduction:</u>
background/need/justification/purpose/problem/research question or thesis/assumptions/limitations/ organization |
| Chapter II | <u>Literature Review and/or Background:</u>
of case study, e.g., Legislature, Department of Education - evolution, structure, function, composition) |
| Chapter III | <u>Methodology or Design of Study:</u>
sometimes includes literature review involving methodology |
| Chapter IV | <u>Findings and/or Issue Analysis/Analysis of Data:</u>
or separate chapter on Analysis/Interpretation |
| Chapter V | <u>Summary/Conclusions/Implications/Recommendations:</u> maybe Reflections/Trends |

Developing a Qualitative Research Proposal attachment i

Title. Make this a good working qualitative research title.

- I. Research Topic
 - A. Introduction to the General Research Area
 - B. Research Statement and sub-questions. Work on creating a one-sentence statement of your research problem or question. Make it clear, focused, and doable. Re-use this statement in your proposal whenever you are discussing what it is that you are planning to do/discover. In this section, also describe the potential sub-questions that may be a part of this larger question.
 - C. Potential Significance/Contribution of Research
 1. Knowledge. What might your research contribute to knowledge and theory?
 2. Policy. How might your research contribute to policy?
 3. Practitioners. How might your research contribute to practice or practitioners?
- II. Short Review of Related Literature
- III. Research Design. Make use of qualitative research texts in this section to demonstrate your familiarity with qualitative research procedures.
 - A. Rationale for Qualitative Methods
 - B. Site(s) Selection Description and Rationale
 - C. Participant Selection Description and Rationale
 - D. Data Collection Methods
 - E. Data Analysis Procedures and Presentation of Findings
 - F. The Researcher's Subjective I@
- IV. Bibliography
- V. Appendices
 - A. Consent Form(s)
 - B. Summary of Research Purpose, Procedures, and Promises for Participants (your cover story)
 - C. Interview Questions
 - D. Proposed Time Line

Developed by Corrine Glesne.

Also, see Marshall, C. & Rossman G. Designing Qualitative Research. Sage and Maxwell, J. (1996). Qualitative Research Design. Thousand, Oaks, Sage.

Dissertation Proposal Approval Form**MEMORANDUM**

To: Judith A. Aiken

Coordinator, Ed.D. Doctoral Program

From:

Re:

Date:

Doctoral Program in Educational Leadership & Policy Studies

Dissertation Proposal Approval Form

Proposal Title:

On this date, the following Dissertation Committee members met and approved/did not approve the candidate's dissertation proposal.

Approved_____
Print_____
Sign

cc: Student File (+ copy of paper)
Advisor

Institutional Review Board Approval Form

attachment k

To: Judith Aiken, Coordinator, Ed.D. Doctoral Program

From: _____
(advisor)Re: _____
(student)

Attached is a copy of the approved Dissertation Proposal and forms to be submitted to the IRB.



Defense Committee Membership Form

attachment 1

Submit this form to the Ed.D. Administrative Assistant who will forward it to the Graduate College, 332 Waterman

Candidate's Name _____ Phone _____ Date _____
Program _____ Degree _____ E-mail _____

Proposed graduation date of **OCT/FEB/MAY** (circle one) _____ (year)
* * * * * * * * * * * *

Defense Committee Membership

Name	Dept/Program	Graduate Faculty? (Check if yes)
Advisor _____	_____	—
Committee member _____	_____	—
Committee member _____	_____	—
Committee member _____	_____	—
Committee member _____	_____	—
Chairperson _____	_____	—
Chairperson's campus address _____		

* * * * * * * * * * * *

Graduate College Approval _____
Initials, Date



Ed.D. Handbook

Graduate College Intent To Graduate/Commencement Information Form attachment m

(Submit to your Department by July 1 for October; November 1 for January; January 3 for May completion)

Name *as you want it to appear on your diploma* and in the Commencement Program (print clearly):

Name: _____

Please write your name phonetically for the Hooding Ceremony if it is difficult to pronounce: _____

UVM Student ID Number: _____ - _____ - _____

Current Address/Phone: _____

Street Address

City, State, Zip Phone

Diplomas will be mailed to this address if you do not attend the ceremony

- COLLEGE:** (circle one)
- CALS – Agriculture and Life Science • CEMS – Engineering and Math
 - CAS – Arts and Sciences • RSENR – Rubenstein School
 - SBA – School of Business Administration • COM – Medicine
 - CESS – Education and Social Services • CNHS – Nursing & Health Sciences

- DEGREE:** (circle one)
- M.A. • M.B.A. • M.S. • M.S.W. • Ph.D.
 - MACC. • M. Ed. • M.S.D. • D.P.T.
 - M.A.T. • M.P.A. • M.S.T. • Ed.D.

PROGRAM NAME (MAJOR); _____

Anticipated OCTOBER JANUARY MAY YEAR: _____

Graduation Term:

Previous Degrees Received:

Degree	Institution	Year
_____	_____	_____
Degree	Institution	Year

Hometown: _____ (for Commencement Program)

To be completed with advisor to review transcript and degree requirements

Transcript Audit:	Requiring Follow-up:
Course Credits Earned: _____	_____ Missing Grades
Course Credits Pending: _____	_____ Comprehensive Exam Pending
Research Credits: _____	_____ 100/200 Level Courses for approval
Transfer Credits: _____	_____ Continuous Registration Fees Missing

Totals: _____
GPA: _____ (minimum requirement for graduation is 3.0)

Check here if student is doing a non-thesis option: _____

Advisor: _____ **Student:** _____

Submit this form, along with your Advanced Degree Fee to the Graduate College, 332 Waterman, by the dates noted above

Advanced Degree Fees - Non-thesis Master's- \$10; Master's - \$20; Doctoral - \$25

Application for Independent or Internship Study

attachment n

**THE COLLEGE OF EDUCATION AND SOCIAL SERVICES
Doctoral Program in Educational Leadership & Policy Studies**

Name _____ ID# _____

Phone# _____ email address _____

EDSS 397 Problems in Education CRN # _____

of Credits _____ Semester/Year Enrolling _____

Description of proposed research or activity (if more room needed, attach one page description)**Procedures** (to be developed later with your advisor).**Signatures**_____
(Student)_____
(Faculty Sponsor for Independent Study)**Final Evaluation (Grade)** Grades will not be submitted to the Registrar unless this contract has been completed and signed. _____

DISSERTATION DEFENSE COMPLETION CHECKLIST attachment o

Intent to Graduate/Commencement form	Submit original to Graduate College at the beginning of the semester in which you will defend
Defense Committee Membership Form	Submit to Ed.D. Program Assistant
Select Defense Date with Committee -- Email a suggested date & time to your committee	
Reserve room and media equipment for defense	Contact Ed.D. Program Assistant, edd@uvm.edu
A format check must be scheduled with the Graduate College no later than 3 weeks prior to your defense date	Contact Graduate College at 656-3160 to schedule
Defense Notice Form and Abstract – must be posted 3 weeks prior to the scheduled defense	Email the completed defense notice and abstract to Ed.D. Program Assistant, edd@uvm.edu
Defendable Copy of your dissertation must be submitted to your Committee Members at least 2-weeks prior to your defense (check with your committee – some like 3-weeks)	Deliver defendable copies to your committee members
Take to Your Defense – Electronic Dissertation Rights & Permission Form	
The Defense: 1) Presentation of the dissertation study 2) Oral examination of the dissertation study	
Revisions	See Graduate College deadlines
Submit Electronic Dissertation Rights & Permission Form	Secure signature from Advisor and PDF
Add pdf of Electronic Dissertation Rights & Permission Form to Dissertation pdf	
Upload Dissertation	ProQuest ETD