Urban Education, Leadership, & Policy Studies
Ed.D. & Ph.D.

2017-2019 Student Handbook
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I. THE URBAN EDUCATION, LEADERSHIP, AND POLICY STUDIES DOCTORAL PROGRAM

Urban Education, Leadership, and Policy Studies Mission Statement
The mission of the Urban Education Program is to develop dedicated, critical and reflective leaders seeking to improve urban education through research and practice. While focusing on urban school issues, Urban Education recognizes the interconnectedness of such issues on a state, national, regional and global scale. Urban Education prepares educational leaders who represent a variety of backgrounds, and support equity and diversity in all its forms, striving to contribute to the public good and a more socially just world. Through the course of their doctoral trajectory and culminating in a dissertation, educational leaders investigate issues of their choice that are relevant to their professional lives as leaders committed to educational change.

Urban Education, Leadership, and Policy Studies Vision Statement
The Ed.D. and Ph.D. in Urban Education, Leadership, and Policy Studies respond to a growing demand to educate highly-trained professionals in K-12 education who, while familiar with the practice of K-12 educational administration, also possess a deep understanding of research methodology and the theoretical foundations underlying K-12 education and leadership practices. Through the course of study toward the Ed.D. or Ph.D., the Urban Education program at the University of Massachusetts - Boston offers a range of knowledge, skills, and experiences to students, enabling them to:

- **engage** with multiple sources of information (e.g. media, policy, research, history, and empirical data) and learn multiple research methods and theories within an area of concentration;
- **conduct** original research on critical problems in K-12 education that relates to their professional practice and contributes to the ongoing academic conversation in their concentration area and in the fields of urban education and leadership;
- **create** new knowledge from research that addresses real world problems, culminating in a dissertation;
- **apply** social justice-oriented frameworks and research-based knowledge to real world academic and practical issues facing K-12 education institutions in order to be change agents in education;
- **advance** their careers as leaders and successfully compete for employment in a wide variety of national and international school-based, agency, and community roles including higher education faculty, state dept of education personnel, community agency/organization educational leaders, policy analysts, and researchers.

II. PROGRAM GOVERNANCE

The Urban Education, Leadership, and Policy Studies Program Committee develops and executes all program policies. The Committee includes members of the College of
III. ADVISING

A. Faculty Advisement Committee

*Years I – II*

Ed.D. and Ph.D. students are admitted together in a single cohort and generally follow an identical core course sequence for the first two years of coursework. During these years, students are assigned academic advisors from the program's core faculty. Students should meet with their academic advisors once per semester to discuss individual academic guidance regarding issues such as course transfers and selection of electives and concentration areas. In exceptional cases where students have extenuating circumstances that alter their trajectory through the program, advising is handled by the Graduate Program Director.

B. Dissertation Advising

*Years III – IV*

Upon entering EDLDRS 891: Dissertation Seminar I, students begin seeking a dissertation Chair who will guide the student through the dissertation proposal, research, writing and defense; although, this may change depending upon the ultimate trajectory of the student’s work. In consultation with the Chair, students also select a 2nd and third reader for the dissertation committee. (For more about the dissertation and the roles of the dissertation advisor and 2nd reader, please see section VII. Dissertation Committee.)

IV. COURSEWORK REQUIREMENTS

A. Elements of the Program of Study

Ed.D. and Ph.D. students share a common learning experience in a rigorous core curriculum that reflects the state-of-the-art in the field of K-12 urban education, leadership and policy studies. All students will develop advanced research skills and discipline-based theoretical knowledge through a set of concentration courses and electives that they customize to meet their individual learning needs.

Coursework for the Urban Education Program begins in the summer and consists of 3 summers and 4 academic years. During the first two summer sessions, students attend two courses (one in the morning, one in the afternoon), Monday through Thursday for three weeks. These courses are typically scheduled for mid-July to early August. During the academic year, for the first two years, students typically attend two evening classes in the spring and fall, and one Integrative Seminar each fall. The Integrative Seminars meet 4 Saturdays out of the semester. In the remaining two years, students enroll in various seminars designed to assist them with designing and conducting their dissertation research. The entire program consists of sixty-five credits of work beyond a Master’s
degree. Students who enter with a Master’s degree in an equivalent discipline may be considered for advanced graduate standing on a case-by-case basis (see section IV-I. Advanced Graduate Standing). Alternatively, if a student is ineligible for advanced standing, the student may transfer up to 6 credits of coursework taken beyond the Master’s level that has not contributed toward the award of any other degree (see section IV-H. Transferring Credits).

**B. Suggested Course Sequence**

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<tr>
<th>Year</th>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>Summer</td>
<td>EDLDRS 701: Leadership Workshop I</td>
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<td>EDLDRS 703: Critical Issues I</td>
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<td>Fall</td>
<td>EDLDRS 750: Education Policy</td>
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<td>EDLDRS 714: Integrative Seminar I</td>
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<td>EDLDRS 730: Historical Roots of Contemporary Urban Schooling</td>
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<td>Spring</td>
<td>EDLDRS 732: Organization and Leadership in Educational Institutions</td>
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<td>Elective (or Core course in Concentration)</td>
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<tr>
<td>II</td>
<td>Summer</td>
<td>EDLDRS 740: Research Methods I (Quantitative)</td>
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<td>EDLDRS 705: Introduction to Inquiry for Educational Leaders</td>
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<td>Fall</td>
<td>Elective (or Core course in Concentration)</td>
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<td>EDLDRS 720: Teaching, Learning, and Curriculum in Urban Contexts</td>
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<td>EDLDRS 715: Integrative Seminar II</td>
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<td></td>
<td>Spring</td>
<td>EDLDRS 741: Research Methods II (Qualitative)</td>
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<td></td>
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<td>Core course in Concentration (or Elective)</td>
<td>3</td>
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<tr>
<td>III</td>
<td>Summer</td>
<td>Elective (or Core course in Concentration)</td>
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<td></td>
<td>Fall</td>
<td>EDLDRS 760: QP Seminar or EDLDRS 734: Scholarly Writing</td>
<td>3</td>
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<td></td>
<td></td>
<td>Core Course in Concentration (or Elective)</td>
<td>3</td>
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<tr>
<td></td>
<td>Spring</td>
<td>EDLDRS 891: Dissertation Seminar I</td>
<td>3</td>
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<td></td>
<td></td>
<td>Advanced Methods</td>
<td>3</td>
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<tr>
<td>IV</td>
<td>Fall</td>
<td>EDLDRS 899: Dissertation Research</td>
<td>4</td>
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<td>EDLDRS 892: Dissertation Seminar II</td>
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<td>Spring</td>
<td>EDLDRS 899: Dissertation Research</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>EDLDRS 893: Dissertation Seminar III</td>
<td>2</td>
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</table>
The Sequence of courses is subject to change by the Urban Education Program Committee. Course sequence may be different for students who enter with Advanced Graduate Standing.

C. Concentration Areas
In the Spring of Year II, students will begin to pursue a concentration in an area of study, which entails taking two courses in their chosen concentration area. The concentration areas will allow Ed.D. and Ph.D. students to specialize in the following areas of expertise, preparing them for the following careers:

1. **Administration and Leadership** is designed for students who aspire to positions in educational administration at the public school, district, state, national levels and who are concerned with issues such as closing learning gaps and raising student achievement, public school policy, creating and sustaining effective leadership, and leading high performance learning organizations.
   
   *Required courses*
   
   a. EDLDRES 748: Evaluation: Theory & Practice
   b. EDLDRES 757: Leadership & Public Engagement

2. **Teaching, Learning, and Leadership** is designed to develop leaders who are interested in affecting change in learning environments for children, youth and adults in urban education settings. Leaders who are interested in pedagogical innovation; curricular trends and policy; psychological and sociological perspectives on cognition and learning; after school, informal, on-line and community based learning; and organizational change from a teaching and learning perspective will likely choose this concentration. TLL will prepare students for careers as teacher leaders, department heads, assistant principals of curriculum and instruction, district wide administrators, out-of-school time directors, curriculum development agencies, curriculum policy researchers and school advocates.
   
   *Required Courses*
   
   a. EDLDRES 753: Cognition & Context: Social, Psychological and Cultural Dynamics of Teaching and Learning
   b. EDLDRES 754: Dialogic Learning Environments & Praxis

3. **Evaluation and Applied Research Measurement** is the study of rigorous methodologies appropriate for educational assessment, instrument development, program evaluation, and data analysis in a wide range of educational settings. The program prepares graduates both to assume leadership roles in assessment and evaluation practice and to pursue careers as college professors teaching measurement and evaluation.
   
   *Required Courses*
   
   a. EDLDRES 743: Instrument Design
b. EDLDRS 748: Evaluation: Theory & Practice

4. *International and Comparative Education* is designed to develop leaders concerned with global urban education issues and the interrelationships between our local and global educational contexts. The ICE concentration will likely appeal to leaders seeking to expand their work to tackle international and transnational problems that relate to urban education. The ICE concentration prepares students considering careers in: academic and research institutions both in the US and internationally; policy-oriented leadership roles in a variety of institutions with educational mandates, including international non-governmental organizations, private foundations and United Nations-affiliated agencies; US K-12 schools working with, for instance, immigrant students, multi-ethnic communities and global citizenship education, and; leadership positions in K-12 schools and Ministries of Education outside the US.

*Required courses*

a. EDLDRS 751: International and Comparative Perspectives on Urban Education

b. EDLDRS 752: Comparative and International Education Policy and Leadership

D. Advanced Research Methods

In the Spring of Year III students take an advanced research methods course alongside Dissertation Seminar I. This aids them in designing the research methods for their dissertation research, which they will articulate in Chapter 3 of the dissertation proposal (DP). Advanced methods courses can be taken in other programs and other universities as long as they are Master’s level or above, are graded (not Pass/Fail), are appropriate for investigating the student’s research topic and question, and provide more in-depth specialization than can be attained through EDLDRS 740 and 741.

E. Administrative Certification Option

Students wishing to pursue administrative licensure as principal, supervisor/director, or administrator of special education must fulfill licensure requirements as indicated on the Massachusetts Department of Elementary & Secondary Education website.

(https://gateway.edu.state.ma.us/elar/licensurehelp/LicenseRequirementsCriteriaPageControl.ser) Included in these requirements are successful completion of the MA-PAL and completion of field experience ( internship/shadowing) with a practicing school administrator. By taking courses in the Educational Administration program, Urban Education Program students can fulfill elective requirements toward the Urban Education doctorate while receiving structured support and guidance toward meeting the requirements for administrative licensure. Courses available for students to take in the educational administration program are listed below. For more information regarding academic licensure and academic pathways towards licensure, students should contact Dr. Jack Leonard, Director of the M.Ed./C.A.G.S. in Educational Administration, at jack.leonard@umb.edu

- ADMG601 Organizational Analysis
• ADMG603 Organizational Change
• ADMG610 Research Design
• ADMG613 Personnel Administration, Supervision and Evaluation
• ADMG621: Curriculum: Theories, Development and Evaluation
• ADMG622: Curriculum: Status, Issues and Trends
• ADMG627 Legal Issues in Education
• ADMG632 Facilities Design and Fiscal Management
• ADMG646 Leadership Development
• ADMG655 Advanced Seminar in Supervision
• ADMG686 Internship I in Educational Administration
• ADMG687 Practicum II in Educational Administration
• ADMG691 Advanced Seminar in Administration
• SPEG633 Legal and Political Issues in Special Education
• APLING623 (spring semester)

F. Integrative Seminars, EDLDRS 714 and 715
During the course of their doctoral work, Urban Education students are required to take two Integrative Seminars. These courses are designed to help students integrate the theoretical ideas they are exposed to in their coursework with their knowledge as urban education practitioners. The seminars are designed as spaces where students frame and reframe the reality of urban schooling into theoretical thinking, scholarly questions, and evidence-based solutions. Each seminar meets four Saturdays during Fall semester by arrangement with the Professor. The scope of the seminars is as follows:

• EDLDRS 714: Integrative Seminar I – As the first seminar, this course encourages students to begin to reflect on the relationships between their doctoral work and their professional work. It is designed to help students integrate their new theoretical knowledge into their field by considering what their doctoral studies mean to them in their professional lives.
• EDLDRS 715: Integrative Seminar II - As students begin to prepare for the Comprehensive Assessment, this course helps students to identify an issue of concern that emerges from the urban educational context. Within issues of focus, students identify one problem where they would like to make a contribution
through their doctoral work. They utilize assigned readings from courses as well as literature acquired through independent research to demonstrate the importance of investigating their chosen topic. They identify and demonstrate the ways in which at least two theories may be used as lenses for analyzing their chosen topic.

G. Electives
Electives provide an opportunity for students to advance their own knowledge in an area related to their practice or their dissertation work and to meet professional needs (e.g., certification). For example, students seeking certification offered by the Educational Administration Program might use their electives to take courses required for administrative certification. Students not seeking certification use elective opportunities to advance their disciplinary knowledge and to further concentrate on an area that is not deeply covered in the program, such as Curriculum Theory, Dispute Resolution, Educational Technology, Critical Thinking, or Public Policy.

In the course of their program, students may use one independent study as an elective, may transfer in one previously taken course (see also Transfer Credit Policy below), may take courses in a concentration area other than that which the student has chosen as his/her concentration, and/or may take a graduate course at another university. These options require prior approval by the Program Director. Students should attend the advisement session offered by the Faculty Advisement Committee each semester to plan a coherent approach to these electives.

H. Transfer Credit Policy
Students may transfer in up to two, previously taken, three credit graduate courses to replace two of the program electives. There is a formal approval process for accepting a previously taken course, which includes review by the Urban Education Program Director of the course syllabus, the student’s transcript, and a student work product from the course. Transfer courses must meet the following requirements:

- Course must be taken at an accredited institution
- Course must be graduate level.
- Grade must be “B” or better. Pass/Sat grades are unacceptable unless it is stated on the official transcript that the Pass/Sat notation is equivalent to “B” or better.
- Course was earned no more than seven (7) years prior to the time at which the student attempts to transfer the credit to Urban Education.
- Course was not used for a previous degree.
- An Official transcript must be provided to the graduate Registrar and to the Urban Education program for processing.
- An appropriate form must be filled out. The forms are available from the program director and the Office of Graduate Studies.
- Urban Education program director must approve the transfer.

**For Urban Education, the maximum amount of previous credits that can be transferred
is six (6). This does not apply to students who are admitted with advanced graduate standing.

I. Advanced Graduate Standing

With a master's degree earned no more than seven years prior to matriculation, students may be eligible for advanced standing awarding them credit hours to be counted toward the degree.

Relevant master's degrees include those received in:
- Educational Administration/Leadership
- Curriculum and Instruction
- Applied Linguistics
- Urban Education
- or similar

If you earned the master's degree more than seven years prior to admission, once admitted, you may petition to the Program Director for a credit reduction but final transfer credit approval rests with the Dean of Graduate Studies.

Urban Education students who are graduates of the University of Massachusetts - Boston M.Ed. or CAGS program in Educational Administration, do not need to re-take courses they have already taken which duplicate Urban Education program courses. See the Program Director for details.

V. PROGRAM BENCHMARKS & RESEARCH REQUIREMENTS

In addition to coursework, students in the Urban Education program must successfully complete 4 major benchmarks:
1. Comprehensive Assessment
2. Qualifying Paper
3. Dissertation Proposal & Hearing
4. Dissertation & Defense

A. Comprehensive Assessment

1) What is the Comprehensive Assessment?

The Comprehensive Assessment is the first doctoral benchmark students encounter leading toward the dissertation. It is an opportunity for students to demonstrate the knowledge they have gained through their coursework and begin applying this to an independent topic of study, which they may choose to pursue in their dissertation research. The Comprehensive Assessment reflects the “What?” and “Why?” of students’ future research. What is the problem? Why is it important to research this problem?

It allows the faculty to assess students’ readiness to undertake a sustained independent course of study by showing students’ ability to:
1. conceptualize and demonstrate the need to conduct research about a specific problem in urban education.
2. make sense of and apply what they have learned in their coursework to the conceptualization of the problem and the rationale for researching the problem,
3. conduct independent research within the literature base (both theoretical and empirical) of a chosen area of study to support the conceptualization of the problem and the rationale for researching the problem,
4. write a clear, logical and coherent scholarly argument suitable for doctoral level work.

As a formative assessment, the Comprehensive Assessment is an opportunity for students to receive feedback from faculty to help them refine and further develop their research topics in preparation for the Qualifying Papers. The paper should be approximately 10-12 pages double spaced, 12 pt font.

Students will be evaluated using the following criteria:
(1) provides little or no evidence; (2) provides some evidence; (3) provides adequate evidence; (4) provides strong evidence.

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<th>Conceptualization</th>
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<tbody>
<tr>
<td>Identifies a problem in urban education</td>
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<tr>
<td>Sets the problem in a wider context of urban education</td>
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<tr>
<td>Demonstrates significance of problem</td>
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<tr>
<td>Provides a logical rationale for researching the problem</td>
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<th>Coursework</th>
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<th>2</th>
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<tbody>
<tr>
<td>Incorporates empirical research literature from coursework</td>
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</tr>
<tr>
<td>Incorporates theoretical research literature from coursework</td>
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<td></td>
</tr>
<tr>
<td>Makes logical connections between course texts and research problem, context, significance, and rationale</td>
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<tr>
<th>Independent Literature</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Incorporates independently gathered empirical research literature</td>
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<tr>
<td>Incorporates independently gathered theoretical literature</td>
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<tr>
<td>Makes logical connections between independent literature and research problem, context, significance, and rationale</td>
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<tr>
<th>Writing</th>
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</table>
Well-organized, easy to follow
Clearly written, free from errors (grammar spelling and typos)
Appropriately paraphrases and quotes from literature
Uses correct APA style citations within the text
References section is complete and accurate, using APA formatting style

2) Deadlines, Support, and Evaluation

> Comprehensive Assessments are due at the start of the Spring semester of students’ second year.

The Integrative Seminar for each Cohort, as it approaches the Comprehensive Assessment deadline, will be geared toward development of the benchmark. Students will also receive support in EDLDRS 720: Teaching, Learning and Curriculum. Comprehensive Assessments will be read and responded to by faculty on the Urban Education Program Committee. Students will receive decisions and written responses to their Comprehensive Assessment within one month after submitting the proposal. Comprehensive Assessment will be evaluated as:

- **Accept** – minor revisions may be suggested but further review by the faculty is not required.
- **Accept with Revisions** – revisions are required and must be submitted to the instructor of EDLDRS 760: Qualifying Paper Seminar prior to the start of the new semester.
- **Revise and Resubmit** – the assessment must be revised and resubmitted to the faculty for further review.
- **Unacceptable** – the student must develop and submit a new assessment to the faculty.

The Program Committee will establish dates for submitting revisions, but generally such revisions should be submitted no later than one month after receiving feedback from the faculty. Under no circumstances should they be submitted later than May 1. Students are expected to work with a faculty member to revise their work or develop a new Comprehensive Assessment. **Students are allowed one opportunity to resubmit the Comprehensive Assessment. In the event that a student’s work receives a second rating of Revise and Resubmit or Unacceptable the faculty will conduct a thorough review of the student’s academic portfolio to determine whether the student is making satisfactory progress toward the degree. If the student’s progress is deemed unsatisfactory, he or she may be academically dismissed from the program.**

B. **Qualifying Paper**
1) What is the Qualifying Paper?

The Qualifying Paper is a document of approximately 50 pages (double-spaced, 12 pt. Times font, 1” margins), which presents a critical literature review of scholarship pertaining to the topic area identified in the Comprehensive Assessment. By submitting the Qualifying Paper, a student is considered to be on the way towards development of a Dissertation Proposal.

The QP should resemble approximately Chapters 1 and 2 of the Dissertation Proposal and should consist of:

• a clear statement and description of the educational problem, question, or issue (including evidence that it is a problem or important question or issue)
• a discussion of the relevant literature, including an indication of the theoretical or conceptual framework that the student will use to analyze the problem, question, or issue in the Dissertation.
• a critical review of the existing literature and where there are gaps
• conclusions about the state of the literature and where/how the student’s future work will contribute to the field

2) What is the Qualifying Paper supposed to do?

The Qualifying Paper is both a process and a product. As a process it engages students in critical thinking about an important educational question or issue; as a product it represents a grounded analysis of that question or issue.

Many students come to the program with high-level skills in important job-related areas such as proposal development, design and description of educational programs, and administrative writing. The demands of academic thinking and writing at the doctoral level, while related, are significantly different. For many students, this paper will be the longest piece of individual, sustained writing they have ever done.

• For students, the Qualifying Paper
  • lets students explore a research topic and its viability prior to their ultimate investment in a dissertation topic
  • helps students hone their analytic skills
  • gives students practice crafting a large piece of research-based writing
  • provides a knowledge base to build on for the dissertation
  • builds students’ confidence as they approach the dissertation
  • raises further questions for the dissertation

• For the program, the Qualifying Paper
  • serves as a way for students to demonstrate their readiness for the dissertation
  • shows faculty where students may need help as they approach the
The research committee of the student’s dissertation begins to clarify which faculty members may wish to work with a particular student on their project.

3) Deadlines, Support and Evaluation

- Qualifying Papers are due on **January** of the student’s **third year**

Development of the Qualifying Paper is supported by **EDLD 760: Qualifying Paper Seminar**, taken in Fall of students’ third year.

The Qualifying Paper will be evaluated as **Accept with Distinction**, **Accept (with comments or revisions)**, **Revise and Resubmit**, or **Unacceptable**. Students whose Qualifying Papers receive evaluations of **Accept with Distinction** and **Accept (with comments or revisions)** may enroll in **EDLD 891: Dissertation Seminar I**.

Those whose Qualifying Papers receive evaluations of **Revise and Resubmit** must revise their papers and resubmit for faculty review prior to the Add/Drop date of the semester. Students whose papers are rated **Unacceptable** must submit a new Qualifying Paper for faculty review prior to the Add/Drop date of the semester. Students whose papers receive **Revise and Resubmit or Unacceptable** will work with their QP advisor towards completing their revisions. If a student’s paper receives a second rating of **Revise and Resubmit or Unacceptable**, he/she will have one more opportunity to resubmit the paper. The deadline will be in August prior to the start of the next fall semester.

Students will be allowed no more than 2 opportunities to revise and resubmit their work. In the event that a student’s work receives a second rating of **Revise and Resubmit or Unacceptable** the faculty will conduct a thorough review of the student’s academic portfolio to determine whether the student is making satisfactory progress toward the degree. Students will be contacted by the faculty to attend a meeting to discuss their progress and possible avenues for moving forward with program support. If a student’s paper is not accepted after the third submission (2nd resubmission), the student will be deemed as not making satisfactory progress toward the degree and will be dismissed from the program.

C. Dissertation Proposal

1) What is the Dissertation Proposal?

The Dissertation Proposal is a paper that makes an argument for a proposed area of Dissertation research. Dissertation proposals are submitted to the student’s dissertation committee for review. It should be similar to the QP in content, but with the addition of research methods. It consists of three chapters (approximately 60-75 pages in total), which include the following:

   I. Introduction

      a. justification and rationale for selecting the topic of research, including necessary background context and potential contributions of the work
b. clear statement of the problem  
c. clear statement of the research purpose  
d. brief overview of the remaining two chapters  

II. Theory and Literature Review  
a. literature review: illustration of the body of research around the topic, including the major themes that emerge within the literature as well as the gaps within the literature.  
b. discussion about the theoretical or conceptual framework that will be used to analyze the problem in the Dissertation  

III. Methodology  
a. justification and rationale for the proposed methodological design  
b. research questions  
c. complete research design.  
d. Timeline for completion of the work  
e. complete list of references written in APA style.  

3) The Dissertation Proposal Hearing  
When the student submits the final Dissertation Proposal for review, the dissertation chair (also called the First Reader) will schedule a date for the dissertation committee and the student to convene for a Dissertation Proposal Hearing. This is an oral defense of the dissertation proposal, after which the committee will decide to Approve, Approve with Reservations, or Not Approve the proposal.  

After the Dissertation Proposal has been Approved, the dissertation chair will submit the necessary paperwork to Graduate Studies and will guide the student in applying for IRB clearance to conduct research with human subjects (see Human Subjects Review below). The IRB proposal is a separate activity from the dissertation proposal; therefore, the dissertation proposal in full should not be submitted to the IRB board. See Human Subjects Review below for details.  

3) Deadlines, Support and Evaluation  

➢ Dissertation Proposals are due no later than March of the student’s fourth year. Students must have a Dissertation Proposal hearing no later than May of the student’s fourth year.  

EDLDRS 891 Dissertation Seminar I, taken in Spring of students’ third year, and EDLDRS 892 Dissertation Seminar II, taken in the Fall of the students’ fourth year support the development of the Dissertation Proposal.  

E. Human Subjects Review (IRB)
1) What is Human Subjects Review/IRB?
The Institutional Review Board (IRB) is a federally mandated administrative body established to protect the rights and welfare of human research participants. **Any research project that involves information obtained from or about human participants must have IRB approval.** Federal regulations prohibit embarking on human participants research **before receiving approval from the IRB.** For detailed information about human subjects review and IRB, please visit: [http://www.umb.edu/orsp/research_committees/irb](http://www.umb.edu/orsp/research_committees/irb)

2) What do I need to do to get ready for IRB approval?
**All students** conducting research with human subjects or using data acquired from human subjects must:

- complete the online CITI training prior to submitting their IRB application. If a student does not complete the CITI training, his/her IRB proposal cannot be approved. For more information or to access the online CITI training please visit [http://www.umb.edu/orsp/research_committees/irb/required_training](http://www.umb.edu/orsp/research_committees/irb/required_training)
- complete and submit a **Human Subjects Approval Application**, including a full narrative description of the research design and plans for involving human participants in the research. **Students should not submit the entire dissertation proposal to the IRB.** The IRB application is a separate document written specifically for this purpose.
- have their IRB proposals signed by both the dissertation advisor and the department chairperson. These signatures indicate that the research design has been approved by the dissertation advisor and by the department, and students are receiving guidance and departmental support. **An IRB application that is missing either of these two signatures will not be reviewed by the IRB.** This will further delay the review process. (Signatures of the entire dissertation committee are not required on the IRB application.)

**Please note:** **The student’s dissertation committee must approve the dissertation proposal (including the complete research design) prior to the student submitting an application for IRB approval.** A student cannot submit to IRB prior to the committee approving the DP because in the event that the dissertation committee does not approve of the research design, the student would have to revise and resubmit to the IRB accordingly. This creates unnecessary work for both the student and the IRB board. In exceptional cases, this rule can be amended at the discretion of the committee chair with the support of the dissertation committee, but this will only occur under the following conditions: a) the committee has indicated that they support the research design as is, **and** b) the research design is time sensitive, meaning that the research will be severely compromised or impossible to conduct if the student waits to submit the IRB proposal after the dissertation proposal has been approved.

3) How long does IRB approval take?
The amount of time it takes to review and approve an application will vary according to the review category the research falls under and the extent to which the IRB requires modifications to the proposal. IRB review takes a minimum of 2 weeks for expedited or exempt review and 5 weeks for full board review. However, it is common for the IRB to request that the applicant make revisions to the original proposal and resubmit it for approval. Therefore, students whose proposals are expedited or exempt should build 4-6 weeks into their research plans to allow for IRB approval. Students submitting full board proposals should build 8-10 weeks into their research plans. You can speed up the review process by submitting revisions in a timely manner.

Any student who plans to conduct research with a population that is considered vulnerable by federal guidelines (i.e., children prisoners, individuals with disabilities, etc.) and that involves more than minimal risk to participants must submit their proposals for full board review. If your application requires full board review, it must be submitted to the IRB on or before the designated full board deadlines. For a list of the submission deadlines and full board review dates, information regarding review categories, and to download the IRB application please visit: http://www.umb.edu/orsp/research_committees/irb

For more information about federal regulations and ethical guidelines, please visit: http://www.umb.edu/orsp/compliance/rcr

4) Where can I find support and guidance?

• Your dissertation research advisor is the best person to assist you in planning your project and describing your methodology and plans for involving human participants in research. Therefore, it is wise to go first to your dissertation advisor for help.

• If you are taking a research methods oriented course or seminar, your professor may request a presentation regarding human subjects protections and IRB review for your class. You should discuss this matter with your instructor and he/she may contact the Office of Research and Sponsored Programs to arrange for a presentation.

• If you have any specific questions about IRB policies and procedures or for assistance completing the IRB application, you may also contact IRB Administrator, Kristen Kenny at kristen.kenny@umb.edu or (617) 287-5374.

E. Dissertation

1) What is the Dissertation?

The Dissertation is designed to demonstrate students’ ability to analyze a problem in urban education extensively and to assess its implications for practice or policy. The problem involves a specific issue or policy, which is of critical concern in urban
education. The problem can be drawn from organizational or administrative practice, theories and practices regarding learning and teaching, historical or cultural issues, or public policy at the state, regional, or national level.

The Dissertation should include 1) a detailed statement of the educational problem; 2) an analytical review of the literature; 3) carefully designed research methods and analysis techniques; 4) systematically presented findings and analysis of findings; and 5) implications and recommendations.

1) Statement of the educational problem
The nature and specificity of the question depends upon the topic to be investigated and the research design, and can range from a specific hypothesis to be confirmed or refuted to an exploration into why a particular condition or result exists to an ethnographic analysis of a specific cultural context and/or phenomenon. The research question or problem is derived from a significant urban education issue, practice, or policy; that is defined as a problem, for example, because 1) it raises concerns in practice or is not well understood; or 2) a policy is perceived by practitioners and/or researchers to be flawed or inadequate. The resolution of the problem must be of significant value and interest to educational practitioners, researchers and/or policy makers.

The definition of the research question or problem should include 1) a comprehensive statement of the broad issue, practice, or policy to be explored; 2) a clear statement of the problem to be addressed within the issue, practice, or policy; 3) a rationale for the problem’s significance, including relevant evidence; and 4) a discussion of the nature of the problem, including how the problem is described by others in the field. It should be defined clearly.

Some guiding questions:
What evidence demonstrates that it is a problem?
Why are you interested in the problem?
Why would practitioners, researchers and/or policy makers be interested in the problem?
Why do you consider it a significant problem?
How do others define the problem?
Why do they define it as they do?
How do you define it?

2) Review of related literature
The student is expected to demonstrate an understanding of appropriate bodies of knowledge and theory that are relevant to the problem. The theories can be taken from the fields of history, education, management, economics, politics, sociology, psychology or other relevant disciplines. The review of related literature should analyze theory and prior research that is directly connected to the problem and not simply summarize a body of literature. It should demonstrate an ability to synthesize and analyze disparate bodies
of knowledge and theories.

Some guiding questions:

What bodies of knowledge and theories are relevant to the problem you have described in the first section?
Does the existing literature identify corroborating and conflicting evidence?
Are there any limitations to the existing literature?
How does the existing literature help you clarify the research problem?
How does your analysis of the literature and identification of any gaps in the literature lead to the logical selection of your theories and methods?

3) Research design

The student should select and justify a general strategy of inquiry (i.e., methodology). The goal of the strategy may be to examine current or past practice, investigate the correlation between two or more factors, explore the causal relationship among variables, or describe or explain a phenomenon. The method of analysis may be historical, qualitative, quantitative, or a combination. The form of analysis should be carefully delineated and justified. For example, if the student is conducting an original survey, s/he must justify both the sample and the protocol used. If the student is carrying out an ethnographic analysis, s/he must justify the situations s/he will be observing. If the student is designing a quasi-experiment or statistical analysis, s/he must describe and justify the variables that will be examined, including how they will be measured. No matter what the methodology, it is important to explain how the research might confirm and disconfirm specific hypotheses or expected results.

Some guiding questions:

What is your research objective?
In what research tradition (paradigm and methodological orientation) is your work situated?
Which is your general strategy of inquiry?
What are your reasons for taking this approach?
What are your research questions and/or hypotheses?
What research methods will you use to gather data?
Why did you choose this particular design?
What is your method of analysis?
What is the form of the analysis?
What ethical implications were there for you to consider?

4) Findings and analysis

Another crucial part of the Dissertation is the discussion of the findings and the analysis of the results. The analysis should include 1) a discussion of the data that were collected; 2) an analysis of the findings; 3) the generalizability of the findings; and 4) the limitations of the findings. The discussion should be thorough and provide sufficient evidence to back up any conclusions reached. It should also take into account and explain any data or past studies that conflict with the results of the analysis.
Some guiding questions:
What data were collected?
What was the sample?
How did you verify the quality of the research?
What are your findings?
What accounts for these findings?
How do the findings relate to what you found in the review of the literature?
What are the limitations of your findings?
What is the significance of your findings?

5) Implications and recommendations
The implications and recommendations should address the issue of how an understanding of the results can be of use to practitioners, researchers and policy makers. If relevant, the student should weigh the efficacy of varied practical solutions. The discussion of solutions should include alternative strategies and changes that would need to take place to implement these solutions. Finally, the researcher should explore the extent to which the research findings might provide insight into related problems.

Some guiding questions:
What inferences do you draw for the problem you investigated? How might you redefine the problem now that you have completed your analysis?
What alternative strategies and changes do you draw from these implications for the issue, practice, or policy that gave rise to the problem?
What conditions might be required for these alternative strategies and changes to take place?
What conditions, including characteristics or important agents, resources, and timetable for implementation, might limit these alternative strategies and changes?
To what extent do the research findings provide insight into related problems?

Recent Urban Education Dissertations include:
McLean, M. (2014). “True, she has the culture you need”: A White teacher in an urban school critically reflects on the hidden, social and academic curriculum.
Chien, T. (2013). Power from the margins: The professional identities of three English as
a Second Language teachers in low incidence districts in MA.

VI. DISSERTATION SEMINARS AND DISSERTATION RESEARCH
Students who have fulfilled all course requirements and successfully completed the Qualifying Paper are eligible to enroll in EDLDRS 891: Dissertation Seminar I and their chosen advanced methods course. In succeeding semesters, students will take Dissertation Seminars II (EDLDRS 892) and III (EDLDRS 893) for two credits each and EDLDRS 899: Dissertation Research for 4 credits each semester. Dissertation Seminar I and II are designed to provide support for the Dissertation Proposal, while Dissertation Seminar III provides support for the research and writing of the Dissertation. Dissertation Research equates to credits earned for the work that students do with their dissertation advisor (dissertation committee chair also known as 1st reader). In total, students must have 8 credits of EDLDRS 899: Dissertation Research.

The seminars are designed to address particular areas of the dissertation while also allowing flexibility based upon the individual topics, progress, and needs of the students in the classes. Broadly conceived, the seminars address the following:
EDLDRS 891: Dissertation Seminar I (3 credits)
In this course, students will refine their topics and continue to develop their literature review and conceptual framework. The focus will be primarily on chapters 1 and 2 of the dissertation proposal with an introduction to chapter 3.
EDLDRS 892: Dissertation Seminar II (2 credits)
The second seminar is designed to help students develop a complete research design and rationale for the dissertation proposal. The focus will be primarily on chapter 3 of the dissertation proposal in addition to preparing students for their dissertation proposal.
EDLDRS 893: Dissertation Seminar III (2 credits)

The final dissertation seminar is designed to guide students in conducting data collection and data analysis for their dissertations.

EDLDRS 899: Dissertation Research (8 credits)

By enrolling in Dissertation Research, students receive course credit for working closely with their dissertation advisor. While students can register for anywhere from 1-6 credits, it is generally advised that students enroll for 4 credits per semester while they are taking their second and third dissertation seminars. This is meant to ensure that students’ seminar work is an augment to the independent work that is guided by the dissertation chair.

VII. THE DISSERTATION COMMITTEE

The student must select no fewer than three and no more than five persons when creating his or her Dissertation Committee. The chair and the second reader must be core or affiliate faculty members in the Doctoral Program in Urban Education, Leadership, and Policy Studies. The Dissertation Chair (also called the first reader) is the student’s primary advisor during the entire dissertation process. This means that the student will work closely with the dissertation chair to a) put together an appropriate dissertation committee, b) put together the dissertation proposal, and c) complete the final dissertation itself. While all committee members vote on the dissertation proposal and the dissertation, and all committee members will provide the student with advice based on their expertise, the dissertation chair will orchestrate the process. Therefore, students should look to their dissertation chair as their first line of defense for asking questions and reading preliminary drafts of their materials. The remainder of the committee members will provide content knowledge and/or theoretical or methodological expertise that will contribute to the conceptual and methodological sophistication of the students’ dissertation research.

One of the members (generally the third reader) of the Dissertation Committee must be an external member (also called the Dean’s Representative). The external member may be faculty from another program at UMB or be employed outside the institution. The external member should not have taught a course in which the student was enrolled or have had a prior close academic relationship with the doctoral student. The external member must also hold a terminal degree (doctorate, law degree, etc.) and have experience or knowledge that would make that person qualified to be a contributing member of the Dissertation Committee. The external member may serve as a working member of the Committee from its inception, or may participate only at the latter stages and defense. In either case, the external member is a voting member of the Committee and must sign the Dissertation.
VIII. THE DISSERTATION DEFENSE

All members of the Dissertation Committee must tentatively approve a Dissertation and agree that it is time for an examination to occur before a final defense can be scheduled. Several weeks prior to the defense, the University of Massachusetts community must be publicly informed of the defense. The candidate, the Committee, and any other interested parties attend the defense. (The defense is open to the public.) Upon the completion of the defense, the Dissertation Committee meets privately to evaluate the Dissertation. The candidate can pass the final oral examination (defense) only with the unanimous approval of all members of the Committee.
IX. STAGES OF THE DISSERTATION PROCESS

The student’s progress toward the Dissertation is recorded in the Dissertation Tracking Form. The following chart outlines the five tracking stages of the Dissertation process, including the approvals required in order to move from one stage to the next.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Requirement</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Notification of Candidacy</td>
<td>Completed all courses. Qualifying Paper accepted. Stage 1 form filled out by program.</td>
<td>GPD; Graduate Dean</td>
</tr>
<tr>
<td>II. Notification of Proposed Dissertation Committee</td>
<td>Selected all members of committee including 3rd reader (Dean’s representative) from outside the program. Stage 2 form filled out by student and submitted to director.</td>
<td>GPD; Graduate Dean</td>
</tr>
<tr>
<td>III. Notification of Proposal Acceptance</td>
<td>Dissertation committee approves dissertation proposal. Stage 2 form filled out by Dissertation Chair and submitted to director.</td>
<td>Dissertation Committee; GPD; Graduate Dean</td>
</tr>
<tr>
<td>IV. Notification of Intent to Defend Dissertation</td>
<td>Dissertation committee agrees it is time to set up a defense date. Stage 4 form filled out by Dissertation Chair and submitted to director.</td>
<td>Dissertation Advisor; GPD; Graduate Dean</td>
</tr>
</tbody>
</table>
V. Results of Dissertation Defense

Dissertation committee notifies Graduate Dean about the results of the defense. (Stage 5 form filled out by Dissertation Chair and submitted to director. Signatory page signed by committee, director and department chair.) Student submits dissertation for review of form by Graduate Studies by stated deadline.

| V. Results of Dissertation Defense | Dissertation committee notifies Graduate Dean about the results of the defense. (Stage 5 form filled out by Dissertation Chair and submitted to director. Signatory page signed by committee, director and department chair.) Student submits dissertation for review of form by Graduate Studies by stated deadline. | Dissertation Committee; GPD; Department Chair; Graduate Dean |

X. DISSERTATION TRACKING FORMS

**Dissertation Tracking Forms**

The student’s progress on the dissertation is logged on the dissertation tracking forms, which must be initialed by the dissertation advisor and committee at key points. The forms are reproduced below.
Dissertation Tracking Form

Graduate Program Directors should complete and forward the appropriate portion of this form to the Office of Graduate Studies at each stage of the dissertation process. Signed copies will be returned when notification of each stage is received and approved, if required, by the Dean of Graduate Studies.

Stage 1 - Notification of Candidacy

Submit when a student has passed the preliminary or comprehensive examination and is ready to begin working on a dissertation proposal.

Graduate Program:

Student's Name:

Student Number:

Date of Admission to program (m/d/y): Admission to Candidacy:

Major Advisor:

Approved by Graduate Program Director________________________Date__________

(signature)

Received by Dean of Graduate Studies__________________________Date___________

(signature)
Dissertation Tracking Form

Student Name and ID:

Stage 2 - Notification of Proposed Dissertation Committee:

Submit for approval by the Dean of Graduate Studies. This must be done prior to the committee's approval of a student's dissertation proposal.

Proposed Dissertation Committee. If a committee member is external to the university, please attach a cv and indicate their relationship to the candidate. If you would like to nominate a member outside your program to be the Dean's representative*, please indicate with and X in the appropriate column. The Dean's initials will indicate approval of your nomination.

<table>
<thead>
<tr>
<th>Proposed Committee</th>
<th>Dept/Affiliation</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dean, OGS</td>
</tr>
</tbody>
</table>

Chair:

Member:

Member:

Approved by Graduate Program Director

Date:

Approved by Dean of Graduate Studies

Date:

*According to the Graduate Catalog each dissertation committee must have one external member designated by the Dean for Graduate Studies as the Dean's representative. At the option of the program, the Dean's representative may serve as a working member from the inception of the committee, or may participate only at the time of the defense. In either case, the Dean’s representative is a voting member of the committee and must sign the dissertation.
Dissertation Tracking Form

Student Name and ID:

Stage 3 - Notification of Proposal Acceptance

Title of Accepted Dissertation Proposal:

Dissertation Committee and their vote on the proposal. ("A" = approve, "AR" = approve with reservations, or "N" - do not approve)

<table>
<thead>
<tr>
<th>Dissertation Committee</th>
<th>Dept/Affiliation</th>
<th>Proposal Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Member:

Approved by Graduate Program Director: ________________________________

Date: ________________________________

Received by the Dean of Graduate Studies: ________________________________

Date: ________________________________
Dissertation Tracking Form

Student's Name and ID:

Stage 4 - Notification of Intent to Defend Dissertation

Proposed Date of Dissertation Defense:

Final Dissertation Title:

A student's readiness to defend a dissertation must be approved by all parties listed below, and adequate time must be allowed for review of the dissertation by the Dean of Graduate Studies or a representative. Notice of the defense shall appear in the "Mass Media" and "The University Reporter".

Final Dissertation Committee

Chair:
Member:
Member:
Member:

Date of Dissertation Defense (if different from above):

Approved by Dissertation Committee Major Advisor (for the Committee)

__________________________________________________________Date

Signature

Approved by Graduate Program Director

__________________________________________________________Date

Signature

Received by the Dean of Graduate Studies

__________________________________________________________Date

Signature
Dissertation Tracking Form

Student's Name and ID:

Stage 5 - Results of Dissertation Defense

*Report on the results of the dissertation defense, include the committee's vote.*

Date of Dissertation Defense:

Action by the Committee: Approve Disapprove

<table>
<thead>
<tr>
<th>Dissertation Committee</th>
<th>Dept/Affiliation</th>
<th>Vote</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Graduate Program Director

___________________________Date________________

Signature

Received by the Dean of Graduate Studies

___________________________Date________________

Signature
XI. AWARDS AND ASSISTANTSHIPS

A. Department Alumni Award

In the late 1990s, a group of doctoral graduates from the Department of Leadership in Education at University of Massachusetts - Boston established an endowed fund that would provide dissertation support to future students in the Higher Education and Urban Education, Leadership & Policy Studies (formerly Leadership in Urban Schools) Doctoral Programs. Doctoral students whose dissertation proposals have been accepted by their committees (stage three in the dissertation process) are eligible to apply. Students are eligible to receive only one Alumni Award during their program of study; thus, previous recipients of the Alumni Award are not eligible to apply. The call for proposals is typically announced each year in December. The number of awards made and the amount of the award varies by year, but typically, 2-4 awards of up to $1000 each are made per year.

B. Graduate Assistantships

The Urban Education program has a limited number of Graduate Assistant (GA) positions available to support students in the program. These are typically research assistantships working under the guidance of faculty members. Students can apply for GA positions by contacting the program director and letting him/her know they are interested. The program director will provide the names of interested students to the faculty members who will consider students’ academic standing, research interests and employment experience to determine fit for the open position. In addition to positions within the program, there may also be positions available in other departments around the University. For more information about GA positions, please visit the University website: https://www.umb.edu/academics/graduate/info_for_graduate_students/faqs/graduate_assistantships_faqs

C. Book Award

Each year, the program faculty will select one graduating student to receive the Book Award at convocation. Faculty take into consideration academic excellence, citizenship within the program, impact of the dissertation research, and the student’s commitment to social justice in and through urban education.

XII. ACADEMIC STANDING, STATUTE OF LIMITATIONS, ACADEMIC WITHDRAWAL, STUDENT CODE OF CONDUCT, ACADEMIC HONESTY, AND ACADEMIC DISMISSAL

A. Required Grade Point Average

According to University policy, students must maintain a cumulative grade point average of 3.0 in order to receive their degree. A student who finishes two semesters, consecutive
or otherwise, with a GPA of 2.8 or below is subject to dismissal from the program.

B. Graduate Grading Policy
The instructor of a class has full responsibility for grading and is the best judge of student performance; however, there may be instances in which a graduate student believes that an unfair grade has been assigned. In such cases, the student should discuss the grade with the instructor. Following this discussion, the student should submit a written request to the graduate program director asking for a meeting with the faculty member to discuss a fuller explanation of the grade and/or reconsideration of the grade. Although the graduate program director serves as mediator in this meeting, the faculty member is the final authority for any grading decision.

C. Incomplete Work
According to University of Massachusetts - Boston Academic Regulations described on the website of the Office of the Registrar, “The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. If your record is such that you would fail the course regardless of your missing work, you will fail.” The instructor of the specific course determines the requirements for removing a grade of Incomplete (I) from the student’s record. The requirements must be approved by the Program Director and provided to the student in writing.

Normally, all Incomplete grades must be resolved within six weeks of the end of the course. Failure to remove a grade of Incomplete after one year will result in a grade of F for the course. It is the student’s responsibility to ensure that the final requirements are met and the grade has been changed. Students with incomplete work in more than one course may be suspended from the program. They may not be permitted to register for either second- or third-year courses until all incomplete work from prior years has been made up.

D. Academic Withdrawal and Leave of Absence
A student who desires a leave of absence from the program must write a letter to the Program Director stating the reason for the request. The director brings the request to the Program Committee, which will vote on whether to approve the leave of absence. The Program Director will then forward the approved requests to the Associate Dean of Graduate Studies, who must approve all leave requests.

A student who desires to withdraw from the program must submit a letter of intent to the Program Director. The student is strongly encouraged to have an advising session with the Director before starting the withdrawal process. The student must also complete the required forms available from the Office of Graduate Admissions. The effective date of withdrawal from the University is that on which all forms are completed, signed, and returned to the Office of Graduate Admissions and the Graduate Registrar. Failure to
complete a withdrawal form will result in the recording of the grade F (failure) for all courses at the end of the term. Students who withdraw from the program may not reenter the program without reapplying as a new student. If a student reenters the program, he/she will be held to the course requirements and academic regulations of the program in place at the time of re-matriculation.

E. Registration After Coursework is Completed
Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If in any semester, for any reason, the student does not register for course, thesis or dissertation credits, he/she may maintain continuous registration by registering for the program fee (CAS 600).

F. Full Time Status and Financial Aid
If a student enrolls in fewer than 6 credits or if he/she is registered only for program fee, he/she will no longer be considered a full time student according to the Registrar and Financial Aid office. If the student has received student loans, the student loans may go out of deferment, requiring the student to begin repaying loans. In the event that this occurs, the student can request a letter from the program indicating to the Registrar that he/she is working at full-time capacity on the dissertation. This will allow the loans to remain deferred until the student completes the degree. Full-time status must be updated in this manner every semester that a student is registered for fewer than 6 credits.

G. Statute of Limitations
1) Statute of Limitations Policy
Earning a doctoral degree signifies mastery of one’s chosen discipline. Rather than being merely a collection of courses, a doctoral degree requires intense commitment to scholarship within a specific period of time. Such focus and coherence is lost if the degree is not completed within in a reasonable time period. The Leadership in Urban Schools Doctoral Program requires that students take no longer than seven (7) years to complete their coursework and develop and successfully defend their dissertation. In exceptional cases, the Graduate Dean may grant an extension of the time limit. The student must submit a request to the Program Director with a letter of explanation accompanied by a detailed schedule for completion. If the Program Director approves of the extension and schedule for completion, he/she will submit the request to the Graduate Dean.

2) Implementation of Statute of Limitations
The Graduate Registrar will identify and contact students who are over the time limit and within a year of the time limit for their program. Students over the time limit should contact the Program Director and submit a written plan that proposes the completion of their plan within two years (see above). Their Director and the Graduate Dean must approve that plan. All students who have exceeded the limit and not submitted a plan will be notified that their enrollment as a graduate student has been discontinued.
H. Academic Probation

A student is placed on probation when the Program Director or department chair requests such action. A memorandum explaining the reason(s) for the recommendation along with the recommended criteria which the student must meet before the status is removed is forwarded to the Dean of Graduate Studies and placed into the student’s file. Probation can be removed only by the Dean of Graduate Studies and only upon the recommendation of the Program Director or department chair. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

I. Student Code of Conduct and Academic Dishonesty

Students are expected to familiarize themselves with and adhere to the University of Massachusetts Student Code of Conduct (accessible at https://www.umb.edu/life_on_campus/policies/community/code). Given the writing intensive nature of doctoral work, students should pay particular attention to the University’s Academic Honesty policies and come to know what the University defines as Academic Honesty Violations (for more information visit) https://www.umb.edu/life_on_campus/policies/community/code/academic_honesty_violations

According to Section XII of the Student Code of Conduct, the University defines violations to include, but not be limited to, the following:

1. Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one’s own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
5. Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
6. Obtaining answers to examination questions from another person with or without that person’s knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
7. Submitting as one’s own an examination taken by another person; or taking an examination in another person’s place.
8. Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.

9. Failing to adhere to professional standards or ethics of a discipline and/ or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.

10. Interfering with an instructor’s ability to evaluate accurately a student’s competence or performance; misleading any person in connection with one’s academic work.

Disciplinary action will be taken against any student found to have committed an Academic Honesty Violation. This may include academic probation, suspension of dismissal.

J. Academic Dismissal

In order to maintain enrollment in the program, students must remain in good academic standing (GPA of 3.0 or higher) and must be making reasonable and satisfactory progress toward the degree as evidenced by the successful completion of the qualifying stages of the program within the time limits for the degree.

Accommodations: Section 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations to each professor within a reasonable time period, preferable by the end of the Drop/Add period.

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog and relevant program student handbook(s).
Urban Education, Leadership, and Policy Studies Core Faculty
Dr. Wenfan Yan
Dr. Patricia Krueger-Henney
Dr. Francine Menashy
Dr. Zeena Zakharia
Dr. Abiola Farinde-Wu

Urban Education, Leadership, and Policy Studies Affiliate Faculty
Dr. Jay Dee
Dr. Tara Parker
Dr. John Saltmarsh
Dr. Katalin Szelenyi
Dr. Ray Franke
Dr. Denise Patmon
Dr. Patricia Paugh
Dr. Lisa Gonsalves