



University of  
New Hampshire

**Department of Education**

**Ph.D. in Education  
Handbook**

**Policy and Procedures**



# **Ph.D. in Education**

## **Policy and Procedures**

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# I. Program Overview

The Ph.D. in Education is designed to engender a broad understanding of educational research and the development of expertise and experience in one or more specific areas of educational research, policy, and practice. The program prepares students for distinguished scholarship and leadership in a variety of settings.

Four areas of inquiry are offered:

- **Curriculum and Instruction/Teacher Education** students are interested in curriculum theory and development, learning theories, and teacher development at all levels of formal and non-formal education, ranging from early childhood to adulthood.
- **Educational Leadership and Policy Studies** students are usually interested in the administration of educational units such as schools, school districts, state departments of education, colleges and universities, and nonprofit organizations.
- **Experiential Education/Outdoor Education Program** is selected by students interested in the fields of adventure programming and experiential education in schools and other educational settings.
- **Children and Youth in Communities** students study the social, cultural, psychological, physical, emotional and academic experiences of children and youth in local, national, and global contexts.

An individual program of study is planned by the student and her or his guidance committee. Individual programs are guided largely by the student's own interests and goals, but all programs must include: (1) required core courses, (2) courses in an area of inquiry, (3) elective courses, (4) a qualifying exam, and (5) a dissertation. In addition, students are encouraged to engage in research

activities or focused inquiry through their programs in collaboration with faculty and other graduate students.

Graduates of the Ph.D. in Education program hold positions as college and university faculty, researchers in educational research institutions, 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 web site at <http://cola.unh.edu/faculty/education> .

## **II. Admission Requirements**

### **Requirements**

Students admitted to the program must have completed a master's degree in education or a related field. Entering students are generally expected to have some experience working in areas related to education, broadly conceptualized.

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>



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](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](mailto:grad.school@unh.edu).
- Graduate Record Examination (GRE) general test scores, no older than five years. *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](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:  
*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](mailto:education.department@unh.edu) for additional information.

## **Application Deadlines**

Applications are due in the UNH Graduate School office by **December 15** and are considered in early spring for admission the following September. Applications received after this date will be considered if space allows.

## **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 **course work**,
- 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, and part-time students usually take at least a year or two more.

## **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 initial advisor. During their first year of study, students identify two additional faculty members to serve as members of their guidance committees (see section VI below). The student's specific course of study is developed by the student in consultation with their advisor and guidance committee.

## **Requirements**

The course of study consists of **four major elements**:

- Core courses
- Area of inquiry courses
- Elective courses
- Research preparation

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

## **Core Courses**

Six core courses are required for all students:

- EDUC 902 Doctoral Pro-seminar
- EDUC 905 Critical Inquiry in Education
- EDUC 906 The Literature Review in Educational Research: Multidisciplinary Perspectives
- EDUC 986 Philosophy of Education
- EDUC 904 Qualitative Inquiry in Education
- EDUC 981 Quantitative Inquiry, Methods, and Techniques of Educational Research
  - *Prerequisites: EDUC 881 Introduction to Statistics, EDUC 978 Applied Regression Analysis*

*Important note about core courses EDUC 906 and 986, depending year of entry to the Ph.D. program:*

- Start year 2013 or before: (EDUC 906 not required; EDUC 903 Normative Inquiry OR EDUC 986 required)
- Start year 2014 – 2016: EDUC 986 not required, but highly recommended (and can be used as an integrative course, see below)
- Start year 2017 and after: Both EDUC 906 and EDUC 986 required.

## **Area of Inquiry Courses**

Students are required to complete at least five courses appropriate to their area of inquiry (see below).

## **Electives**

Each student's program of study should include integrative coursework and appropriate electives that complement his or her specialized study or area of inquiry. For example, many students enroll in advanced methodology electives (e.g., EDUC 979 Applied Multilevel

Modeling) or courses offered in other departments, since educational research is conducted by faculty from varied departments across the university.

Students who began the program in or prior to Fall 2016 are required to take at least two integrative courses. Students who enrolled after Fall 2016 are required to take at least one integrative course.

## **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 discuss possible research opportunities available in the education department or outside of the department.

Research projects are often a required component in both 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. Specific courses included in each area of inquiry are listed on the Ph.D. in Education website:

<https://cola.unh.edu/education/program/education-phd> . The number of courses may vary at the discretion of the student's advisor and guidance committee. The guidance committee is charged with the development and approval of the course of study. Consequently, doctoral students 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 theory and development, learning theories, and teacher development at all levels of formal and non-formal education, 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 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 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 educational policy reform, school finance, supervision of employees in K-12 settings, 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 initial advisor. During their first or second year of study (depending on full-time or part-time study), in consultation with their advisor students identify two additional faculty members to serve on their guidance committee. The purpose of the Guidance Committee is to 1) provide guidance with respect coursework and other learning opportunities as the student moves toward candidacy, 2) work with the student to develop the qualifying exam, and 3) evaluate the qualifying exam and determine whether the student passes the exam and is advanced to candidacy.

In most cases, a student's advisor and two additional faculty members comprise the full guidance committee, although a committee may have a fourth member. 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. The third committee member can be from another department or from outside the university (contingent on departmental approval). In determining the composition of their guidance committee, students should select members with substantive or methodological expertise in their potential areas of dissertation research.

To officially appoint the guidance committee, the student's advisor completes a nomination form which is forwarded to the graduate program coordinator and then to the Graduate School. 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 a change with committee members or contact the Director of Educational Studies to request such a change.

The student should consult her or his advisor for guidance in determining when to initiate a first meeting

with the full guidance committee. Typically this is done when the student has completed approximately 16-20 credits, usually by the end of the first year of study for full-time students and during the second year for part-time students.

After successfully completing the qualifying examination and being advanced to candidacy, the candidate establishes a dissertation committee (Section VIII).

## **VII. The Qualifying Examination**

The guidance committee determines whether a student is prepared to take the qualifying examination. A student may request to take the exam if she or he has completed a minimum of 48 credits, including five or more courses in the area of inquiry and the majority of the core requirements. The qualifying examination (as well as all other program requirements) must be satisfactorily completed for the student 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

- a. General knowledge in his or her area of inquiry;
- b. Preparation for engaging in doctoral research, particularly in the subject area proposed for the dissertation

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

### **Format and Time Allotment**

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.

## **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:

- a. Review completed coursework;
- b. Examine the student's bibliography, which reflect a broad understanding of the student's area of inquiry and expert knowledge related to the anticipated dissertation work;
- c. Establish the focus of the qualifying exam.

The student's guidance committee may recommend an annotated bibliography, discusses with the student's the level of suggested detail, and may provide examples of prior students' bibliographies.

## **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 four 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.

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**

Once a student has passed the Qualifying Exam, 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 and ***after advancing to candidacy, students are required to 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 the Academic Department Coordinator.)

## **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 Chair**

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 Educational Studies with any questions she or he has

about which faculty members may be appropriate dissertation committee members.

### **Dissertation Committee**

After the dissertation committee chair has been selected, the student identifies four additional committee members in consultation with the Chair, for a total of five dissertation committee members. 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.

Faculty members usually discuss the dissertation pre-proposal with the student before agreeing to serve on the committee.

The Director of Educational 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 are highly encouraged, but not required, to participate in the Dissertation Seminar. This 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, each student is given individual attention and provided with suggestions and comments regarding their dissertation work. These suggestions and comments aid the student in completing the dissertation.

*Note:* This seminar 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 completed by UNH Department of Education Ph.D. students can be found on the Department of Education website.

### **Dissertation Pre-Proposal**

Before the dissertation committee is formed, the student will write a dissertation pre-proposal in consultation with the chair. The purpose of the pre-proposal is to orient the student to the topic of study, and to provide potential committee members with a brief description of the proposed research. The dissertation pre-proposal is approximately 8-10 pages in length and should include:

- a. Issue/problem statement, citing relevant literature;
- b. Significance/importance of the study;
- c. Research questions; and
- d. Methods to be used in the proposed dissertation study.

The dissertation chair may convene a pre-proposal meeting with the whole committee to determine the parameters and expectations for the proposal.

# Dissertation Proposal

## Proposal Preparation

After a dissertation committee is appointed, the student develops a research proposal in consultation with the dissertation chair (this could be a previous advisor or a new transitional advisor who will most likely chair the dissertation committee) and members of 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 the dissertation chair for review and additional ideas.

### A typical dissertation proposal includes:

- a. A clear statement of the problem, question, or concern that directs the research;
- b. 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);
- c. 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;
- d. 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;
- e. 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;
  - f. A plan, with a timetable, for carrying out the project.

### Proposal Defense

The proposal is reviewed formally at a **proposal defense** 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.

During the proposal defense, the student gives a short presentation on his or her doctoral proposal and presents his or her anticipated timeline for conducting the dissertation research. Committee members ask questions in turn, with the chair of the dissertation committee moderating the discussion. After questioning, the student is asked to leave the room and the committee deliberates about the student's proposal. The committee invites the student back into the room, and the committee provides recommendations for next steps for the dissertation research.

### Proposal Approval

Following the proposal defense, the student must write a **memorandum of understanding**, in consultation with the dissertation committee chair, which incorporates the committee's recommendations and revisions of the proposal. 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 may 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 any data collection, candidates who use human subjects in their research must have their proposals reviewed and approved by the Institutional Review Board (IRB) for the protection of Human Research Subjects at the University of New Hampshire.

Information about the IRB and the IRB application review process is available at its website:

<https://www.unh.edu/research/institutional-review-board-protection-human-subjects-research-irb-0> .

All students must have their dissertation chair write a letter supporting their IRB application.

**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. In addition, it must be a well-written and competent research study consistent with the field's expectations for scholarship. 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 Graduate School requirements, and the candidate is responsible for working with the Graduate School to ensure that the formatting requirements have been met. These requirements are available on the 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

It is expected that the dissertation chair will review preliminary drafts of all chapters of the dissertation, and that dissertation committee members will be provided with initial drafts as well. A full draft of the completed dissertation, to be used for the dissertation defense, must be made available to all dissertation committee members **at least two weeks** before the date of the oral defense of the dissertation. The student is responsible for communicating with her or his dissertation chair and committee members to determine whether additional time for review is necessary.

### Defense of the Dissertation: Final Oral Examination

#### Scheduling

The final defense of the dissertation must take place **at least ten days** before the deadline for submitting dissertations to the Graduate School. The decision to schedule a defense of the dissertation is made in

conjunction with the dissertation chair. The candidate is responsible for scheduling the date, time, and place of the exam and giving that information to the Director of Educational Studies, who informs the coordinator of graduate studies, who notifies the dean of the graduate school at least two weeks before the date of the defense. The defense may be either open or closed to the public, at the discretion of the dissertation committee chair in consultation with the candidate.

## **Content**

The defense evaluates the candidate's ability to discuss critically the substance of the dissertation. The candidate gives a short presentation on his or her doctoral research and comments on the importance of the work.

Committee members ask questions in turn, with the chair of the dissertation committee moderating the discussion and participating when appropriate.

After questioning, the student is asked to leave the room and the committee deliberates about the student's dissertation and defense. The committee can decide on (1) a clear pass with no changes; (2) a pass with minor revisions in which the committee signs the participation sheet with the chair tasked to work with the candidate to ensure that the minor revisions have been successfully made; (3) a pass with major revisions in which there are substantial changes to the dissertation in which the committee may require that it review the changes before they sign the participation sheet; or (4) a clear fail. A clear fail is communicated to the Graduate School with reasons for the decision to fail the candidate. The candidate has the right to access the Graduate School review procedures.

After the committee deliberation, the student is informed whether he or she passed and whether revisions are necessary. The dissertation chair discusses 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 the Signature Page in ink. This original signed page is submitted to the Graduate School as part of the final submission materials. (Note: Signing the Signature Page does not signify that the professor agreed with the majority vote of the committee. Votes of committee members are kept confidential unless required to be revealed through review procedures of the Graduate School.)

If the candidate passes her or his dissertation defense, he or she works with the Graduate School on post dissertation processes. Specific information about dissertation formatting, submission requirements, and deadlines is available on the Graduate School website.

Note that the Graduate School no longer requires bound copies or accepts paper copies for binding. Bound copies are now purchased online at the time of submission. However, Ph.D. students in Education are required to provide a bound copy of the dissertation to the UNH Department of Education for the student dissertation library.

## 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.

#### **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.

#### **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.



## **Professional Development and Travel Grants**

These grants are available both through the UNH Graduate School and through the Department of Education to provide financial support to assist doctoral students presenting papers at professional meetings and conferences. Inquiries on deadlines should be made to the Graduate School.

## **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

Information about graduate student funding opportunities is available on many websites, including:

- <http://www.unh.edu/research/resources-grad-students-post-docs>
- [https://gradschool.unh.edu/grad\\_aid.php](https://gradschool.unh.edu/grad_aid.php)

## **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 a 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>

### **Areas of Inquiry:**

*Leadership and Policy Studies*

<http://cola.unh.edu/education/program/leadership-and-policy-studies-lps>

*Experiential/ Outdoor Education*

<http://cola.unh.edu/education/program/experientialoutdoor-education>

*Children and Youth in Communities*

<http://cola.unh.edu/education/program/children-and-youth-communities>

*Curriculum and Instruction/ Teacher Education*

<http://cola.unh.edu/education/program/curriculum-and-instructionteacher-education>

### **Calendar, academic and events:**

<http://calendar.unh.edu/MasterCalendar.aspx#>

### **Doctoral Dissertation Titles:**

[http://gradschool.unh.edu/pdf/dissertation\\_titles.pdf](http://gradschool.unh.edu/pdf/dissertation_titles.pdf)

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

**Forms:** <http://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/>

**Institutional Review Board:**

<https://www.unh.edu/research/institutional-review-board-protection-human-subjects-research-irb-0> .

**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](http://cola.unh.edu/sites/cola.unh.edu/files/departments/Education/pdf/PhD_Qualifying_Exam_Guide.pdf)

**Registrar:** <http://www.unh.edu/registrar/>

**Student and Academic Services:**

<http://www.unh.edu/vpsas/>

**Tuition and Fees:**

<https://www.unh.edu/business-services/tuitfees>



Department of Education  
Morrill Hall  
62 College Rd  
Durham, NH 03824-3595  
(603) 862-2310  
Fax (603) 862-2174

Email: [education.department@unh.edu](mailto:education.department@unh.edu)

<http://cola.unh.edu/education>

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