Ph.D. in Education
Handbook

Ph.D. in Education
Policy and Procedures

Department of Education
College of Liberal Arts
Morrill Hall
62 College Rd
Durham, New Hampshire 03824-3595

Tel (603) 862-2310
Fax (603) 862-2174

Email: education.department@unh.edu
Website: http://cola.unh.edu/education

University of New Hampshire
Table of Contents

I. Program Overview ................................................. 3
II. Admission Requirements ...................................... 4
   Requirements .................................................. 4
   Application Procedure ...................................... 5
   Application Deadlines ....................................... 6
   UNH Policy on Special Credits & Transfer Credits 6
III. Degree Requirements .......................................... 5
   Residency/Enrollment Requirement ......................... 5
   Doctoral Research (EDUC 999) ............................... 6
   Time Limits, UNH Policy ..................................... 6
IV. Course of Study ................................................. 6
   Requirements .................................................. 7
   Core Courses .................................................. 7
   Integrative Coursework & Electives ......................... 7
   Research Preparation and Projects ......................... 8
   Independent Study ............................................ 8
V. Areas of Inquiry (Specialization) .............................. 8
   Curriculum and Instruction/Teacher Education .. 9
   Leadership and Policy Studies ............................ 9
   Experiential/Outdoor Education ......................... 10
   Children and Youth in Communities .................... 10
VI. Guidance Committee ........................................... 11
VII. The Qualifying Examination ................................. 12
   Format and Time Allotment ............................... 13
   Planning ....................................................... 13
   Developing Qualifying Exam Questions .................. 14
   Assessment of the Qualifying Exam ...................... 14
   Advancing to Candidacy .................................. 16
VIII. The Dissertation Process .................................. 17
   Dissertation Advisor ....................................... 17
   Dissertation Committee .................................. 17
   Dissertation Titles ......................................... 18
   Dissertation Proposal ..................................... 19
   Proposal Preparation ...................................... 19
   Proposal Content .......................................... 19
   Proposal Approval ......................................... 20
   Human Subjects Research- Institutional Review Board ................................................. 21
IX. The Dissertation ................................................. 21
   Dissertation Requirements ................................ 21
   Format ......................................................... 22
   Completed Dissertation Text ................................ 22
   Defense of the Dissertation ................................ 22
   Scheduling ..................................................... 22
   Content ......................................................... 22
   Post-Defense Procedures and Requirements .......... 23
   Potential Revisions, Signatures .............................. 23
   Distribution ..................................................... 23
   Binding, Microfilming, & Fees ............................. 23
   Copyright Protection .......................................... 24
X. Graduation .............................................................. 24

APPENDICES ............................................................. 24

Financial Aid Opportunities ................................... 24
   Graduate Assistantships .................................... 24
   Dissertation Fellowships ................................... 24
   Full-time Tuition Scholarships .............................. 24
   Part-time Tuition Scholarships ............................. 24
   Summer Fellowships for Teaching Assistants ....... 25
   Research Enhancement Awards ............................ 25
   Professional Development and Travel Grants ......... 25
   Other Types of Financial Aid ............................... 25
   Forms Required for Doctoral Study ....................... 26
   Forms to be completed by faculty advisor ............. 26
   Forms to be completed by doctoral student .......... 26
   Additional Resources: Websites and Links ............. 27
I. Program Overview

The Department of Education offers a Ph.D. in Education with specialization in fields related to the areas of

- Curriculum and Instruction/Teacher Education
- Educational Leadership and Policy Studies
- Experiential/Outdoor Education
- Children and Youth in Communities

The doctoral program is designed to engender a broad understanding of the field of education by encouraging focused scholarly inquiry grounded in the reality of educational practice. Professors and students work to place educational issues in a philosophical and socio-cultural context; this collaboration sometimes moves beyond the boundaries of the University into local schools and into national and international settings.

An individual program of study is planned by the student and her or his guidance committee. Each student’s program includes:

- required core courses
- a number of courses in an area of inquiry
- integrative coursework (advanced education courses or courses taken in another department)
- a qualifying exam
- a dissertation

Within this framework, individual programs are guided largely by the student’s own interests and goals. Students are encouraged to engage in research activities or focused inquiry early in their programs.

The Ph.D. in Education provides students with the experience for distinguished leadership in a variety of settings. Students who specialize in Curriculum and Instruction/Teacher Education are interested in teacher development at all levels of schooling, ranging from early childhood to adulthood. Students who choose the specialization in Educational Leadership and Policy Studies are usually interested in the administration of educational units such as schools, colleges, and universities, school districts, state departments of education, and nonprofit organizations. The Experiential Education/Outdoor Education Program is selected by those interested in the fields of adventure programming and experiential education in schools and other educational settings. Students who choose the Children and Youth in Communities strand study the social, cultural, psychological, physical, emotional and academic experiences of children and youth in local, national, and global contexts.

Graduates of the Ph.D. in Education program hold positions as college and university faculty, educational administrators (in schools, colleges, and universities), curriculum coordinators, and classroom teachers, to name a few.

Specialties and scholarly pursuits of faculty in the Department of Education are diverse. Brief faculty profiles can be found on the Education Department website at http://cola.unh.edu/faculty/education.

II. Admission Requirements

Requirements

Students admitted to the program will have completed a master’s degree in education or a related field and will have worked as an educator in some capacity. Entering students are expected to have completed graduate-level coursework in educational psychology, curriculum and instruction, educational structure and change, and the philosophical and social foundations of education. Exceptional candidates who do not meet all these prerequisites will be considered.

The program enrolls full-time and part-time students.
The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, veteran’s status, or disability in admission or access to, treatment, or employment in its programs or activities.

Application Procedure
Applications to the program are submitted online. Detailed instructions about the application process can be found on the UNH Graduate School Application website, http://www.gradschool.unh.edu/apply.php

Applicants must fill out and submit the UNH Graduate School Online Application. Once you create an online application through the graduate school website, you will receive your UNH ID which you will need to submit the following supporting documents:

- Three letters of reference (online instructions at http://gradschool.unh.edu/pdf/frm_lor.php), including at least one academic reference, preferably from a graduate school faculty member.

- Transcripts of all undergraduate and graduate course work:
  1) Paper Transcripts should be mailed to:
      UNH Graduate School, Thompson Hall - 105 Main Street Durham, NH 03824.
  2) Electronic Transcripts: The Graduate School will only accept official electronic transcripts if they are emailed to the Graduate School office directly from the institution. All transcripts must be emailed to: grad.school@unh.edu.

- Graduate Record Examination (GRE) general test scores. GRE scores are a UNH Graduate School requirement that is not waived. Information about the GRE is available on the UNH Graduate School website http://www.gradschool.unh.edu/test_scores.php or may be obtained directly from the Educational Testing Service http://www.ets.org/gre.

- Two essays:
  1) The personal essay component of the graduate school application, and
  2) An additional essay of 1000 to 1500 words discussing: Choose one issue in the field of education that is of interest to you. Explore the opportunities and challenges it poses and explain why you find it personally compelling.

Please contact the Department of Education at (603) 862-2310 or education.department@unh.edu for additional information.

Application Deadlines
Applications are due in the UNH Graduate School office by February 1 and are considered in early spring for admission the following September.

UNH Policy on Special Credits & Transfer Credits
Transfer credits refer only to those credits from another institution which students would like applied to their doctoral program at UNH. Special credits are credits for coursework enrolled in and completed at the Durham or Manchester campuses of the University of New Hampshire before matriculation in the doctoral program.

Previous UNH Credits (special credits)
Students may request to apply three graduate courses (up to 12 credits) taken at UNH or UNH Manchester before matriculation in the program.

Previous credits from other schools (transfer credits)
Students may request to transfer two graduate courses (up to 8 credits) from another institution to their doctoral program at UNH.
Note, however, that the maximum permitted to be applied (total UNH and non-UNH) is three courses (up to 12 credits).

The forms required to transfer these credits are available on the Department of Education website.

A student may request to add previously earned special or transfer graduate credits to his or her UNH doctoral transcript at the time of matriculation, or at any time during his or her studies. Transcripts of coursework completed before matriculation at UNH can be included in a student’s file, whether or not the credits are officially applied toward the UNH course of study. In most cases, it is not recommended that a student apply the maximum number of credits to his or her doctoral program because it affects what counts as the beginning date for a student’s entry into the program (see below).

### III. Degree Requirements

Candidates for the degree must:
- meet the above admission requirements,
- establish a guidance committee,
- develop and complete an approved program of study in consultation with their guidance committee,
- complete required coursework,
- pass a qualifying exam to advance to candidacy,
- establish a dissertation committee,
- develop an approved dissertation proposal,
- write and defend the dissertation.

**Residency/Enrollment Requirement**

Students must meet the UNH Graduate School residency requirement, which consists of two consecutive semesters as a full-time student. This requirement may be met through on-campus course work, field-based courses, directed independent study, or at the time of doctoral research.

A minimum of three academic years of graduate study is required for the doctorate. However, most full-time students take at least four years to complete their study program.

**Doctoral Research (EDUC 999)**

After students have completed their coursework and have advanced to candidacy, they are required to register for Doctoral Research (EDUC 999) for a minimum of two semesters. Continued registration for EDUC 999 is required until the student completes the program, even if the minimum two-semester requirement has been met.

**Time Limits, UNH Policy**

Students are expected to be advanced to candidacy within four years and to complete the degree within seven years. Petitions to extend deadlines must be made to the UNH Graduate School.

The beginning of doctoral study is defined as the beginning date of the earliest course applied to the doctoral program (i.e. placed on their UNH doctoral transcript). The beginning of doctoral study is not defined as the date of matriculation.

### IV. Course of Study

Upon acceptance to the program, students are assigned an advisor. During the first year of study, students identify, either in consultation with their advisor or with the director of doctoral studies, faculty members to serve as their guidance committee. If a student is attending part-time, then this process of choosing a committee may take up to two years. Doctoral students work with their advisors and/or guidance committees to develop their course of study.
Requirements
The course of study consists of four major elements:

• Core courses
• At least five courses appropriate to an individual’s area of inquiry
• Two integrative courses from outside one’s own area of inquiry and/or from advanced inquiry courses.
• Research preparation

The course of study typically consists of 48 to 56 credits, but may require more courses.

Core Courses
There are five core courses that are required for all students. These courses are:

• EDUC 902 Doctoral Pro-seminar
• EDUC 897 The Literature Review in Educational Research: Multidisciplinary Perspectives (or EDUC 903 for students who began the program prior to fall 2014)
• EDUC 904 Qualitative Inquiry in Education
• EDUC 905 Critical Inquiry in Education
• EDUC 981 Quantitative Inquiry, Methods, and Techniques of Educational Research
  o Prerequisites: EDUC 881 Intro to Stats, EDUC 978 Applied Regression Analysis

Integrative Coursework & Electives
Each student’s program of study is expected to include integrative coursework and appropriate electives that complement his or her specialized study or area of inquiry. All students are required to take at least one course (non-core course) outside their area of specialization. This could be a course offered by the Education department or another department (e.g. Psychology, Sociology, English, Social Work).

For a complete list of course options within the Education department, see the Department website or Graduate Course Catalog.

Research Preparation and Projects
Doctoral research includes quantitative, qualitative, and non-empirical forms of inquiry (e.g. historical, philosophical, literary). Although specified research activity occurs during the dissertation phase of study, students are also encouraged to become involved in research activities early in their programs. For example, a student might work with one or more faculty members on a current project (possibly grant-funded), such collaboration can be initiated by either a faculty member or the student. A student should consult his/her advisor to discover the research opportunities available in the education department.

Research projects are often a required component in core and elective courses. A student can also arrange an independent study to pursue a particular research interest. This might be arranged with one or more other students who have loosely related interests.

Independent Study
Students are limited to 8 credits of independent study, either within the department or outside it. For further information and the independent study forms, please contact the Department of Education office or an advisor.

V. Areas of Inquiry (Specialization)
Students complete a minimum of five courses (20 credits) within, or directly related to their chosen area of inquiry. The number may vary at the discretion of the advisor/guidance committee. The guidance committee is charged with the development and approval of the course of study. Consequently, doctoral students must work closely with their guidance committee to ensure that the
courses they take will be considered part of their course of study.

In addition to area of inquiry courses, students may also select courses from other departments, with permission from their guidance committee, either as supplements or as substitutions for certain courses. Guidance committees may require additional courses for a particular specialization, for dissertation research, or to fill in gaps from previous course work in the field of education.

**Curriculum and Instruction/Teacher Education**
In the Curriculum and Instruction/Teacher Education program students study curriculum understanding and teacher development at all levels of schooling, ranging from early childhood to adulthood. Students integrate theory and classroom practice in preparation for a future in teaching and academic research related to teaching, learning, and curriculum.

Curriculum and Instruction and Teacher Education are combined here because these two areas have considerable overlap, both in subject matter and in the career patterns of graduates, and as such have considerable overlap in course selection.

**Leadership and Policy Studies**
This specialization draws from such fields as educational administration, school law, collective bargaining, policy analysis, leadership, and higher education. Individuals who seek faculty positions in educational administration, higher education, and policy analysis often select this strand for specialization. Similarly, individuals who seek leadership positions in elementary and secondary schools as well as in higher education select this strand for their concentration. Graduates of this doctoral strand have assumed positions in higher education both as faculty members and as administrators. Our graduates have also used their preparation in leadership and policy to assume such positions as superintendent, director, and principal.

Our doctoral students have written quality dissertations on such subjects as school finance, supervision of employees in K-12 settings, as well as higher education cooperative extension, the role of chief information officers in higher education, and sexual harassment.

**Experiential/Outdoor Education**
Experiential/Outdoor Education area of inquiry is selected by those interested in the fields of adventure programming and experiential education in schools and other educational settings. It is a collaborative area of inquiry, in which doctoral students work with faculty from the Education Department in the College of Liberal Arts and from the College of Health and Human Services. Foci of doctoral studies in this area of inquiry have included the following topics:

- Moral development changes in outdoor education majors at universities
- Integrating experiential learning in K-12 classrooms
- Experiential teacher training models
- The use of rites of passage and rituals in educational settings
- The effects of adventure orientation programs on incoming and continuing students at university settings
- Adventure therapy as an evidenced-based practice
- Social skill development of middle school children in adventure programs

**Children and Youth in Communities**
The Children and Youth in Communities option is concerned with the support of positive child and youth development in community-based settings, and focuses on the ways in which societal and cultural institutions –
including schools – shape developmental pathways, as well as the ways identities are formed as children and youth interpret their own academic, social, community, sexual, and political experiences. The program emphasizes an ecological and strengths-based view of children and youth, and sees individual learning and development as reciprocal with community growth and cultural transformation.

The Children and Youth in Communities option is a joint effort between the College of Liberal Arts and College of Health and Human Services faculty. This approach provides students with a comprehensive scholarly and professional understanding of the social, cultural, psychological, physical, emotional and academic experiences of children and youth in local, national, and global contexts.

VI. Guidance Committee
Upon acceptance to the program, students are assigned an advisor. During the first year of study (two years if you attend part-time), students identify faculty members to serve as a guidance committee; this is done either in consultation with their advisor or with the director of doctoral studies. In most cases, a student’s advisor and two faculty members comprise the guidance committee. The advisor or co-advisor must be a member of the faculty in the Department of Education. A second guidance committee member must also be a faculty member in the UNH Department of Education. In certain cases, the third committee member might be from another department or from outside the university (contingent on departmental approval).

To officially appoint the guidance committee, the student’s advisor completes a nomination form, which is reviewed by the director of doctoral studies and forwarded to the doctoral program coordinator.

Each student works with her or his advisor to develop a specific program of study and create a guidance committee. The student should initiate a meeting with the full guidance committee, during the spring term of the second year.

In considering the composition of their guidance committee, students might want to refer to descriptions of faculty members’ research interests and scholarly inquiries. This information is found on the Department of Education doctoral program website.

At any point, a student can request a change in his or her advisor or any member of the guidance committee. The student can initiate change with committee members or make an appointment with the director of doctoral studies to request such a change.

The committee assists the student in preparing for the qualifying examination and administers the exam. Guidance committee responsibilities end with the evaluation of the qualifying exam.

After successfully completing the qualifying examination and being advanced to candidacy, the candidate establishes a dissertation committee. (See VIII for more on the dissertation process.)

VII. The Qualifying Examination
The guidance committee makes the decision that a student is prepared to take the qualifying examination. A student may request to take the exam if she or he has completed 48 credits, including five or more courses in the area of inquiry and the majority of the core requirements. Typically, a student will have completed 48 to 56 credits. The qualifying examination (as well as all other program requirements) must be satisfactorily completed to advance to Ph.D. candidacy.
The qualifying examination is a written exam that is developed, supervised, and evaluated by the student’s guidance committee.

The purpose of this exam is to evaluate the student’s
• general knowledge in his or her specialization, or area of inquiry;
• fitness for engaging in doctoral research, particularly in the subject area proposed for the dissertation

For more details about preparing and taking the qualifying exam, see the PhD Qualifying Exam Guide.

**Format and Time Allotment**
Usually one week is allotted for completing this written exam. The specific time schedule is established by the guidance committee in consultation with the student. Students are permitted access to notes, journals, and texts. They must work independently on the examination. The site of the exam may be chosen by the student. Those who wish to work on campus should schedule space through the Department of Education Office.

**Planning**
The student first meets with his or her advisor to discuss exam plans. The student then arranges a guidance committee meeting. The purpose of this meeting is to establish the range of scholarly writing and coursework to be covered by the exam questions. The student and committee members will:

a. Review completed coursework;
b. Discuss a list that the student provides of major readings completed;
c. Examine the student’s bibliography, which will reflect a broad understanding of the area of inquiry and expert knowledge related to the anticipated dissertation work;
d. Establish the focus of the qualifying exam.

**Developing Qualifying Exam Questions**
After consultations with the student, the advisor works with the other guidance committee members to compose the specific questions that comprise the student’s qualifying examination. The student will be asked to write on no more than five topics. The questions may examine separate topics or may require integrating general knowledge of the field with the student’s specific expert knowledge.

**Assessment of the Qualifying Exam**
The Qualifying Examination is evaluated by the members of the student’s guidance committee who may consult other faculty as appropriate. For each question, there are three possible outcomes:

- **Pass/Credit:** The response clearly meets the assessment criteria for two or more committee members
- **Fail/No Credit:** The response fails to meet the assessment criteria for two or more committee members.
- **More Information Needed:** The response ambiguously meets the assessment criteria. In this case, the guidance committee may ask to meet with the student to have them offer an oral defense of their answer and will then, on the basis of that meeting, determine whether the response merits a pass or a fail.

Having assessed each question as a pass or fail the committee will evaluate the examination as a whole. To pass the Qualifying Examination and to advance to candidacy, a passing mark (credit) from two of the three committee-members on all questions is required. For a committee with four members, a passing mark on all questions from three of the four members is needed.
Within the academic year, normally, faculty members will provide written comments regarding the evaluation of the examination to the chair of the student’s Guidance Committee within three weeks of having received the completed examination.

If the student has a clear Pass, i.e. at least two of the three faculty members of the guidance committee have passed the student on all the questions, then, the Chair of the committee is authorized to communicate the results of the examination to the student in writing or in person. There is no requirement for a meeting of the committee with the student unless the committee or the student requests it.

If at least two of the three faculty members have graded one or more of the questions “More Information Needed,” then the committee will meet with the student to question them and obtain further information in order to determine the final assessment on the question(s) and thus the exam. The chair of the committee will inform the student of the need for a follow-up meeting. This required meeting will occur within a short period of time after the committee’s evaluation, generally within one to two weeks.

If at least two of the three faculty members evaluate one or more questions as a Fail the committee will meet to determine whether they will request a rewrite of one or more of the questions, or the whole examination. If there is to be a rewrite, the committee will determine the nature of the rewrite. It may be that the rewrite consists of the same question(s), new ones, or a whole new examination. The timing of the rewrite is also determined by the committee. Once the committee has made its decision, it will then make arrangements to meet with the student as soon as possible, generally within a week or two, to convey the results of the examination and the nature of the rewrite they are requesting. Normally, unless there are mitigating circumstances, the committee will request a rewrite to be completed within a month of the time when the student receives the results of their first Qualifying Examination.

Students who are asked to rewrite one or more sections, or the whole examination, before credit is given will be considered to have failed the first examination. Students who fail the Qualifying Examination are permitted one and only one opportunity to take a second Qualifying Examination. The guidance committee shall construct the second examination consistent with the guidelines discussed above except that the questions on the Second Qualifying Examination are graded on a pass/fail only basis. Students who do not receive credit for all questions on the Second Qualifying Examination will have her or his status as a graduate student in the Department of Education discontinued in accordance with Graduate School policy.

Advancing to Candidacy
The student’s advisor and the graduate program coordinator must complete a Doctoral Candidacy Form. The graduate program coordinator then recommends to the dean of the Graduate School that the student be advanced to candidacy. At this time, the student is asked to state the expected area of inquiry he or she will pursue in the doctoral research.

Important note: After completing all course work, students should enroll in EDUC 999 every fall and spring semester through completion of the program in order to maintain their doctoral student status. They will automatically be dropped from the program if they do not enroll in this course for both the fall and spring semesters. (Note: Students can enroll in GRAD 800 instead of EDUC 999 if they don’t use library resources. For details, please consult Academic Department Coordinator, Cindy Glidden.)
VIII. The Dissertation Process

The process of writing a dissertation formally begins when the student has advanced to doctoral candidacy. The student must have:

a. Completed all core coursework;
b. Demonstrated proficiency in research; and
c. Successfully completed the qualifying examination.

Dissertation Advisor

It is important that dissertation work be conducted with an advisor interested in and knowledgeable about a student’s area or areas of research. Note that the dissertation chair may be someone other than the advisor who chairs the guidance committee. The student should be able to work effectively with their dissertation chair. The candidate may consult the director of doctoral studies with any questions she or he has about which faculty members may be appropriate dissertation committee members.

Dissertation Committee

After a dissertation committee chair has been selected, the student identifies additional committee members in consultation with the Chair. Faculty members usually discuss the research proposal with the student before agreeing to serve on the committee. At least three of the five committee-members must be faculty in the Department of Education; at least one member must be from outside of the department, but up to two can be. The dean of the Graduate School serves as an ex-officio member. An individual who does not hold an appointment in the Graduate School may be considered as a committee member, usually from another college or university. That person’s vita must be submitted to the Dean of the Graduate School for approval.

The director of doctoral studies reviews the proposed committee membership submitted by the student and makes a recommendation to the Coordinator of Graduate Studies in the Department of Education who forwards the recommended committee membership to the dean of the Graduate School. The dean formally approves and appoints the committee and its chair and then notifies the student and committee members.

To complete the doctoral degree, the student must then write and submit a dissertation proposal before going on to conduct original research, write, present, and defend a dissertation.

Dissertation Seminar

When advanced to candidacy, students may elect to participate in the Dissertation Seminar. This optional seminar serves as a support group for students at the proposal or dissertation stage of the program. It usually meets once a month throughout the academic year, under the supervision of a doctoral faculty member.

During this informal seminar, students are given individual attention to their status in the dissertation writing process. The suggestions and comments from peers and the facilitator, a professor in the education department, aid the student in completing the dissertation.

Note: This is not to be confused with EDUC 999, the purpose of which is solely to maintain enrollment and doctoral status.

Dissertation Titles

A list of titles and authors of dissertations in the UNH Department of Education can be referenced at the Department of Education website.
Dissertation Proposal
Proposal Preparation
After a dissertation committee is appointed, students work with committee members to develop a detailed research proposal. This often entails a pre-proposal meeting with the whole committee to determine the parameters and expectations for the proposal.

The student develops a research proposal in consultation with a faculty sponsor (this could be a previous advisor or a new transitional advisor who will most likely chair the dissertation committee). Dissertation proposals can take a variety of forms depending on the content and genre (such as quantitative, qualitative, historical, legal, or philosophical).

Proposal Content
The proposal explains clearly what will be done in the study and how it will be done. It includes citations to relevant literature around the research question or topic, a discussion of the research question, specific hypotheses or general direction of inquiry, and the methodology involved. The format of the proposal must be discussed with an advisor for review and additional ideas.

A typical dissertation proposal includes:
- A clear statement of the problem, question, or concern that directs the research;
- A statement about the significance or importance of the research (e.g., how the study will inform the understanding of theoretical and/or practical issues in the field of education);
- A review, analysis, and evaluation of the previous research related to the candidate’s line of inquiry; this is to inform the reader of what is known and not known about the problem or question and why this research is needed;
- An identification and articulation of the underlying theories and methodological assumptions that will guide the research, as well as an identification of any tensions or contradictions that might arise within or among the theories and/or methodological assumptions to be employed;
- A description of the specific methodology and procedures that will be used and an explanation of their appropriateness for this study; if the study is empirical, a description of the plan for data collection, analysis, and interpretation or an account of how it is expected that these procedures will emerge in the course of the study;
- A plan, with a timetable, for carrying out the project.

Proposal Approval
The proposal is reviewed formally at a proposal meeting to establish the nature and scope of the research. Committee members make recommendations about the proposed research; these often include some changes regarding the scope and/or direction of the research.

Following the proposal meeting, the student must write a memorandum of understanding, in consultation with the dissertation committee chair, which incorporates the committee’s recommendations and possible revisions. The memo is then circulated to all committee members and must be accepted by them in order for the proposal to be approved. The committee might require a second proposal meeting to clarify major changes in the proposal prior to acceptance.

Following the approval of the proposal and associated memorandums of understanding, the candidate is responsible for carrying out the research as proposed. Significant changes that may arise in the research program must be reviewed with the chair of the
dissertation committee. The chair then determines whether other committee members should be consulted regarding such changes.

**Human Subjects Research- Institutional Review Board**

Before beginning research, candidates who use human subjects in their research must have their proposals reviewed and approved by the Institutional Review Board for the protection of Human Research Subjects at the University of New Hampshire. This is a step required for all research involving the study of children or adults, including review of existing records, observations, and surveys. Information regarding the form of the proposal and specific procedures can be obtained from the Office of Sponsored Research or its website: http://www.unh.edu/osr/index.html.

*Note:* The Graduate School recommends that the Approval for Research from the Internal Review Board be included as an Appendix in bound dissertations.

**IX. The Dissertation**

**Dissertation Requirements**

The dissertation must be a contribution to scholarship in the student’s discipline, embodying the result of significant and original research; it must be a mature and competent piece of writing.

As the candidate conducts the research, he or she works closely with the chair of the dissertation committee. Other committee members are involved as necessary. Students may elect to participate in the Dissertation Seminar (See description under Dissertation Seminar.)

**Format**

The format of the dissertation must meet the requirements of the graduate school. These requirements are set out in the *Thesis and Dissertation Manual* available at the Graduate School Office in Thompson Hall, or may be downloaded from the UNH Graduate School website http://www.gradschool.unh.edu.

For other style requirements, refer to *The Chicago Manual of Style* or the *Publication Manual of the American Psychological Association*.

**Completed Dissertation Text**

A draft copy of the completed dissertation, which serves as the text for the oral defense, must be made available to the UNH Graduate School and all dissertation committee members no later than two weeks before the date of the oral defense of the dissertation.

**Defense of the Dissertation**

**Scheduling**

The final oral examination or defense of the dissertation must take place at least ten days before the deadline for submitting dissertations to the Graduate School.

The candidate is responsible for scheduling the date, time, and place of the exam and giving that information to the director of doctoral studies, who will inform the coordinator of graduate studies, who will in turn notify the dean of the graduate school at least two weeks before the date of the examination. The examination may be either open or closed to the public, at the discretion of the dissertation committee chair in consultation with the candidate.

**Content**

The examination will evaluate the candidate’s ability to discuss critically the substance of the dissertation. The candidate is asked to give a short presentation on his or
her doctoral research and to comment on the importance of the work. Committee members ask questions in turn, with the chair of the dissertation committee moderating the discussion. (After questioning, the students are asked to leave the room and the committee will deliberate about the student’s dissertation and defense. After that, the student will be informed whether he or she passed and whether revisions are necessary. The dissertation chair will discuss necessary changes with the student.)

Post-Defense Procedures and Requirements
Potential Revisions, Signatures
Following the examination, the candidate works with his or her chair to incorporate any recommendations for revisions. Committee members may wish to review these recommendations depending on the extent of the changes. When the candidate satisfactorily completes his or her dissertation, each committee member signs all copies of the dissertation.

Distribution
At least three copies of the approved dissertation, ready for binding, must be submitted to the Graduate School Office by the appropriate deadline in the Graduate School calendar. A fourth copy of the dissertation is required by the UNH Department of Education. In addition, many students provide copies of their dissertation to their dissertation advisor and/or committee members.

Binding, Microfilming, & Fees
All binding, microfilming, and copyrighting is done by the graduate school. Binding, microfilming, and copyright fees must be paid at the graduate school and are due when the final copies are submitted. Publication of the dissertation by the University Microfilms is also required; the student assumes the cost. Students may choose to copyright their dissertation at the time of microfilming. If dissertation material is further published, it should be designated as having been accepted as a doctoral dissertation by the University of New Hampshire.

These copies must meet the format requirements of the graduate school, per the Thesis and Dissertation Manual, obtainable in the Graduate School office in Thompson Hall or on the Graduate School website.

Copyright Protection
In order to protect the originality of the dissertation work, it is strongly recommended that it be copyrighted. Also, whenever portions of the dissertation text are presented publicly prior to publication, the candidate should explicitly state that the text may not be quoted or used by others without the candidate’s written permission.

Two booklets available in the Graduate School office in Thompson Hall are recommended as useful guides for copyrighting and publishing the dissertation: Copyrights Law, Graduate Research: New Media, New Rights, and Your Dissertation and Publishing Your Dissertation: How to Prepare your Manuscript for Publication.

X. Graduation
Graduation occurs three times per year, in September, December, and May. All students must file an Intent-to-Graduate card with the Graduate School by the appropriate deadline specified on the University of New Hampshire calendar. Specific information is available at the Graduate School or on the Graduate School website.
APPENDICES

Financial Aid Opportunities

Graduate Assistantships
These are available to full-time, graduate-degree students who maintain a high level of scholarship. Graduate assistants receive a stipend and a full tuition waiver. Assistants are assigned duties involving the instructional, research, and administrative activities of the UNH Department of Education. Assignments may include teaching, research assistance, supervision of interns, or administrative work. Students are expected to work twenty hours per week from September 1 through May 30. Graduate assistants observe the same university holidays and term breaks as faculty. Application is made through the UNH Department of Education.

Dissertation Fellowships
These are awarded on a competitive basis by the UNH Graduate School. The awards are for a maximum of one academic year and include a stipend. The doctoral research fee is also waived.

To be eligible, a student must have passed the qualifying exam and advanced to candidacy before the start of the award period. Application is made to the Graduate School, Thompson Hall.

Full-time Tuition Scholarships
Tuition scholarships for full-time students consist of a waiver of tuition for a semester or for an academic year. Maintenance of a high scholastic record is required. Application is made through the UNH Department of Education, Morrill Hall.

Part-time Tuition Scholarships
These are available in the fall and spring semesters. Application can be obtained from the Graduate School Office and must be submitted to the dean of the UNH Graduate School in Thompson Hall.

Summer Fellowships for Teaching Assistants
A limited number of these summer fellowships are available to students who have held graduate assistantships that involved teaching in the previous academic year. The award consists of a stipend for two months in the summer. Application should be made to the Graduate School.

Research Enhancement Awards
These are offered by the Graduate School on a competitive basis to enhance graduate student research. Students apply by writing a letter (one page) to the Graduate School stating the nature of the research and how this award would enhance that effort. Grants do not exceed four hundred dollars and are awarded for the fall or spring semester. Students should contact the Graduate School for deadlines.

Professional Development and Travel Grants
These grants are available both through the UNH Graduate School and through the Department of Education. They are to assist doctoral students who present papers at professional meetings and conferences. Inquiries on deadlines should be made to the Graduate School office in Thompson Hall.

Other Types of Financial Aid
Other financial aid opportunities are available to graduate students through loans, Federal and Veterans’ Programs, and private foundations. Some of these are:
- Perkins loans
- UNH loans
- Stafford student loans
- Federal Work-Study Program
- Veterans’ benefits
- Supplemental loans

Also at UNH, the Center for the Humanities and the Institute for Policy and Social Science Research
manages grant programs for doctoral research. These institutes should be contacted directly for information through the UNH home website.

Private foundations also support doctoral research specific to fields of inquiry. For information contact:
- Doctoral and committee advisors
- The UNH Office of Sponsored Research
- UNH Graduate Student Organization

**Forms Required for Doctoral Study**
(to be obtained from and/or submitted to the UNH Graduate School)

The Graduate School
University of New Hampshire
Thompson Hall
Durham, NH 03824
Tel. (603) 862-3000
Website: http://www.gradschool.unh.edu/

**Forms to be completed by faculty advisor**

1. **Supervisory/Guidance Committee Nomination Form**
   Submitted when members of student’s guidance committee have been nominated.

2. **Doctoral Candidacy Form**
   Submitted when a doctoral student has passed the qualifying examination.

3. **Supervisory Committee Nomination Form**
   Required only if faculty nominations for the dissertation committee were not included in the above doctoral candidacy form.

**Forms to be completed by doctoral student**

1. **Intent-to-Graduate Card**
   Submitted to Graduate School Office, Thompson Hall by date specified on the University Calendar

2. **Copies of doctoral dissertation for binding**
   See detailed instructions in the *Thesis and Dissertation Manual*, issued by the Graduate School, Thompson Hall.

*Note:* When requesting or downloading forms for transactions such as applying, transferring credit or waiving health fees, doctoral students should be sure to obtain those forms specific to UNH graduate study, as opposed to undergraduate study.

**Additional Resources: Websites and Links**
*For details on:*

**Application Process:**
[http://cola.unh.edu/education/program/education-phd/admission-information](http://cola.unh.edu/education/program/education-phd/admission-information)

**Areas of Inquiry:**
*Leadership and Policy Studies*  
[http://cola.unh.edu/education/program/leadership-and-policy-studies-lps](http://cola.unh.edu/education/program/leadership-and-policy-studies-lps)

*Experiential/Outdoor Education*  
[http://cola.unh.edu/education/program/experientialoutdoor-education](http://cola.unh.edu/education/program/experientialoutdoor-education)

*Children and Youth in Communities*  

*Curriculum and Instruction/Teacher Education*  

**Calendar, academic and events:**
[http://calendar.unh.edu/MasterCalendar.aspx#](http://calendar.unh.edu/MasterCalendar.aspx#)
**Course Lists**
http://cola.unh.edu/sites/cola.unh.edu/files/departments/Education/pdf/PhD_Doctoral_Course_List.pdf

**Doctoral Dissertation Titles:**

**Financial Aid:** http://financialaid.unh.edu/

**Forms:** [http://www.gradschool.unh.edu/fp.php](http://www.gradschool.unh.edu/fp.php)
1) Doctoral Guidance Committee
[https://www.gradschool.unh.edu/pdf/frm_doct_guide_comm.pdf](https://www.gradschool.unh.edu/pdf/frm_doct_guide_comm.pdf)
2) Doctoral Candidacy Form (necessary)
[https://www.gradschool.unh.edu/pdf/frm_doct_cand.pdf](https://www.gradschool.unh.edu/pdf/frm_doct_cand.pdf)
3) Doctoral Students Dissertation Committee Nomination Form
[https://www.gradschool.unh.edu/pdf/frm_doct_diss_comm.pdf](https://www.gradschool.unh.edu/pdf/frm_doct_diss_comm.pdf)
4) Thesis/Dissertation Submission Checklist
[https://www.gradschool.unh.edu/pdf/td_checklist.pdf](https://www.gradschool.unh.edu/pdf/td_checklist.pdf)

More forms from UNH graduate school
[https://www.gradschool.unh.edu/fp.php#grad](https://www.gradschool.unh.edu/fp.php#grad)
[https://www.gradschool.unh.edu/fp.php](https://www.gradschool.unh.edu/fp.php)

**Graduate Student Senate:** http://www.unh.edu/gss

**Health insurance:**
http://www.unh.edu/health-services/shbp/

**Library:** [http://www.library.unh.edu/](http://www.library.unh.edu/)

**Office of Sponsored Research:**
http://www.unh.edu/osr/index.html

**Parking permits and transportation:**
http://www.unh.edu/transportation/parking/

**Qualifying Exam Guide:**
http://cola.unh.edu/sites/cola.unh.edu/files/departments/Education/pdf/PhD_Qualifying_Exam_Guide.pdf

**Registrar:** [http://www.unh.edu/registrar/](http://www.unh.edu/registrar/)

**Student and Academic Services:**
http://www.unh.edu/vpsas/

**Tuition and Fees:**
http://www.unh.edu/business-services/tuitfees.htm