Ph.D. Program in Education

A Program of the University of Rhode Island & Rhode Island College

Program Handbook

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The Ph.D in Education Handbook sets forth policies and regulations as approved by the Graduate Council of the University of Rhode Island and Administrative Committee of the URI/RIC Ph.D. in Education program. All candidates for doctoral degrees in the URI/RIC Ph.D. in Education program are governed by terms in the appropriate edition of this Handbook and the University of Rhode Island Graduate School Manual. The policies and guidelines set forth in this handbook are subject to changes in the Graduate School Manual at any time as those changes become available.

Any member of the graduate faculty or any graduate student may petition the URI Graduate School and the Administrative Committee of the URI/RIC Ph.D. in Education program concerning exceptions to the provisions of this manual. Petitions requesting exceptions to or appeals from the provisions of this Handbook shall be addressed to the Dean of the URI Graduate School and the Co-Directors of the Ph.D. in Education program, who will, in turn, notify the Administrative Committee of the URI/RIC doctoral program.

Only the Graduate Council, or, in discretionary cases, only the Dean of the Graduate School in conjunction with the Administrative Committee of the URI/RIC Ph.D. in Education program may alter or grant exceptions to the provisions of this Handbook. In particular, the provisions regarding admissions to graduate study, advanced standing, transfer credit, and approval and amendment of programs of study all explicitly require the approval of the Dean of the URI Graduate School and the Dean of the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College.

DOCTORAL STUDY

Work for a doctoral degree involves notably more responsibility and independence on the part of the student than work for the bachelor's or master's degrees. The primary objectives of doctoral study are the development of sound scholarship and a degree of specialization that will lead to an advancement of knowledge that prepares students for intellectual leadership. Our doctoral students are expected to read deeply, engage in research, and, ultimately, to communicate their scholarship through academic conversation and publication. Most of this work is done outside of course hours.

In pursuing doctoral study, all students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research, and writing of papers and dissertations. Where any form of research, development, or related activity involves human participants, including the use of questionnaires and existing databases, the policy and procedures of the Institutional Review Board (IRB) on the campus of the student's major professor must be followed. Policies, procedures, and forms for human participant review are available through the committee (or online) on the home campus of the student's major professor. Each student must contact the URI or RIC IRB to access the latest guidelines, as these may change slightly from year to year.

Completing a doctoral program also requires academic talent, strong analysis skills, scholarly integrity, and writing competence as well as the investment of a great deal of time and effort. These attributes are developed through thought, reflection, and diligence and under the mentorship of faculty. Each student is responsible for the timely completion of all degree requirements. This includes the completion of a satisfactory

Program of Study, the Program's coursework, required examinations, the dissertation proposal, and the dissertation.

1.1　History and Mission

The Ph.D. in Education Program began in 1995 as a collaborative effort between Rhode Island College (RIC) and the University of Rhode Island (URI). Start-up funding came from a generous grant by the Feinstein Foundation, which has provided extensive support for programs to enhance Rhode Islands public and private schools, colleges, and universities. In recognition of the Foundation's central role in launching the Ph.D. in Education program, its doctoral students are sometimes referred to as Feinstein Fellows.

Drawing on the resources of two strong institutions, this collaborative program has been designed with the following mission, vision, and outcomes:

Mission: The URI/RIC Ph.D. in Education program is an inclusive program for individuals who seek to advance their research knowledge and skills for the purpose of creating and supporting positive change in diverse educational settings.

Vision: To create and sustain a lively, inquiry-oriented culture that supports educational researchers and practitioners in critical and transformational dialogue, coursework, and research.

Outcomes: Graduates of our program will be prepared to integrate three essential roles:

- **Analytical Thinkers** who can assess current practices and their historical roots, and who are guided by the history of American education, but not confined by it.
- **Expert Collaborators** who can work with others to design and implement innovative programs
- **Engaged Scholars** who can rigorously evaluate new educational curriculum programs, and practices

1.2　Student Dispositions

Expectations about the dispositions of doctoral students are woven into the Program's three-part sequence of outcomes; namely, that students will be 1) analytical thinkers, 2) engaged scholars, and 3) expert collaborators able to thoughtfully contribute to public discourse and policy. More specifically, candidates will:

1. Engage in self-reflection on previous experiences to refine personal beliefs and professional practices.
2. Welcome constructive feedback and engage in opportunities for personal and professional growth.
3. Value and affirm the knowledge, perspectives, and lived experiences of people from diverse backgrounds.
4. Support and advocate for the full access and participation of all groups and work toward equity and inclusion inside and outside formal coursework.
5. Interact effectively and ethically with learners, colleagues, and the public.
6. Demonstrate commitment to examining philosophical, social, economic, and political underpinnings of educational policies and practices.

7. Demonstrate commitment to the field and profession.

1.3   Student Cohorts

To capitalize on the strengths of active professionals, the Program provides a cohort structure based on groups of students who travel through the Program together. Some individuals work in schools from pre-kindergarten through higher education (as teachers, administrators, psychologists, guidance counselors, speech-language-hearing specialists, or student services personnel). Others work in settings that focus on teacher preparation, educational policy, or research, and others still come from countries outside of the United States.

Some doctoral students follow a part-time cohort structure and move through the same sequence of required courses during Years One through Three. Part-time students complete 6-7 credit hours in most fall and spring terms and some summer terms. This part-time class schedule enables students to maintain their current positions and relate their ongoing experience to their coursework.

Other students pursue full-time study, which includes coursework and a 20-hour per week graduate assistantship. Full-time doctoral students are connected with students across two cohorts and move through the sequence of required courses at a faster pace, typically completing 9-12 credit hours in most fall, spring, and summer terms during Years One and Two. Part-time and full-time cohort structures provide a growing community of fellow-scholars who support each other's efforts and contribute substantially to each other's growth.

1.4   Graduate Assistantships

In exchange for an annual stipend and tuition waiver, graduate assistants support professors involved in ongoing research projects and/or support their academic department by teaching undergraduate courses. Successfully participating in academic and applied research projects—and teaching courses—allows aspiring graduates to build professional skills and develop their academic reputations which can assist with future academic or professional ambitions. There are usually two primary assistantships, Graduate Teaching Assistantships (GTA) and Graduate Research Assistantships (GRA).

Graduate Teaching Assistantships: In this role, students assist and support academic staff, faculty members, or other professional staff members in the delivery of teaching or teaching-related duties to students in a variety of learning environments. In addition to teaching one (1) course per semester, graduate teaching assistants may also collect research data, conduct data analyses, and even direct teams of undergraduate research assistants. GTAs typically

- *Teach courses.* The central responsibility of GTAs is to perform teaching and teaching related duties, such as course preparation, co-teaching, being a classroom assistant or teaching lab assistant, preparing and giving examinations,

grading examinations or papers, developing online materials, or other roles directly related to classroom instruction.

- *Supervise students.* GTAs may also provide supervision and technical support to pre-service teachers engaging in required field experiences or undergraduate students working on research projects.

- *Mentor/tutor students.* GTAs provide students with guidance and technical support on course materials and/or study skills and refer them to appropriate additional support if needed.

- *Prepare reports.* GTAs may assist in the collection and analysis of assessment and other program data for review by an academic team.

- *Support faculty research efforts.* GTAs may support professors involved in ongoing research projects by helping to collect research data, conduct data analyses, and even direct teams of undergraduate research assistants.

Graduate Research Assistantships: In this role, students assist and support faculty members pursuing particular research agendas and/or provide analytical and research support to educational organizations (e.g., school districts, state education agencies) relevant to their needs. GRAs typically

- *Gather Research Data*: The central responsibility of a GRA is gathering data related to their projects.

- *Maintain Databases*: Many GRAs also maintain project databases throughout the research process. In some cases, this can require familiarity with one or more programming languages or subject-specific database programs.

- *Analyze Findings*: Data analysis is also central to this role. GRAs may use both qualitative and quantitative methods to analyze data, and some may use advanced data modeling technologies.

- *Prepare Reports and Paperwork*: Throughout the research process, GRAs prepare reports related to their activities and findings. Generally, graduate research assistants provide these reports to the professor or researcher in charge of the project, who may request further information or more detailed analyses.

Information on applying for graduate assistantships can be found at URI's Graduate Assistantships page.

1.5   Structure of The Program

The Doctoral Program is composed of four major components:

Scholarly Knowledge. Course seminars and other experiences designed to provide broad scholarly preparation in two core areas: Philosophic and Societal Issues in Education (Core 1) and Learning, Teaching, and Policy Issues in Education (Core 2). The scholarly knowledge component leads to a foundational understanding of historical and contemporary issues, practices, and policies that can be used to create and support positive change in diverse educational settings. The students' work in the core seminars contributes to their preparation for the comprehensive examination, particularly Questions 1 and 3.

Research Expertise. Courses and other experiences that contribute to the acquisition of research expertise. This component leads to students becoming competent researchers and scholars and cuts across four areas of applied research expertise: 1) scholarly reading and writing practices; 2) research design, 3) quantitative and qualitative methods and data analysis; and 4) dissertation research seminar. Research expertise is gained through working with course instructors and the major professor and doctoral committee. Starting in the second semester of Year Two, biweekly seminars combine members from different cohorts to provide a forum for students to share and discuss their evolving research ideas, questions, and methodologies. Seminar expectations are customized to meet the developmental needs of students at various points in the program en route to the Dissertation while also sharpening the research tools of other members of the seminar. The student's work in research courses and experiences contributes to their preparation of Question 2 for the comprehensive examination and their subsequent Dissertation research.

Area of Specialization. The Specialization Area consists of a minimum of four advanced courses and typically aligns with the student's dissertation topic. The Area of Specialization should guide conversations with the student's major professor about which electives should be taken to build a coherent Program of Study.

Electives may be selected from courses at URI or RIC, and they usually align with one or more of three specialization areas including:

- *The Teaching, Learning and Development in PreK-12 Contexts* strand examines innovative, critical, and culturally responsive practices and policies that support the development of educators and learners while promoting equity, access, and excellence in a range of formal and informal educational settings. Students will develop the knowledge and skills to employ both qualitative and quantitative research methods to build theories, design practices, and/or inform policies that strengthen learning and teaching across the disciplines. Graduates are prepared to assume roles as university faculty, researchers, and educational leaders.
- *The Adult Learning, Professional Development, and Higher Education* strand examines theories and best practices that support adult learning and development at the individual, community, organizational and policy levels. Students will develop the knowledge and skills to employ both qualitative and quantitative research methods in order to study social processes, equitable practices, and educational policies that strengthen the teaching and learning of adults. Graduates are prepared to assume roles as educational leaders who develop, facilitate, and manage programs for those in the military, health care, literacy, workforce, and higher education contexts.
- *The Education Policy, Analysis, and Evaluation strand* examines the social,

historical, and economic foundations of education policy as well as the critical problems affecting education in formal and informal settings. Students will develop the knowledge and skills to employ quantitative and qualitative research methods with the goal of promoting equity and excellence across different contexts. Graduates are prepared to apply their acquired knowledge and abilities in a variety of academic, legislative, or non-profit professional settings at the state, national, and international levels.

At least one of the four elective courses must focus on advanced research methodologies and a second course should focus on core knowledge within this specialization area. Students discuss with their major professor appropriate options for the other two elective courses in this area. The Specialization Area will lead to the student's development of scholarly expertise in one or more particular bodies of work that contribute to preparation of both the comprehensive examination and the dissertation.

Apprenticeship and Mentoring in Pursuit of Dissertation. Apprenticeship and mentoring with a major professor and doctoral committee as well as other faculty members who work with the student inside and outside of formal course experiences. Work in this component supports the development of a Specialization Area and includes coursework and other experiences connected to the dissertation research experience as well as possible experiences in graduate assistantships, publication opportunities, and/or research conferences. This component culminates in the doctoral dissertation.

2 Degree Requirements and Forms

2.1 Doctoral Degree Requirements
Doctoral students are expected to complete several substantive milestones:

- The Program of Study, in which students outline a coherent plan for coursework and research activities
- At least 88 credits of coursework, for which up to 30 credits may be transferred as part of a master's degree
- A comprehensive exam, which assess students' insights gained in their specialization area related to their dissertation topic as well as their other courses, consisting of a written examination and an oral examination
- A dissertation proposal, in which students outline clearly and appropriately designed research projects in advance of their dissertations
- An oral defense of the dissertation proposal
- A written dissertation, which embodies the results of an original investigation and comprehensive study of a clearly defined problem and making a contribution to the field's literature
- An oral defense of the dissertation

2.2   Time Limit

The degree must be completed within seven years of the date that the candidate first enrolled in the program. The time limit for a degree program may be extended by a

Leave of Absence (which suspends the time limit for the duration of the approved leave) or by the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI for legitimate reasons (such as military service or serious illness). This request requires the endorsement of the student's major professor and Program Co-Directors on the Application for Leave of Absence form. The URI Graduate School calendar presents deadlines for submitting this form.

2.3   Required Forms

The Program requires the completion of various forms at the appropriate times. Completed forms, with all required signatures, are submitted to the URI Graduate School. The table below lists each form, its purpose and time of required completion, and any special procedures for its completion.

Forms for the Ph.D. in Education Program differ from the URI's generic doctoral program forms. Students in the URI/RIC Ph.D. in Education Program must use the Program-specific forms listed below and found online at the Ph.D. in Education website at https://web.uri.edu/education/academics/ph-d/forms/

A number of these forms have the option of obtaining electronic signatures by all students, faculty and administrators as indicated. This provision enables students to complete and submit forms in a timely manner without unnecessary travel between campuses to obtain signatures.

Student proposals are received by the Institutional Review Board (IRB) on the major professor's home campus.

Form	Purpose	Time for Completion
Program of Study	Student declares plan to Graduate School.	By end of Year One; revise as needed; must be accurate before Comprehensive Examinations and Dissertation Proposal
Annual Status Report	Student meets with Initial Advisor or major professor at the end of each academic year to assess the student's progress in the Program.	Annually by June 1st
Identification of Dissertation Committee	Student notifies Co-Directors of their major professor and other members of the doctoral committee	Usually Year Two or Three
Request to Schedule Written Comprehensive Examination for the Ph.D. Program	Major professor informs Co-Directors, who acknowledge student's eligibility to take the Written Examination	After meeting eligibility requirements and no more than 12 months after the last course on the Final Program of Study. Must submit *before* taking exam.

Form	Purpose	Time for Completion
Results of Written Comprehensive Examination	The major professor reports results of Written Examination (and ask permission of the Co-Directors) to schedule Oral Examination if Written Examination is passed	After Written Examination is graded, and, if passed, at least 10 days in advance of the Oral Examination
Results of Oral Comprehensive Examination	Major professor reports results of Oral Examination to URI Graduate School	Upon completion of Oral Examination
Petition for Changes in Dissertation Committee	Student requests change in committee, if necessary	Whenever change is necessary
Dissertation Proposal Approval Sheet	Doctoral committee and IRB at URI or RIC, approve proposal	After proposal is successfully defended, any required changes are made, and it is subsequently approved by the IRB before any data can be collected.
Nomination for Graduation	Student, with the acknowledgment of the Co-Directors, informs URI Graduate School of intention to graduate.	Early in the semester of anticipated graduation (check URI Graduate School Deadlines)
Set-up Sheet for Defense of Dissertation	Major professor and student tell URI Graduate School the Dissertation Defense time/place/date and propose the additional member who will Chair the Defense Committee	At least 15 calendar days prior to the requested defense date.
Oral Examination in Defense of Dissertation	Committee Chair reports results	Upon completion of Oral Dissertation Defense Examination
Application for Leave of Absence	Student requests permission to not enroll in courses in a certain semester	Prior to or early in the semester of anticipated leave (check URI Graduate School Deadlines)

2.4   Scholastic Standing

2.4.1   Acceptable Grades

Graduate work will be evaluated by letter grades, with only grades of B- (2.67) or better carrying graduate credit for courses below the 500-level. A graduate student who does not achieve this minimum grade must either retake the course and earn a B- or better, or take in its place a course approved by the major professor or program committee.

In courses numbered 500 or above, grades of C (2.0) or better shall be credited toward the degree. Any such course in the Program of Study in which a student receives a grade lower than C shall be retaken or replaced by a course approved by the major professor

and the Program Committee and by the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI. If a student receives a grade of D, F, or U, that student's status will be reviewed immediately by the Dean of the Graduate School in consultation with appropriate faculty members in the department.

2.4.2   Acceptable Average

To qualify for continuation in degree candidate status, and for graduation, a grade point average of B (3.00) in all work taken is required, except for courses specified for no program credit (e.g., EDC 555).

If a student does not maintain a B (3.00) average or above, her/ his status will be reviewed immediately by the Program Co-Directors in consultation with the Program Committee. Such review may result in the student being placed on provisional status, being suspended, or dismissed. Students who are permitted to continue on provisional status must achieve a cumulative average of B (3.00) or better in graduate level coursework during the next semester (or within nine credits if part-time students). Students failing to achieve the necessary B (3.00) average will be subject to suspension or dismissal.

Any course in which a student earns a failing grade (a grade of C- or lower for 500-600-level courses, a grade of C+ or lower for 400-level courses) cannot be used for program credit, unless it is retaken. If the course is retaken and a satisfactory grade achieved, it may then be used to satisfy degree requirements. In all cases any failing grade must be included in the grade point average and appear on the transcript.

2.4.3   S and U Grades

Certain courses do not lend themselves to precise grading (e.g., EDP 641 and EDP 699). For these courses, only a satisfactory (S) or unsatisfactory (U) shall be awarded. Grades of S or U are not included in calculating grade point averages.

2.4.4   Grades of Incomplete

A report of incomplete (I) shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or for some other reason, which in the opinion of the instructor, justifies such a report. Instructors must accompany such reports with a written explanation to the program Co-Directors. To remove the "incomplete," the student must make satisfactory arrangements with the instructor, or in her/ his absence, with the program Co-Directors.

If an incomplete is not removed within one calendar year of receipt the student loses the right to make up the work and the "incomplete" remains on the permanent record. If circumstances warrant, the instructor may, with the knowledge of the Co-Directors and Dean of the FSEHD at RIC and the Dean of the Graduate School at URI, extend the time limit up to three years, or, if the instructor is absent, the Co-Directors may extend the time limit in which the incomplete work must be made up.

2.4.5   Audit

Audited credits will under no circumstances be counted for credit toward an advanced

degree.

2.5   Dismissal

A student who does not maintain good scholastic standing is subject to dismissal from the Program. A student may be dismissed for failure to satisfy stipulations imposed at the time of admission to the program. If a student has been admitted and matriculated in a graduate degree program, is not on an approved Leave of Absence, and has not made progress in coursework in twelve consecutive months, then the student is subject to dismissal. If a student has failed to satisfy program requirements in a timely fashion according to established policies or has exceeded the seven-year time limit for completing all degree requirements, then that student may be dismissed. A student who has been dismissed for scholastic reasons usually must wait at least one year before being eligible to re-apply to the program.

A student in good scholastic standing is also subject to dismissal from the Program for falsification of application materials. Satisfactory progress in a program also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program; failure to maintain these standards may result in dismissal from the Program. A student may be dismissed for a serious infraction of College and University standards and policies. This circumstance would include, but not be limited to, such infractions as intent to plagiarize, cheating on papers, tests or exams, and purposeful falsification of data or experimental results, knowingly presenting false data in journals, publications or at conferences, malicious destruction of equipment, or making false claims about credentials or progress. A student who has been dismissed for non-scholastic reasons is not eligible to re-enroll or to re-apply to the Graduate programs at either campus.

2.6   Appeal

Appeals of admissions decisions are made directly to the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI who signed the admission/rejection letters. The Deans have the final word in appeals of admissions decisions.

Dismissals for academic reasons may be appealed to a Standing Committee established as needed for the Ph.D. in Education Program. The Standing Committee includes one graduate student from each campus (not students in the Ph.D. in Education Program) and seven members of the graduate faculties (three from one campus, four from the other campus, with the campus of the fourth member alternating each year), who are not members of the Ph.D. in Education Program Faculty. This Committee will have the final word on dismissal decisions.

3 Program of Study and Coursework

3.1   Statistics Prerequisite

All students must demonstrate competency in basic statistical methods by passing a competency examination with a score of at least 80% or successfully completing EDC 555 (or an alternative course taken prior to the beginning of formal coursework and approved by the program Co-Directors). Students who satisfy neither of these

requirements must take an introductory statistics course in the fall semester of Year One. Failure to do so will prevent students from enrolling in the spring semester of Year One. EDC 555 is typically taken the summer prior to the student's initial fall semester.

3.2   The Program of Study

The purpose of the Program of Study is to ensure that students, at an early stage in their doctoral study, organize coherent plans for their course work and research activities. The successful completion of the Program of Study, along with related readings and research experiences, should produce the high-level of competence required of doctoral students.

All doctoral students are required to prepare a Program of Study with consultation from the major professor and doctoral committee. Students must submit a Program of Study as soon as is practicable, but no later than the end of the third semester of their enrollment as full-time students or by the end of the fourth semester of enrollment as a part-time student. All planned courses (including electives) should be included on the Program of Study, even if the courses have not yet been taken. Students must also have named and had approved all four members of their dissertation committee before submitting their Program of Study.

After the Program of Study is approved by the major professor, doctoral committee, and Co-Directors, it is submitted for approval to the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI. The Program of Study must be completed and submitted to the URI Graduate School prior to taking the Comprehensive Examination.

The Program of Study requires a minimum of 88 credit hours beyond the baccalaureate degree. For students with a master's degree in the same or closely related area, up to 30 credits may be transferred from another accredited institution. Courses taken more than seven years prior to the date of first registration in the student's current doctoral program at URI cannot be transferred. In special circumstances, a waiver of this time limit may be approved by the Dean of the Graduate School if recommended by the student's major professor, Graduate Program Director, and URI faculty with expertise in the area.

3.3   Changes in Program of Study

After a Program of Study has been approved, changes can be made by submitting a new Program of Study for approval to the Dean of the Graduate School, signed by the student, the major professor, all members of the doctoral committee, the Program Co-Directors, and the Dean of the FSEHD at RIC. Such a change is appropriate if the student, major professor, and doctoral committee agree that it is in the student's best interest and will better enable the student to complete the dissertation.

3.4   Doctoral Coursework

All doctoral coursework must be on the 500- or 600-level. Programs of Study may include additional required background courses at the 400-level or below in the No Program Credit section. Courses at the 400-level cannot be included in calculating the cumulative average required for graduation (3.0 or higher); however, the 400-level course must be repeated or replaced unless a grade of B (3.00) or better is received.

3.5   Required Courses

Students will engage with their peers across one or more cohorts when taking the following required courses designed to address key program components:

Component	Coursework
Developing Scholarly Knowledge 5 courses 14 credits	Philosophical and Societal Perspectives of Education **EDP 610** Core Seminar 1: Issues and Problems in Educational Inquiry and Foundations (3 cr.) **EDP 622** Community Service Learning (2 cr.) Learning, Leadership, and Policy Issues in Education **EDP 620** Core Seminar II: Issues and Problems in Human Development, Learning and Teaching (3 cr.) **EDP 630** Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis [Part 1] (3 cr.) **EDP 631** Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis [Part 2] (3 cr.)
Developing Research Expertise 6 courses 20 credits	Scholarly Reading and Writing Practices **EDP 600** Academic Reading & Writing for Doctoral Studies (3 cr.) **EDP 601** First Year ProSeminar for Ph.D. in Education (3 cr.) Research Design and Methods **EDP 612** Qualitative Research Methods in Education (3 cr.) **EDP 613** Introduction to Quantitative Research (4 cr. w/lab) **EDP 623** Research Design (3 cr.) **EDP 641** Doctoral Dissertation Research Seminar (4 cr., 1 credit for four semesters)
Area of Specialization At least 4 courses 12 credits	**One advanced methods course** (3 credits) applicable to dissertation topic and approved by major professor **One core specialization area course** (3 credits) approved by major professor and Program Co-Directors; see Section 2.3 for more details **Two elective courses** (6 credits); applicable to dissertation topic and approved by major professor
Apprenticeship and Mentoring 12 credits	**EDP 699** Doctoral Dissertation Research (12 credits) plus major professor mentorship connected to EDP 641 coursework
Total 58 credits	(plus 30 credits from Master's degree)

3.6   List of Courses

EDC 555: Quantitative Thinking and Applications for Educational Data
This course satisfies the Program's statistics requirement. Basic logic and techniques of quantitative data-analysis. Foundations of receptive and expressive literacy, in anticipation of conducting applied research in educational settings. (3 credits)

EDP 600: Academic Reading & Writing for Doctoral Studies
Students develop and practice academic reading, writing, and thinking skills involved in professional practices of educational research and publishing communities. Course emphasizes scholarly identity and writing cogent literature reviews. (3 credits)

EDP 601: First Year Pro-Seminar for Ph.D. in Education
Students are introduced to educational research paradigms and related areas of program

faculty expertise. Course focuses on engaging in academic conversations and multiple ways to address research problems in education. (3 credits)

EDP 610: Core Seminar 1: Issues and Problems in Educational Inquiry and Foundations
Examination of issues and problems related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings. (3 credits)

EDP 612: Qualitative Research Methods in Education
Qualitative methods of education research including: terminology, historical development, assumptions, and models of inquiry. (3 credits)

EDP 613: Introduction to Quantitative Research
Quantitative analysis of research data is examined. Applications of the general linear model to a variety of research designs (i.e., ANOVA, regression) are emphasized. Course includes a computer lab. (4 credits) Pre: EDP 610, 611, 623, and a course in introductory statistics, or permission of instructor.

EDP 620: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching
Issues and problems related to human development, curricula, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness. (3 credits) Pre: EDP 610, 611, 623

EDP 622: Community Service Learning
Focusing on the school, students examine theory and immerse themselves in problems related to community service, service learning, and advocacy. (2 credits)

EDP 623: Research Design
Students develop problem statements, research questions, hypotheses, and literature reviews, and identify appropriate methodology (i.e., qualitative, quantitative, mixed methods). Course considers philosophical worldviews, theory use, and research ethics. (3 credits)

EDP 630: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis [Part 1]
Issues and problems related to applications of organizational theory, leadership theory, and policy analysis are studied. Core seminar examines cases related to district, state, and/or regional educational offices and agencies. (3 credits)

EDP 631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis [Part 2]
Issues and problems concerning educational applications of organizational theory, and policy analysis are presented as they relate to district, statewide, and/ or regional educational offices and agencies. (3 credits each)

EDP 641: Doctoral Dissertation Research Seminar
Bi-weekly forums explore second, third, and fourth year students' research questions and empirical designs. Discussion and feedback refine their research plans, enhancing the methodological perspectives and tools of all participants. (1 credit each semester for four semesters; beginning Spring semester Year 2 and ending Fall semester Year 4)

EDP 699: Doctoral Dissertation Research
Under the direction of the major professor, the student conducts a major research project and writes the dissertation. Must be taken for a minimum of twelve credits total.

3.7 Specialization Courses

Specialization courses, or electives, enable students to pursue individualized research interests associated with their dissertation research topic. A minimum of 12 credits of specialization courses must appear on the Program of Study. For students beginning their coursework in Fall 2020 or later, the sequence of specialization courses must include at least one advanced research methods course (3 credits) beyond the required coursework in EDP 612, EDP 613, and EDP 623 as well as a core course linked to one or more of three specialized areas:

- Teaching, Learning and Development in PreK-12 Contexts
- Adult Learning, Professional Development, and Higher Education
- Education Policy, Analysis, and Evaluation

Together, the specialization courses will lead to the students' development of a specific area of scholarly expertise and knowledge of advanced research methods that address the Dissertation methodology. Students must seek approval from the major professor in advance of registering for specialization courses.

Students may take an Independent Study or Directed Readings to satisfy some of their specialization course work (with approval from the Program Co-Directors). See Appendix A for more information on registering for an Independent Study.

URI/RIC Ph.D. in Education –Sequence of Courses

Year	Fall	Spring	Summer
			• EDC 555 (or waiver by exam)
Year 1	Part Time: 6 credits • EDP 600 Academic Reading and Writing • EDP 601 First Year Pro-Seminar Full Time: 8 credits • EDP 600 Academic Reading and Writing • EDP 601 First Year Pro-Seminar • EDP 622 Service Learning	Part Time: 6 credits • EDP 610 Educational Inquiry • EDP 630 Educational Policy Full Time: 9 credits • EDP 610 Educational Inquiry • EDP 630 Educational Policy • ELECTIVE	Part Time: 3 credits + • EDP 612 Introduction to Qualitative Research • Elective possible (see below) Full Time: 3 credits + • EDP 612 Introduction to Qualitative Research • Suggested Elective = Core strand course OR Advanced Methods Course (This will rotate and be offered every other year)
Year 2	Part Time: 5 credits • EDP 623 Research Design • EDP 622 Service Learning Full Time: 9 credits • EDP 623 Research Design • EDP 631 • ELECTIVE	Part Time: 7 credits • EDP 620 • EDP 613 • EDP 641 (1 credit) Full Time: 10 credits • EDP 620 • EDP 613 • EDP 641 • ELECTIVE	**Part Time:** Elective(s) possible (see below) **Part Time & Full Time:** Suggested Elective(s) = Core strand course OR Advanced Methods Course (These will rotate and be offered every other year)
Year 3	Part Time: 4+ credits • EDP 631 • EDP 641 (1 credit) • Elective(s) possible Full Time: 1+ credits • EDP 641 – 1 credit • *EDP 699 credits?	All Students: 2+ credits • EDP 641 (1 credit) • EDP 699 credit (1-3) • Electives possible	Elective(s) possible

Year 4 and Beyond	EDP 641 – 1 credit *EDP 699 credits	*EDP 699 credits	

Notes. ***EDP 699:** 12 credits are required; **Electives:** 12 (or more credits) required; **Total program credits:** 58 Ph.D credits + 30 M.A. credits = 88 (or more)

[2] For students entering the program in 2020 or later, these specialization courses must include one advanced course(s) in research methods that address the Dissertation topic. The schedule above indicates a variety of times that such courses might be taken toward the 12-hour total required for the Specialization Area. These potential times, of course, total far more than 12 hours.

[3] EDP 641 is a one-credit course taken four times (spring semester Year 2 through fall semester Year 4). A Satisfactory/Unsatisfactory graded course, it provides a forum for initially identifying individuals' areas of interest and inquiry, exploring them, formulating potential research questions, and considering useful research strategies, en route to the dissertation.

4   Faculty, Major Professors, Committees, and Comprehensive Examinations

4.1   The Co-Directors

The Program is coordinated by two Co-Directors, one from RIC and one from the URI. Correspondence regarding program policies, procedures, registration, student progress in the program, etc., should be emailed to both Co-Directors.

4.2   Student Advisory Committee

Students are represented by a Student Advisory Committee in order to provide a formal venue to voice concerns, ask questions, and make suggestions related to the Program. Each cohort is asked to select one or two representatives. Although the Co-Directors are available to talk with students individually, the committee meets several times during the year to gather questions and feedback from all students in the program. Meetings are scheduled to accommodate representatives' schedules. Often, this committee helps organize student social activities and sometimes helps to plan some of the Program's annual events (e.g., Fall or Spring Colloquium). The committee also meets once a year as a group with the Co-Directors.

4.3   Administrative Committee

The Administrative Committee is composed of the Co-Directors and members of the administration on both campuses who are responsible for oversight of Education and Graduate Programs, including the Dean of the FSEHD at RIC, the Dean or Associate Dean of the URI Graduate School, the Dean of the URI College of Education and Professional Studies, and the Director of the URI School of Education. This committee sets and interprets Program Policy. Additionally, the Administrative Committee reviews and acts upon the Co-Directors' recommendations for student dismissal from the Program.

4.4   Program Committee

This committee of 6-8 professors (the two Co-Directors plus 2 or 3 program faculty from each campus) is responsible for administering the Ph.D. Program in Education. The Committee deals with matters of recruitment and admissions, curriculum, program evaluation, student progress, and Program policies and procedures.

4.5   Program Faculty

The Program Faculty consists of approximately 20 members of the graduate faculty from each campus. Only the members of the Program Faculty are eligible to serve as major professors. These individuals are selected because of their active involvement in research, their history of scholarly publication, their experience in educational settings, and their interest in mentoring doctoral students. Program Faculty may also serve as dissertation committee members.

4.6   Graduate Faculty

Graduate Faculty consists of any URI or RIC faculty member outside of the Program Faculty. A complete listing of the Graduate Faculty at each campus is included in current course catalogs. Professors on the Graduate Faculty may serve as members, but not chairs, of doctoral committees.

4.7   The Major Professor

The major professor is the single most important influence on the student's education and is the student's overall academic adviser. The major professor helps the student choose courses, define and focus on a research topic for the dissertation, and supervises the research and writing of the proposal and dissertation. The major professor has overall responsibility for monitoring the student's progress and has primary responsibilities for ensuring that the Programs of Study, the results of the Written and Oral Comprehensive Examination, the dissertation proposal, and other appropriate documents are timely submitted when required. These documents are included on the forms page of the Ph.D. in Education website.

Each incoming student is assigned an initial major professor who shares the student's research interests, field of specialization, and/or professional experience. Students may request a particular major professor at or soon after Orientation in May. Students should consult regularly with their major professor and complete the Annual Progress Report form by June of each year in the program. If a student selects a major professor other than the initial advisor, the student must notify the advisor and Co-Directors and request that his/her file be forwarded to the major professor.

As soon as the student is prepared to do so (usually by the middle of Year Two), s/he will select as the major professor any member of the Program faculty qualified and willing to serve in that capacity; the major professor selected may be the same as the student's initial adviser. Students are required to notify the Co-Directors of the name of their major professor in the case of a change.

4.8   Responsibilities of the Major Professor

The major professor serves as the chairperson of the student's doctoral committee and

helps the student select three (or more) additional members of the doctoral committee. The major professor has the responsibility for guiding the student in designing and carrying out the Program of Study and, in consultation with other members of the doctoral committee, making sure that the student meets all requirements.

The major professor supervises the candidate's progress, including the Annual Status Report, coursework, independent studies, research, preparation of the dissertation proposal and the dissertation itself, and required examinations. The major professor, along with the other members of the doctoral committee, prepares and evaluates the Written Comprehensive Examination and chairs the oral portion of the Comprehensive Examination.

The major professor is responsible for notifying the student and the Dean of the Graduate School of the results of the written and oral portions of the Comprehensive Exam. If a second examination is recommended by the Comprehensive Examination Committee and approved by the Graduate School, the major professor is responsible for supervising the student's completion of any additional requirements specified before the second examination is to be taken. The major professor is also responsible for ensuring that the re-examination is taken within the required time limits, and for arranging with the student, the doctoral committee, and Dean of the Graduate School for scheduling of the examination.

The major professor arranges with the candidate, the doctoral committee, the program Co-Directors, the Dean of the FSEHD at RIC, and the Graduate School at URI for submission of the dissertation proposal and the completed dissertation, the scheduling of the proposal defense and dissertation defense, and, finally, assists the student in making any changes in the proposal or dissertation as stipulated by the doctoral committee or the dissertation defense committee.

If a second dissertation defense is recommended and approved, the major professor is responsible for supervising the student's completion of any additional requirements specified before the second defense is to be taken, for ensuring that it is taken within the required time limits, and for arranging with the candidate, the doctoral committee, and the URI Graduate School for scheduling the defense.

4.9 Student's Doctoral Program Committee

The student's doctoral program committee supervises a his or her Program of Study from the time the major professor and other members are selected and until the dissertation is defended. Additional (or different) members are added for the oral comprehensive examination and for the dissertation defense, but the doctoral program committee has the primary responsibility throughout the student's education and should be selected to provide the best possible academic support for the student.
The doctoral program committee is composed of the major professor as chairperson and three (or more) additional members of the Graduate Faculty, with the committee being composed of at least two members from each RIC and URI. The student, in consultation with the major professor, selects members of this committee and reports the establishment of their doctoral program committee on the Naming the Dissertation Committee form. A doctoral program committee is officially established when this form is approved by the Dean of the URI Graduate School. The final Program of Study must also be signed by all committee members before submission to the Dean of FSEHD at

RIC and the Dean or Associate Dean of the Graduate School at URI.

4.10   Responsibilities of the Student's Doctoral Program Committee

The student's doctoral program committee is responsible for helping to plan and approve the candidate's Program of Study. It is also responsible for developing, evaluating, and approving the written comprehensive exam, dissertation proposal, the dissertation research, and the dissertation. The doctoral committee must ensure that the Program of Study represents the student's individual needs, satisfies degree requirements, prepares the student for taking the comprehensive examinations, and assists the planning of the dissertation research.

The student's doctoral program committee has the responsibility to develop, conduct, and evaluate the written comprehensive examination and it is a major component of the larger oral comprehensive committee and takes part in the oral comprehensive examination. The questions on these examinations are tailored to a student's specialization area and evolving dissertation topic, and also connect substantially to key concepts developed in the core seminars and research methods courses.

The doctoral program committee provides overall guidance in developing a Dissertation Proposal that is well-defined and can be completed with the facilities and faculty available, in a reasonable length of time, that adheres to expectations for high-quality writing, and which will satisfy College and University policy concerning human participants.

The doctoral program committee assists with the general procedure of writing the dissertation so that it meets all requirements in content and form, and certifies that the dissertation is ready for the oral defense prior to scheduling the defense with the URI Graduate School. The doctoral committee is thus a major component of the dissertation defense committee, and, as such, participates in the oral defense of the dissertation, and in ensuring that all stipulated changes are made in the final copies of the dissertation.

4.11   Changes to the Doctoral Program Committee

Committee membership, including the major professor, may be changed when doing so is in the student's best interest. A student may change her/his major professor with the approval of the program Co-Directors and the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI. In this event, the Co-Directors are responsible for notifying the original major professor of the change. The form requesting a change in a student's doctoral program committee is titled the Petition for Changes in the Dissertation Committee.

A change in major professor will automatically dissolve the committee; it will be reconstituted in consultation with the new major professor and the student. A change in the committee members other than the major professor may be made with the concurrence of the student, the major professor, the Co-Directors, the Dean of the FSEHD at RIC, and the Dean of the Graduate School at URI.

4.12   Doctoral Program Committee Summer Responsibilities

Students are discouraged from holding milestones during the summer months. Some

faculty members choose to teach courses and/or meet with students over the summer months (between mid-May and late August) but this is not required. In the past, faculty members have felt pressured by students needing to meet personal deadlines. This jeopardizes the quality of other work our faculty members commit to in the summer outside of teaching and advising.

Faculty are not typically contracted to work in the summer. Because a student needs to be registered for at least one EDP 699 credit to complete a milestone, budgeting issues may arise when faculty need to be compensated for additional credits in the summer.

Administrative assistants are not required to work in the summer during their designated vacation time. Students who need forms and signatures processed in the summer should expect to work around staff and faculty summer schedules.

When IRB or fall data collection is an issue, students should be encouraged to take comprehensive exams in February or March and defend their dissertation proposal in April or early May. This timeline should be planned well ahead of time to avoid confusion.

We are hoping that major professors, instructors, and committee members will respect and uphold these policies as a professional courtesy to our colleagues and clearly communicate these expectations to students who believe they are being treated unfairly when we are not able to accommodate their personal timelines.

4.13   Written and Oral Comprehensive Examination Committees Overview

The written comprehensive examination is prepared and administered by the student's doctoral program committee. The oral comprehensive examination is given by a larger committee composed of the doctoral program committee and one additional member of the Graduate Faculty appointed by the Dean of the Graduate School, suggested by the major professor in consultation with the student; *this member cannot belong to the Program Faculty or the Education faculties at RIC or URI with either a primary or joint appointment.* Outside members must belong to the Graduate Faculty at RIC or URI.

The Oral Comprehensive Examination Committee is responsible for conducting the two-hour oral comprehensive examination after the candidate has passed the written comprehensive examination and reported the results to the Co-Directors on the [Results of Written Comprehensive Exams Form](#) and the major professor has received permission from the Dean of the Graduate School to hold the oral examination. The date of the examination is normally within four weeks of the successful completion of the written examination. In giving the examination, the committee has the responsibility of evaluating the candidate's knowledge and insight gained in his or her specialization area as well as the core courses and research courses. They determine whether the student is qualified to perform the independent scholarly research required to complete the requirements of a doctoral degree. A unanimous vote of all members of the committee is required for passing.

If a second examination is necessary and approved, a new date must be scheduled, in consultation with the members of the committee. After receipt of oral feedback immediately after committee deliberation on the first examination, a second exam may be taken only after a minimum of two weeks has passed to allow for additional student

preparation. In all cases, a second examination must take place before one year has elapsed.

4.14 The Written and Oral Comprehensive Exam Committee Responsibilities and the Written and Oral Comprehensive Exams

4.14.1 Preparing for Written Comprehensive Exams

Each doctoral student shall take comprehensive exams at or near, but no later than, twelve months after completion of the courses stipulated in the Program of Study. The major professor will arrange the time and the place the examination is to be given in consultation with the student. In accordance with Program procedures, permission must be requested, in advance, to schedule the written portion of the Ph.D. Comprehensive Examination using the appropriate form.

Between one and two months prior to issuing the written comprehensive exam, the major professor should schedule a two-hour group meeting with the student and all four of the student's doctoral program committee members to share his/her research interests and allow committee members to meet each other. At the end of the first hour, the student is excused, and committee members discuss drafts of written exam questions.

The major professor is ultimately responsible for crafting these questions with feedback from other committee members. The Program Co-Directors can share examples of well-crafted questions with students and faculty as models for format and content; some of these can be found in Appendix B.

Committee members and students should be clear that the comprehensive exams have a different purpose than the dissertation proposal defense, and questions should be crafted with this difference in mind. Questions will address concepts, theory, methodology, and policy addressed in coursework, while also asking students to contextualize aspects of each in relation to their research interests. The major professor should be familiar with the content of all three questions to make sure they fit together well.

At least one week before the scheduled date, the committee signs and submits the Request to Schedule Written Comprehensive Examination form to the Co-Directors to notify them when the written exam will take place. As of 2020, the URI Graduate School no longer needs to be notified that the written comprehensive examination will be held.

4.14.2 Administering and Scoring Written Comprehensive Exams

Once the doctoral program committee and the Co-Directors have approved the starting date of the written exams, the major professor emails all three comprehensive exam questions and a copy of the scoring rubric to the student at the same time. Students have up to seven (7) full days from the start date/time to submit their responses to all three questions to their major professor. Responses to each question should include the question prompt and be no longer than 17 double-spaced pages each (not including references or question prompt).

4.14.3 Substance of Written Comprehensive Exams

Each student responds to three questions that have been created by the doctoral program committee. The questions assess insights gained in their specialization area related to their dissertation topic as well as the core seminars and research courses. Questions are in three specified categories:

a. A critical overview of a major area of educational inquiry and its conceptual and theoretical framework;
b. A detailed methodological design that addresses a particular empirical question and includes rationales for the methodological choices;
c. A critical review of the purpose and impact of a specific program of educational improvement, reform, or policy.

Students write their answers to the three questions over the course of seven (7) days on a take-home basis, independently and without any consultation, on an honor system. The major professor and doctoral program committee arrange the specific schedule within these common time limitations.

Once each answer is completed in the one-week time frame, the student submits the answer to the major professor. Students are not allowed to retrieve or revise answers even if time remains until the deadline. Also, until all responses are submitted, students are not allowed to discuss the Examination with anyone else.

Two readers are assigned to read and score each exam question. The major professor is responsible for reading and scoring responses to all three questions. Typically, each additional committee member is assigned to read and score at least one question. In cases of a split decision, a third reader (another committee member or an outside reader, chosen by the major professor) determines "pass" or "fail" on that question. Committee members should be given 7-10 days to read and score their assigned question(s) and submit their scores back to the major professor. A third reader may need an additional 4-5 days to read and score a question.

Each reader provides written feedback to the student and the major professor using a rubric scoring system. This rubric asks readers to provide both a quantitative total score and comments about the quality of candidates' responses related to the knowledge expectations for that question. The rubric is designed to communicate consistent expectations across review committees. All committee members must agree that the written exam reflects high-quality writing prior to the oral defense, so that the oral defense focuses primarily on the content of the students' responses rather than on grammatical or organizational issues.

The student will normally be notified in writing of the results of a written examination within two weeks (exclusive of vacation periods) after completing the examination.

A student who fails one or more questions on the written examination may be allowed one re-examination in the part or parts failed if recommended by the doctoral program committee and approved by the Dean of the Graduate School at URI; the standards for length and format of the original answers also apply to the revised answers. In this case, the Results of Written Comprehensive Exam form is still submitted, indicating which questions passed and which questions failed. The major professor and doctoral program committee will decide whether to use the same question(s) or a revised question(s) for the written re-examination of the failed question(s). Only the failed question(s) need to

be retaken.

If a re-examination is recommended, the examining committee must provide the student with written instructions (copied and sent to the Dean of the Graduate School) for remedying the deficiencies identified in the first examination. Any special conditions that the student will be expected to fulfill in preparation for a second examination must accompany the recommendation to allow a re-examination. The second examination may be taken only after a minimum of two weeks has passed to allow for additional student preparation, and, in all cases, a second examination must be passed before one year has elapsed.

No more than one re-examination will ever be allowed. If the second examination is failed, the student is no longer eligible to complete the degree program in which they are enrolled.

Once the student has passed the written examination, the results must be reported to the URI Graduate School on the Results of Written Comprehensive Examination form which includes a Request to Schedule the Ph.D Oral Comprehensive Examination, signed by the Co-Directors. This must be done at least 10 working days in advance to the Dean of the URI Graduate School, who will formally schedule the exam.

The Co-Directors promptly report the results of the written examination to the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI on the form described above.

4.14.4 Sole Authorship of Written Examination Answers

In preparing answers to the written examination questions, students are permitted (and encouraged) to consult books, journals, and other sources of published information (with appropriate citation and, in the case of verbatim excerpts, enclosing them in quotation marks). They are also allowed to refer to their own notes and papers from courses that they have taken. However, students, may not, in any cases, consult with other students, with colleagues, with instructors, or with anyone else in any fashion. The Comprehensive Examination is meant as a completely individual assessment. Accordingly, students operate under a strict "Honor System" prohibiting them from either receiving or providing assistance.

Students are required to submit a signed statement with their Exam Answers, attesting to their sole authorship and adherence to the allotted time limit for answering the three questions.

4.14.5 Preparing for/Reporting Results of Oral Comprehensive Exams

Once the student has passed the written exam in all three areas, results must be reported to the Graduate School on the Results of Written Comprehensive Exam form that also includes a request to schedule the Ph.D Oral Comprehensive Exam. This form should be submitted to the Graduate School at least ten (10) working days before the scheduled date of the oral exam, which normally occurs within four weeks after the written exam.

This examination, usually two hours long, is conducted by the oral comprehensive examination committee; students should use feedback from the written exam to help

prepare. The major professor is responsible for arranging the time and place of the examination in consultation with the student and all potential members of the oral examination committee and shall act as chairperson. The student and the major professor are responsible for providing to the outside member and all members of the doctoral program committee—at least 10 working days in advance of the oral examination—copies of the three written comprehensive questions, the answers, and the readers' feedback.

The outside faculty member on the oral comprehensive exam committee needs to attend the exam. Although it is not required, the outside faculty member may choose to ask questions and/or provide feedback to the student before, during and/or after the oral defense. The major professor should inform students of this process and remind students to be open to questions from individuals outside the committee.

The expected format of the oral exam is for physical attendance of all oral comprehensive examination committee members and the student; however, modifications of this format can be considered prior to the beginning of the exam. The location of the oral comprehensive examination must be agreed upon by unanimous consent at the time when the oral exam is scheduled, whether that location be virtual, physical, or hybrid in form. The student and/or any members of the committee may be present physically or virtually. The full oral examination committee must be present for the duration of the oral exam, including the discussion of the results and final vote.

At the discretion of the major professor, an oral exam may be open to other faculty members as non-voting observers. Faculty observers can ask questions if recognized by the major professor. At any time during the exam, however, the major professor can clear the room of all faculty observers. Non-faculty may not attend an oral exam.

The student will be notified orally of the results of the examination as soon as the committee has completed its deliberations. Unanimous approval by all members of the oral examining committee is required for passing.

The major professor is responsible for promptly notifying the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI of the results of the examination on the Results of Oral Comprehensive Examination form, signed by all members of the examining committee and by the Program's Co-Directors and acknowledged by the Graduate Program Director or department chair. Major professors are also expected to complete the Google Form sent by Program Co-Directors with scores from all committee members on all three comprehensive examination questions. This information is used as part of the Program's assessment report submitted to URI.

Students who fail the oral examination may be permitted a single re-examination, at least two weeks after the oral examination, when recommended by the examining committee and approved by the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI. In all cases, a second examination must take place before one year has elapsed. Failure on the re-examination results in dismissal from the Program (see Section 4.12 above about scheduling exams during the summer).

4.14.6 Time Limit for Comprehensive Examinations

The results of the written and oral comprehensive exams will remain valid for five years from the time the examinations are taken.

4.15   Dissertation Proposal Defense Committee

The student's doctoral program committee (composed of 4 or more members; 2 from URI and 2 from RIC) also serves as the Dissertation Proposal Defense Committee. This committee reviews the written dissertation proposal and conducts the oral examination in defense of the dissertation proposal. The major professor is the chair of the dissertation proposal oral defense meeting. Approval of all members of the committee is required for passing the written and oral defense of the dissertation proposal.

The Dissertation Proposal Defense Committee is responsible for determining that the dissertation proposal meets all requirements specified by the URI Graduate School and that the student can explain and defend the work proposed. The Dissertation Proposal Defense Committee must also determine if the candidate is in command of the particular area of research required for the dissertation and has adequate knowledge in closely related areas, as well as a high level of writing ability to prepare an organized and cohesive dissertation that is free of errors.

4.16   Responsibilities of the Dissertation Proposal Defense Committee

4.16.1 Preparing for the Dissertation Proposal Defense

The major professor is responsible for ensuring that the quality of the candidate's written proposal is "defensible" before it is shared with committee members; that is, the written proposal should be acceptable and meet the formatting guidelines (see Section 5.1) outlined by the URI Graduate School and the candidate should be prepared to orally defend his/her high-quality written work. (See Appendix C for more details about the meaning of defensible).

The major professor should discourage students from sharing early working drafts with committee members. Instead, the major professor should work with the student until the major professor agrees the written work is of defensible quality. An exception can be made if a student needs to consult with a committee member who has expertise with specific content or methods. Students are also encouraged to seek support from the Graduate Writing Center to ensure the final dissertation proposal shared with committee members is clear, well-written, and free of spelling and grammatical errors.

4.16.2 Scheduling the Dissertation Proposal Oral Defense

To help with scheduling, a tentative proposal defense date, agreed upon by all committee members can be set ahead of time. See Section 4.12 for important information about scheduling committee work and/or oral defenses during the summer. Students must be registered for any semester or summer term in which they schedule an oral defense.

All committee members should have the full and final version of the dissertation proposal in hand at least two weeks (14 days) before the dissertation proposal defense date is formally approved, so they can read, review, and decide if the written proposal is acceptable enough to defend orally. The major professor should email the final high-

quality written proposal to committee members, along with a request that each committee member reply within 10 days with their decision about whether or not the written proposal is indeed defensible. The student may be asked to seek support from the Graduate Writing Center in order to address any writing concerns on the written proposal before the oral defense is held. This process ensures that the oral proposal defense focuses primarily on the content and design of the proposed research.

Any committee member has the right to notify the major professor up to three (3) days before the proposed oral defense date if he/she feels the quality of the written dissertation proposal is not yet orally defensible. If one or more committee members indicates the proposal is not yet orally defensible, feedback is provided to the student, and the oral proposal defense is rescheduled. The student is asked to adequately address reviewer feedback before a new defense date is set.

When all committee members agree that the written work is defensible, the committee will approve the date to hold the final oral defense of the dissertation proposal. No outside examiner is required to attend the proposal defense.

4.16.3 Approval of the Dissertation Proposal

The student will be notified orally of the results of the defense as soon as the committee has completed its deliberations. The major professor is also responsible for notifying the Dean of the Graduate School of the results of the dissertation proposal defense on the Dissertation Proposal Approval form, signed by all members of the oral examination committee. Unanimous approval by all members of the oral examination committee is required for approval.

As part of the dissertation proposal process, students must also submit and receive IRB approval for the proposed dissertation research from the major professor's home institution before submitting the approval form. Once IRB has approved the proposed research, the approved IRB number should be included on the Dissertation Proposal Approval form. Then, the signed proposal approval sheet with the approved IRB number and one digital version of the final dissertation proposal can be submitted to and approved by a member of the IRB, the Co-Directors, and the Dean of the URI Graduate School.

If a "pilot study" has been conducted without IRB approval and full approval from the dissertation committee, then it can only be referred to in the dissertation as "a pilot study was conducted"; otherwise, the data can be announced as part of the dissertation work.

4.17   The Dissertation Defense Committee and its Responsibilities

The dissertation defense committee is composed of the doctoral program committee with one additional member appointed by the Dean of the URI Graduate School at the suggestion of the major professor in consultation with the student. The fifth member is appointed chairperson of the dissertation defense committee and represents the Graduate Faculty. *This member cannot belong to the Program Faculty or Education faculties at RIC or URI with either a primary or joint appointment*. This committee conducts the oral examination in defense of the dissertation. Unanimous approval of all members of the committee is required for passing the oral dissertation defense

The Dissertation Defense Committee is responsible for determining that the final dissertation is defensible. This means that the candidate is in command of the particular area of research conducted in the dissertation, that the dissertation is well organized, cohesive and free from errors, that the dissertation was completed independently, and that the student can explain and defend the work completed. The Dissertation Defense Committee is, therefore, responsible for determining that the dissertation meets all of the requirements specified by URI's Graduate School.

The Dissertation Defense Committee's final duty is to sign the Oral Examination in Defense of Dissertation form after verifying that all the stipulated corrections have been made. If corrections were required, then the Certification that Mandatory Corrections form must be completed. The major professor is responsible for supervising the student's corrections, but the chairperson of the dissertation defense committee is responsible for certifying that these changes have been made before the approval form is signed, and for obtaining all necessary signatures including the acknowledgment of the program Co-Directors on the form reporting the results of the defense.

Passing the oral defense of the dissertation does not automatically imply that the dissertation is acceptable as defended; the dissertation is approved only after all the corrections stipulated by the dissertation defense committee are incorporated into the dissertation in final form. For dissertations judged to be acceptable except for typing errors and/or minor changes in style or content, the major professor or chair of the dissertation defense committee is responsible for certifying that all corrections have been made. For dissertations judged to be acceptable after significant changes in content are made, the major professor and any defense committee members so designated at the defense will be responsible for certifying that all corrections have been made. In this case, the Certification that Mandatory Corrections form must be completed.

If the candidate does not pass the first dissertation defense, the committee must decide if a second defense is justified and so recommend to the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI for approval. If any additional work is required before the second defense, this should be stipulated in the recommendation to the Deans as well as the time the second defense should be given. If the Deans approve the opportunity for a second defense, the committee has the responsibility of conducting the defense after the major professor has made the necessary arrangements with the URI Graduate School Office for scheduling and notifying all members of the committee.

This second defense, if permitted, may be taken only after a minimum of ten (10) weeks have passed to allow for additional student preparation. If the second examination is not taken within a year, no additional opportunity to take it will be given unless exceptional circumstances justify that an extension of time be granted by the Deans.

5   Dissertation Proposal and Approval

5.1   Dissertation Proposal

A student writes a Dissertation Proposal to develop a clearly and appropriately designed research project. Proposal writing is guided by the major professor and other doctoral program committee members and should follow the requirements outlined in the URI Graduate School's Thesis/Dissertation Process document. The Program also offers its

own step-by-step guide from proposal through graduation: Processing Forms and Requirements from Proposal thru Graduation.

This committee determines when a proposal is ready for oral defense and presides at the defense, with the major professor serving as Chair. The proposal defense is intended to determine if a student is ready to commence the research project and provides a forum for discussion of suggestions among committee members. For responsibilities of the dissertation proposal committee, see Section 4.15.

The dissertation proposal submitted to the URI Graduate School should present the required information as concisely and clearly as possible. The ability to concisely describe a research problem and methodology is one of the skills that the proposal process is designed to develop. Therefore, all dissertation proposals are limited in length to the signature cover-sheet plus 15 or fewer double-spaced, numbered pages in a font size no smaller than 12 point. Proposals longer than this will not be accepted; however, appendices and references are not included in the 15-page limit and must be numbered separately, using lower-case Roman numerals.

Proposals will be returned for revision if they do not contain the appropriate sections described in the Contents section of URI's Thesis/Dissertation Process document. Sufficient copies of the proposal must be provided to permit distribution to the Graduate School, Institutional Review Board (at RIC or URI), Co-Directors, major professor, doctoral program committee, and the student.

A student may not commence research prior to successful defense of the Dissertation Proposal. Proposals should be submitted typically during the first or second semester in which the student registers for research credits. In all cases, however, the proposal must be submitted during or before the seventh semester in which a doctoral student is enrolled, and at least six (6) months before the dissertation is defended.

Students must submit the proposal alongside the Dissertation Proposal Approval Form to gradforms@etal.uri.edu. This form must be signed by all members of the student's doctoral committee, the Office of Research Integrity, and the Graduate Program Director.

The Dean or Associate Dean of the Graduate School is charged with responsibility for review and approval or rejection of all proposals. Proposals that do not meet the standard of the Graduate School will be returned to the student for revision and resubmission. Once approved, one copy of the approved proposal is sent to the department and the original plus one copy is retained in the student's file at the Graduate School. The student is notified via e-mail once her/his proposal is approved.

Once the proposal has been submitted, the student shall defend the proposal before his or her doctoral program committee in an oral examination, the duration of which is usually two hours. Co-Directors must be informed of Oral Defense scheduling at least two weeks in advance and will announce the defense to all students and faculty, who are invited to attend as observers.

Following a successful oral defense of the proposal, and after obtaining committee members' signatures on the Dissertation Proposal Approval Sheet, the student must submit the Approval Sheet to the Institutional Review Board (IRB) online at

https://irbnet.org/release/index.html. *The final proposal approval sheet cannot be sent to the Graduate School until the student enters the final approved IRB number in the appropriate space on the proposal approval form and obtains a signature from someone in the IRB office at the institution to which the major professor belongs.*
If the doctoral program committee requires changes during the defense or by the Institutional Review Board, these must be made before final submission of the proposal to the URI Graduate School. It is each student's responsibility to contact the IRB to access the latest guidelines, prior to proposal defense.

5.2   Dissertation Preparation

Dissertations that are to be submitted in partial fulfillment of the requirements for a doctoral degree must be prepared in accordance with the requirements listed in Section 11.10 of the most recent version of the URI Graduate School Manual and the guidelines provided in the Thesis/Dissertation Process document.

Students also have the option of writing a three-paper dissertation. Guidelines are provided in Appendix D.

5.2.1. Deadlines

In all cases, students must secure written approval of their proposals on the appropriate Graduate School form before formally starting work on a thesis or dissertation. Students are also responsible for consulting with the URI Graduate School regarding University requirements and all deadlines related to the submission, defense, and approval of theses and dissertations (see the URI Graduate School Calendar for the listing of pertinent deadlines).

5.2.2. Format

When preparing dissertations, students are expected to consult with the major professor and members of the dissertation committee. The student's major professor will be the principal supervisor of the work for the preparation of the dissertation and will decide, in consultation with the student, which structure will be used. The two structures acceptable for preparation of dissertations are the Manuscript Format and the Standard Format. Regardless of the format used, all dissertations (as well as all course papers, reports, etc.) must be prepared in accordance with the accepted standards of academic integrity, including proper citation and attribution of all material that is not the original product of the writer.

The Manuscript Format consists of the manuscript formatting guidelines published by the journal to which the research will be submitted for publication. If the dissertation consists of multiple manuscripts, the format of each manuscript must follow the formatting guidelines for the journal to which the research will be submitted for publication. Certain universal formatting rules override guidelines provided by journals, included in the relevant Thesis/Dissertation section.

The Standard Format consists of one of several formats for which electronic templates have been prepared. Theses templates are available in included in the relevant Thesis/Dissertation section. Each of these templates contains all of the same universal formatting rules referred to in Section 11.14 of the URI Graduate School Manual.

5.3　Group Research

Dissertation research is generally based on a project planned by one individual under the supervision of a major professor. This project may be a part of a much larger research effort being performed by several people under the direction of that professor, but each student's research, and the dissertation that results from it, must be an independent project performed by that student alone.

In unusual cases where the research is less easily separated into individual projects, the quality of performance of any single individual is not measured as easily. In such situations, special precautions must be taken to ensure not only that no student receives credit for work performed by others, but that each student's performance is of the level required for an advanced degree. In group research involving more than one graduate student, each student shall have principal responsibility for a substantial well-defined portion or area of the research project, and shall submit an individual dissertation proposal and an individual dissertation in which these responsibilities are clearly defined. In both the dissertation proposal and in the dissertation, any work done by another individual shall be clearly identified. A separate dissertation defense will be conducted for each individual participating in such group research.

5.4　Dissertation Defense and Approval

5.4.1　Set-Up of the Oral Dissertation Defense

Establishment of a dissertation defense committee: In addition to the student's doctoral program committee, the dissertation defense committee includes one graduate faculty member from outside the School of Education who will serve as chairperson. The student should inform the additional faculty member that his/her name is being submitted in nomination to the Dean of the Graduate School, who is not restricted in the choice to the name submitted. For complete information on the roles and responsibilities of the dissertation defense committee members, see Section 4.17.

Authorization to schedule a defense: Once the full doctoral defense committee has been chosen, the next step is to secure approval to proceed with the defense. The major professor must first sign the defense request form to signify that the dissertation is in a form acceptable for defense and that it is defendable. The requirement that the document be acceptable and defendable means that it 1) is complete and contains all text, data, tables, charts, maps, photographs, appendices, full references, citations, and/or bibliographies as required by accepted standards of academic integrity, 2) represents a finished scholarly product of the student's research in the format required for submission, and 3) is free of obvious fatal flaws. Students may be asked to seek support from the Graduate Writing Center in order to address any writing concerns.

When the major professor has thoroughly reviewed the final draft and determined that it is defendable (see Appendix C), the student will submit the Request for Oral Examination in Defense of a Thesis/Dissertation form. This form will include a proposed date, time, and location of the defense. The form will automatically circulate to the major professor, remaining members of the doctoral program committee and the additional member(s) of the doctoral defense committee. Their signatures signify that they agree to participate in the defense at the time, date, and location specified on the

defense request form. When the Request for Oral Examination in Defense of Thesis/Dissertation form has been fully signed, it will automatically be routed to the Graduate School for final approval.

Scheduling of the dissertation defense during the regular summer sessions will only be done at the convenience of the faculty members involved and will be scheduled depending upon the availability for the student's program committee and additional qualified examiners. Examinations will not be scheduled during periods when the University is in recess. *Students must be registered for any semester or summer term in which they take plan to orally defend their dissertation*. For more details about scheduling committees and examinations during the summer, see Section 4.12.

Permission to defend a dissertation: Prior to the deadline published in the calendar of the URI Graduate School, and at least 20 calendar days before the earliest date on which it is proposed to hold the defense, the student shall submit the Request to Schedule an Oral Defense of a Master's Thesis/Doctoral Dissertation form, signed by every member of the defense committee, to the Graduate School. The selection of the type of defense copy requested by each member of the defense committee (i.e., paper, electronic, or a combination of both) is made by the student on the Request to Schedule an Oral Defense of a Master's Thesis/Doctoral Dissertation form. If paper copies are requested, these copies of the thesis/dissertation submitted for defense may contain a reasonable number of clearly legible corrections.

To ensure plenty of time for the formatter to review dissertations, students should submit a copy of their dissertations to www.etdadmin.com/uri before or concurrently with the submission of their defendable copies to their committees.

Copies submitted for defense may contain a reasonable number of clearly legible corrections (printed rather than handwritten), may be typed on paper of lesser quality than that required for the final copies, and may contain pages with only one or two paragraphs. However, these extra paragraphs must be on full-sized sheets of paper and clearly identified and numbered (e.g. 110A, 110B, etc.), and in consecutive order with the remainder of the text. Pagination may be in pencil to allow for later revision. Each copy of the dissertation must be submitted in a separate clasp envelope of suitable size, and shall have a copy of the title page attached to it. In the final copies, type size, paper quality, margins and pagination must all conform to the standards of the APA manual, and to the URI Thesis/Dissertation Process document.

Upon receipt of the request for the oral defense, The Dean of the URI Graduate School will be responsible for reviewing the student's entire record to ascertain that all other degree requirements are completed. If the review is satisfactory, the oral examination in defense of the dissertation will be scheduled and the student will be instructed to proceed.

Not fewer than 15 calendar days prior to the date set for their oral defense, students shall distribute defendable electronic or physical copies of their dissertation to the members of their dissertation defense committee. The members of the dissertation defense committee shall examine the dissertation for evidence of sound scholarship and shall bring to the oral defense written suggestions for changes or corrections in the manuscript.

All examinations in defense of dissertations are open to all faculty and students at URI and RIC. In exceptional circumstances, as determined by the majority of the examining committee, any of these examinations may be closed. The expected format of the oral exam is for physical attendance of all dissertation defense committee members and the student; however, modifications of this format can be considered prior to the beginning of the exam. The location of the oral comprehensive examination must be agreed upon by unanimous consent at the time when the oral exam is scheduled, whether that location be virtual, physical, or hybrid in form. The student and/or any members of the committee may be present physically or virtually. The full oral examination committee must be present for the duration of the oral exam, including the discussion of the results and final vote.

5.4.2   Outcome of the Oral Dissertation Defense

It shall be the responsibility of the chair of the dissertation defense committee to conduct the examination and to provide for changes and corrections to be made in a successfully defended dissertation before it is given committee approval. A unanimous vote of approval is required for a student to have passed the defense. The Defense Chair shall submit the Results of an Oral Examination in Defense of a Thesis/Dissertation form (https://web.uri.edu/graduate-school/forms/). All members of the dissertation defense committee will sign this form certifying the student's successful defense of the dissertation. When a student's performance is unsatisfactory, one re-examination may be recommended and the conditions under which it is to be given will be stated by the committee.

Approval of the dissertation itself will be certified by the signatures of the major professor and the remainder of the doctoral program committee on the formal signature page of the dissertation. Handwritten or secure digital signatures are required. These signatures confirm that any changes and corrections to the dissertation required by the entire dissertation defense committee have been made. Only the members of the doctoral program committee, not the additional members of the defense committee, sign the formal signature page of the dissertation. In the event that a student passed the oral examination in defense of the dissertation but is required to have a member or members of the defense committee in addition to the major advisor certify that the required changes were in fact made, the major professor or defense chair must obtain the signatures of those faculty members on the Certification that Mandatory Corrections were Made to a Successfully Defended Thesis/Dissertation form. This form serves to verify that the required changes were made and that the revised thesis/dissertation meets the approval of the appropriate faculty members. The completed form is then submitted to the Graduate School.

Final approval of all dissertations rests with the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI.

5.4.3   Oral Dissertation Examination Procedures

The responsibility of the dissertation defense committee chairperson is to conduct the examination and secure unanimous agreement as to a successful defense of the dissertation, and to provide for changes and corrections to be made before the dissertation is given committee approval. The oral examination lasts for two hours.

Student presentation phase: The Chair starts the examination by outlining the protocols to be followed during the oral defense. Typically, the candidate is invited to present a brief synopsis of the dissertation study, using no more than the first one-half hour of the meeting time. Outside visitors are able to listen for this portion of the defense. When the presentation is done, the public is asked to leave the meeting and the questioning phase of the defense begins.

Questioning phase: The first question is asked by the major professor (who also has the prerogative to go last), followed by the other members of student's doctoral committee and outside members or Chair. If time permits, a second round of questioning may be offered. The major professor may wish to end by asking a final question or two. The candidate is then excused from the examination room to await a decision. Faculty members not on the examining committee should also leave at this time.

Discussion phase: After discussion of the adequacy of the dissertation research and the candidate's defense, the committee should determine whether or not the candidate has passed the dissertation defense and also agree on the necessary changes in style and content. Unanimous agreement is required. A date should be selected for the candidate to return the dissertation in final form to the URI Graduate School Office. The Committee should be aware of the final dates of submission of dissertation for each graduation period (listed in the URI calendar).

Reporting the Results of Oral Dissertation Defense: The chairperson informs the candidate of the results of the examination and of any necessary corrections in the dissertation. The candidate must be informed of a definite date to return the dissertation to the URI Graduate School Office. The chairperson should complete the [Oral Examination in Defense of Dissertation form](), which should be signed by all members of the committee. The Chairperson should return the dissertation to the URI Graduate School Office along with the recommendation for Doctoral Degree, signed by members of oral examination committee. The original Dissertation Committee signs the final copies of the dissertation. The outside Chair does not sign the approval pages in the final copies.

When a candidate's performance is unsatisfactory, one re-examination may be recommended and the Examination Committee will state the conditions under which the re-examination is to be held. A second examination, if permitted, may be taken only after a minimum of ten weeks has passed to allow for additional student preparation. In all cases, a second examination must take place before one year has elapsed.

5.5 Submission of Dissertation for Library Publication

The student should first submit a PDF copy of her/his dissertation to www.etdadmin.com/uri, before or concurrently with the submission of the defendable copy to the committee. After incorporating the committee's and the ProQuest formatter's comments, the student should upload a final version to the same website.

Once the student's committee's comments have been incorporated into the dissertation, and the format has been marked as "Accepted" at www.etdadmin.com/uri, the student will submit the final version of the dissertation via email to grad_formatting@etal.uri.edu. The text of this email should include the student's URI ID number and the short title of the dissertation, which must be 40 characters or less and

which should "make sense"; note that this title will appear in URI's commencement program. A digitally signed [Dissertation Approval Page](#) and a digitally signed [Library Rights Statement](#) must be attached to this email.

The student should then complete online the [Survey of Earned Doctorates](#). The Survey of Earned Doctorates (SED) is a federal agency survey conducted for the National Science Foundation and five other federal agencies (National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration). The Graduate School will be notified when the student completes this survey.

Final copies must be submitted to BOTH the URI Graduate School and RIC Library (regardless of your major professor's institution) by the commencement deadline listed on the URI Graduate School Calendar.

Questions regarding final submissions or dissertation formatting should be directed to the URI Graduate School.

5.5.1 Library Rights Statement

Library Rights Statements are available in the dissertation and thesis templates. The final submission must include an original signed, dated, copy of the Library Rights Statement.

6 Registration

Prior to each enrollment period, students receive a detailed newsletter from the Program Co-Directors with directions about which courses should be taken. Students should register for required Program Courses prior to attending the first class. Students are responsible for registering themselves via the online registration systems for all Program Courses except EDP 692, 693, and 699.

6.1 Procedures for Course Registration

6.1.1 Course Registration for Fall and Spring Terms

RIC E-Campus. During fall and spring semesters, **registration for all EDP-prefix courses** is completed in the Rhode Island College e-campus system. For non-EDP courses taken in the fall or spring semester (e.g., EDC courses at URI or other electives), registration is completed at the home campus of the course instructor.

RIC-000. During the fall and spring semesters, students must also use the URI e-campus system to enroll in RIC 000 for a number of credits equal to the number of EDP credits registered at RIC. This is to ensure that both institutions maintain you as a matriculating student. If you register for additional credits only offered at URI, these should NOT be included in the number of credits you include for RIC-000 as these will already appear in the URI e-campus system. The [RIC 000 video tutorial](#) contains more details.

To register for an independent study using EDP 692 or EDP 693 (Directed Readings and Research Problems) or a course-prefix belonging to the department of the course instructor, students are required to submit the appropriate request to the Program Co-

Directors before registration begins. Please allow enough time before classes begin for these forms to be reviewed and approved. This request outlines the course objectives, readings, and performance outcomes and is signed by the student and the course instructor. (See Section 6.6 below for what should be included in this request). Once the Co-Directors approve this plan, EDP 692 / EDP 693 credits are manually entered into the RIC registration system while students enroll in independent studies with other course prefixes (EDC or otherwise) using the system at the home campus of the course instructor.

To register for EDP 699 Dissertation credits, students should submit a request to their major professor to complete the Google Form emailed to them by the Co-Directors prior to the first day of classes each semester. Then, these credits are manually entered into the RIC registration system.

Before registration for any Specialization Courses, doctoral students must receive approval from their major professor to select appropriate coursework that directly relates to their dissertation research topic. If registration difficulties are encountered, it is the student's responsibility to notify the Co-Directors immediately.

6.1.2   Course Registration for Summer Terms

During the summer terms, registration varies:

Specialization courses are registered for on the home campus of the course instructor.

For EDP 699 credits, the major professor should register these credits using the Summer 699 Google Form emailed to them by the Co-Directors in May. The RIC Co-Director will send forward this information on to be manually entered into the RIC system. Students cannot register for 699 credits themselves.

For EDP 692 or 693 credits, please use the **Summer Sessions Directed Study Form** available from the home campus of the course instructor. *You are not required to register for an equal number of RIC-000 credits in the summer.*

6.2   Early Registration

Matriculated (official degree-seeking) students who meet the eligibility requirements as defined in the Schedule of Courses are able to register in March/April and October/ November for the following semester. However, the Co-Directors provide new and re-enrolling students with information concerning registration procedures in a newsletter issued prior to the beginning of each semester, so it is advised that students do not register for coursework until after they have read the fall and spring newsletters.

6.3   Late Registration

Students are expected to register for their courses before classes begin. Those who are unable to do so may enroll as late registrants by adding course(s) during the first two weeks of classes via the online registration system. Be advised there is a fee for registration after the add period that cannot be waived.

6.4   Dropping Courses

Students are permitted to drop (and add) courses with subsequent reassessment of tuition and fees during the first two weeks of classes. However, fees are not reassessed for courses dropped after the second week of classes.

6.5   Payment of Fees

Complete and timely payment of tuition and/ or fees is required. If during the semester it becomes apparent that a student has not met his or her financial responsibilities to the College/ University, registration for that semester is subject to immediate cancellation.

6.6   Independent Study and Directed Readings

Students may take an Independent Study or Directed Readings course to satisfy some of their specialization coursework. Students must seek approval from their major professor in advance of initiating Independent Studies or Directed Readings. The student must arrange independent study credits with the individual professor prior to the semester in which it is to be taken. Students, in consultation with the professor, must complete an Independent Study Proposal Form, attach a brief proposal for the work to be done and its evaluation, and obtain the required signatures. All Independent Study and Directed Reading courses are subject to administrative approval at the institution of the instructor before study can be undertaken. Courses numbered EDP 692 (Directed Reading and Research Problems I) and EDP 693 (Directed Reading and Research Problems II) have this requirement. During fall and spring semesters, students register for EDP 692 and 693 at RIC, regardless of the instructor's home campus. During summer sessions, students register for EDP 692 and EDP 693 at the instructor's home campus.

6.7   Dissertation Research

The Program requires a minimum of 12 credits of dissertation research (EDP 699). The timing and number of credits of EDP 699 should be determined each semester in consultation with a student's major professor. For all fall and spring semesters, EDP 699 credits are registered through RIC and are billed by RIC, regardless of whether the major professor is based at RIC or at URI. Registration for EDP 699 during the fall or spring semesters must be requested of the RIC Co-Director by the major professor. The RIC Co-Director arranges for the registration of this course with the appropriate number of credits and under the name of the major professor. For summer sessions, EDP 699 is registered through the major professor's home campus. Students may register for as few as one credit of EDP 699 in a given semester.

Other than approval by a major professor, there are no specific prerequisites for registering to take EDP 699 credits. Students are encouraged to complete all other coursework in the Program of Study (except for EDP 699) and to have taken their comprehensive examinations prior to defending their dissertation proposal.

The major professor must submit a grade for each semester of EDP 699 credit (Satisfactory or Unsatisfactory). "Unsatisfactory" credit hours do not count towards the minimum of 12 hours of EDP 699 until, in the judgment of the major professor, the student has rectified the deficiencies that led to the grade; the major professor must then submit a change-of-grade form to the Records Office at RIC or, in the case of EDP 699 taken in summer session, at the enrollment services or record office of the campus where

the student was registered for the credit.

6.8 Summer Session and Faculty Availability

Although some graduate-level courses and Program courses may be offered during the summer sessions, the availability of individual faculty members to supervise Independent Study or research, to administer Comprehensive Examinations, or to participate in examinations in defense of dissertations during the summer sessions varies from year to year. Specialization courses may also be offered in the summer.

For EDP 699 dissertation credits in particular, some major professors and dissertation committee members choose to meet or supervise independent study with students over the summer months (between mid-May and late August). However, this is not required. Students should seek permission from all committee members long before the summer semester begins if they plan to earn credits over the summer. Faculty members are not typically contracted during the summer and their availability to participate in dissertation related activities is not required.

6.9 Continuous Enrollment

Doctoral students must remain continuously enrolled during every fall and spring term until they have received their Ph.D. This requirement applies to the summer session only if a student plans to take Written and/or Oral Comprehensive Examinations, present the Dissertation Proposal, defend the completed dissertation during summer session, submit the final copy of the dissertation to the URI Graduate School, or if a student plans to graduate in August.

Continuous enrollment can be met by taking at least one course toward the Program of Study or by taking at least one credit of EDP 699 during each fall and spring term. Students who are still actively engaged in research after having taken the 12 required research credits (EDP 699) must register and pay for additional research credits (more hours of EDP 699), as determined in consultation with their major professor. Such additional credits may be accumulated without limit and will appear with the associated grades ("S" or "U") on the student's transcripts.

If students have completed all requirements except for making up Incompletes or submitting the final version of the dissertation, they can fulfill the requirement of continuous enrollment by taking CRG 999, "Continuous Registration." CRG 999 carries a minimal fee, provides no grade and no credit, and must be registered at URI. Students registered for CRG 999 do not have the privilege of consulting regularly with professors on dissertation work; they may not use laboratory, computer, or other campus facilities.

Because of the constraints around CRG, and the need to plan carefully to minimize the chances of having to enroll for more than 12 credits of EDP 699, it is essential to meet with the major professor and very carefully estimate the timetable for completing the dissertation.

If a student is not enrolled in courses from the Program of Study, is not enrolled in EDP 699, and is not eligible for and registered for CRG 999, that student must apply for, and receive, an official Leave of Absence prior to the beginning of that semester. A student who does not register or submit a Leave of Absence request before the Enrollment

Services' deadlines at the beginning of the fall and spring semesters will be administratively withdrawn (see the URI Graduate School calendar for the deadline for submitting a Leave of Absence request in each semester). The interpretation of this inaction will be that the student does not intend to return for graduate study.

If a student has been administratively withdrawn and later desires to resume graduate work, they will be required to request reinstatement, as early as possible, by completing the Reinstatement Application available online at URI's Graduate School. The student must obtain the approval of their Graduate Program Director and the Dean of the Graduate School. Permission to be reinstated will be granted only after a review of the student's entire academic record and only if the student can be accommodated within the department's course offerings and research facilities for that semester, and can be reasonably expected to complete all degree requirements within the time limits based on original admission. If after a review of the student's entire record such permission is given, the student will be required to pay a reinstatement fee.

6.10   Auditing Courses

Courses may be audited with the approval of individual course instructors and by presenting an auditor's card obtained from the Office of the Registrar on the appropriate campus. An auditor receives no course grade; consequently, an audited course does not count as part of the student's course load for registration purposes and does not appear on the transcript. A student must be enrolled in at least one other course to be permitted to audit a course. Fees may be assessed; students should contact Enrollment Services for more information.

6.11   Applying Transfer Credits to the Specialization Area

To apply courses outside of RIC and URI to the Program of Study, students must receive approval from their major professor, preferably before taking the course. They must photocopy the course description from the previous institution's catalog, as well as the page showing that the numbering-level of the course carries graduate credit (akin to the 500-level or higher at URI and RIC). When submitting the Final Program of Study, students must include an official transcript from the outside institution (showing a grade of "B" or higher) and the catalog excerpts described above. Courses taken prior to enrollment in the Ph.D. program, or courses that contributed to a previous degree or Certificate of Advanced Graduate Study (CAGS) cannot be used to satisfy requirements in the Ph.D. Program.

6.12   Full-Time and Part-Time Registration

All students, except graduate assistants and graduate research assistants, registered for fewer than 9 credits during the fall and spring semesters are considered part-time students. Those taking fewer than 6 credits in either summer session will be considered part-time students. The maximum course load is 15 credits during fall and spring semesters, and 8 credits in either summer session.

Students holding appointments as graduate assistants or graduate research assistants will be considered registered for full-time work and billed accordingly. They must take a minimum of 6 credits each semester, unless they have been granted ABD (All but Dissertation) enrollment status. Students with graduate assistantships may not register

for more than 12 credits without prior written permission from the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI.

6.13   ABD (All but Dissertation) Enrollment Status

Domestic and International Ph.D. students who have completed all of their degree requirements (coursework, comprehensive exams, dissertation proposal, and other program specific requirements) except the dissertation are eligible to register for 3 credits of doctoral dissertation research credits (699) and be considered full-time students. This status is available to Ph.D. students for 2 semesters. Students granted ABD status may hold a graduate assistantship.

Domestic Ph.D. students are eligible to register for 1 credit of doctoral dissertation research (699) for the last semester of their graduate career and be considered full-time students. Students granted last semester status may not hold an assistantship. If students fail to complete their thesis or dissertation, they will revert to regular enrollment status.

International graduate students are eligible for one semester of reduced course load and will be considered full-time students. Students must contact the Office of International Students and Scholars to ensure compliance with visa requirements.

6.14   Leave of Absence

Students who must leave the Program for a period of one semester or more, whether before or after they have completed the work prescribed in their Program of Studies, due to military service, prolonged illness, or other unusual circumstances, should apply for a Leave of Absence.

After notifying both Co-Directors, the request should be made in writing to the Associate Deans of the URI Graduate School, accompanied by a Leave of Absence form, signed by the URI Co-Director. The request should be sufficiently specific to enable the Associate Deans to determine whether the leave is warranted. A Leave of Absence has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only for one year or less. It may be renewed for a maximum of one additional year if circumstances warrant.

A request for a Leave of Absence must be submitted to the Graduate School by the last day to add courses as specified on the URI academic calendar. Requests received after the designated dates will not be approved. A student who does not register or submit a Leave of Absence request before the Enrollment Services' deadlines at the beginning of the fall and spring semesters will be administratively withdrawn. A subsequent return to the University to complete their degree requirements will require the student to follow the reinstatement procedures outlined in Section 6.16 below. If after a review of the student's entire record such permission is given, the student will be required to pay a reinstatement fee.

6.15   Withdrawal

Permanent withdrawal from the Program is a serious matter that deserves careful consideration by the student in consultation with the major professor. If the student

concludes that a leave of absence is not in her/ his best interest, then the student need only fill out a permanent withdrawal form at the URI Graduate School Office to officially terminate graduate status.

Students who do not register for a term, do not comply with the regulations governing withdrawal or leave of absence, and do not pay the continuous registration fee will be assumed to have voluntarily withdrawn from the Program. This inaction will be interpreted to mean that students do not intend to return for graduate study. If they subsequently desire to return to the Program to complete their degree requirements, they must re-apply.

6.16   Re-Enrollment

A student who does withdraw, or who has been administratively withdrawn, and later desires to resume graduate work will be required to reapply by completing the Reinstatement Application available online or in the URI Graduate School Office. The student should reapply as early as possible and must obtain the approval of the Co-Directors and Dean of FSEHD at RIC and the Dean of the Graduate School at URI.

Permission to re-enroll will be granted only after a review of the student's entire academic record and only if the student can be accommodated within the department's course offerings and research facilities for that semester, and can be reasonably expected to complete all degree requirements within the time limits based on original admission.

6.17   Change of Address

It is the responsibility of the student to complete a change of address form in the Office of the Registrar on each campus whenever a change is made to their local, campus, or mailing address. The student must also notify the Co-Directors immediately of any change in postal or e-mail address or phone number.

7   Fees and Financial Aid

Tuition and fees for graduate students vary according to whether or not the student is a legal resident of the state of Rhode Island, is eligible for Metropolitan Tuition Policy (MTP) or New England Regional Student Program (NEBHE) and whether the student is enrolled in full-time or part-time study. All charges are payable by the semester and are due and payable upon receipt of the bill or by the due date indicated on the bill.

Each student admitted to the doctoral program is classified as resident, metropolitan tuition policy, or non- resident on the basis of information available in the application and in compliance with the stated policy of the Board of Governors for Higher Education. A Certificate of Residence is included in the self-managed application package. Rhode Island residents must file this certificate of residence. Failure to file the affidavit will result in automatic classification as a non-Rhode Island resident. A student may appeal a residency decision to the Board of Residency Review at Rhode Island College.

Students registered for eight credits or fewer are considered part-time students. They are charged tuition and fees on a per-credit basis. Part time students in the Ph.D. in Education Program rarely take more than seven credits in a semester. Students holding Graduate Assistantships or Fellowships must be registered for at least 6 credits in the fall

and spring semesters.

A full list of current fees can be found on URI's website.

7.1   Health Services Fee

Part-time students and spouses of students are eligible to participate in the health and insurance plans on an optional basis. Full-time students are required to provide evidence of adequate coverage in a health plan.

7.2   Reassessment of Fees

Students are allowed to drop and add credits during the first two weeks of each semester (Add Period). Fees are reassessed and adjusted according to the credit enrollment, and student status resulting from drop and add transactions is processed by the Office of the Registrar during the Add Period. Following the Add Period, term bills are only reassessed for students who add credits. The dropping of credits after the Add Period does not reduce the term bills.

7.3   Refund Policy for Withdrawal of Continuing Students

Continuing students are those who are enrolled for the current semester or, in the case of a leave of absence, as of the approved date of leave. Refunds of payments are subject to the most current policies at each campus. Continuing students seeking refunds must contact the Bursars Office at the campus of registration.

7.4   Indebtedness to the Institutions

Failure to make full payment of all required fees or to resolve other debts (for example, unreturned equipment, overdue short-term or emergency loans, lost library books) may result in denial of registration for the following semester and/or dismissal. Students who are unable to complete registration due to outstanding financial obligations should check their both RIC and URI e-campus accounts (URI Student Financials → My eBill) for their current balance. A student must fulfill all financial obligations before receiving transcripts or a diploma

7.5   Transcripts

Students can obtain a copy of their official transcripts by submitting a written request to the Office of the Registrar at Rhode Island College and the University of Rhode Island and paying the appropriate fees. Transcripts will not be issued at either institution to students who have any unpaid financial obligation to the Program.

7.6   Financial Aid

There are several forms of financial assistance available to graduate students. To be eligible for any form of assistance, the student must first be admitted as a degree candidate. Detailed information (stipends, allowances, tenure, etc.) on fellowships, scholarships, and assistantships is available from the Graduate School Office at URI. Information on student loans is available from the RIC Financial Aid Office. Except for fellowships, scholarships and assistantships, all financial aid is applied for at RIC.

8 Description of Campus Facilities

8.1 University of Rhode Island Libraries

The library collection of 1,040,000 bound volumes and 1,360,000 microforms is housed in the University Library in Kingston, at the College of Continuing Education in Providence, and in the Pell Marine Science Library on the Narragansett Bay Campus. The latter was designated the National Sea Grant Depository in 1971.

The University Library, which holds the bulk of the collection, has open stacks with direct access to books, periodicals, documents, maps, microforms, and audiovisual materials. The Special Collections Department collects and maintains rare books, manuscripts, the University archives, and a variety of special interest materials. Service hours at the other libraries vary, but the University Library provides full reference, bibliographic, and circulation services during most of the 90 hours per week it is open. Terminals linked to the Academic Computer Center are available in the library during the hours both facilities are open. A computer-based bibliographic system makes most books available to users one week after their receipt. Arrangements can be made to borrow out-of-print material from other libraries through the Interlibrary Loan Office in the University Library.

8.2 Rhode Island College Library

The College library is named for the late James P. Adams, former chair of the Board of Trustees of State Colleges. The resources of the library include over 370,000 volumes, 1,500 periodical subscriptions, major collections on microfilm and microfiche, along with viewers, copiers, and a wide selection of sound recordings. The library also maintains a depository for selected U.S. government documents, as well as the following special collections: the Amy Thompson Children's Literature Collection, the College Archives, the Social and Political Materials Collection, the papers of the International Institute, and the papers of Nathaniel Bacon, Judge Michael DeCiantis, and Irving Jay Fain. Most of the materials are available in open stacks. A telecommunications connection with major libraries in the state provides the capability for rapid interlibrary loan service.

8.3 Computer Resources

In addition to various computer laboratories on both the RIC and URI campuses, open to registered students for academic purposes, in EDP 613, students can use the SPSS statistical package on designated computers on the URI campus. Ph.D. in Education students also have access to program laptops with pertinent software installed for dissertation research (e.g., NVIVO). Students can contact the Program Co-Directors for more information about how to access these research laptops.

9 General Timeline for Students

1. Prior to first semester matriculation, obtain photo ID cards and library barcode activation at both campuses, and parking permit at URI.

2. Consult with your Initial Adviser as needed during Year One.

3. Submit Program of Study by end of Year One with URI Graduate School. All plans for Specialization Courses must be filled out completely when this form is submitted, even if the courses have not yet been taken. The Graduate School wants to know you have a solid plan for completing all of your coursework and that your committee approves of this plan, even if it changes as you move through the program.

4. Submit Annual Status Report to Co-Directors by June 1st annually.

5. As research interests emerge (usually at end of Year One or beginning of Year Two), begin to meet with faculty members whose interests and expertise make them good prospects for your dissertation committee. Begin by selecting a major professor and then select the three other committee members in consultation with your major professor. The process of committee development proceeds by mutual consent. Once you have selected your doctoral committee, submit the Naming of Dissertation Committee form to the Co-Directors. By the end of Year Three, earlier if possible, revise Program of Study in consultation with your major professor, obtain necessary signatures and submit it to the URI Graduate School. Your Program of Study must accurately reflect all courses taken.

6. After completing any (a) required prerequisite courses, (b) core coursework, (c) all research courses, and (d) at least two of the four specialization courses, but no later than 12 months after completion of formal courses as stipulated on your Program of Study, prepare for the Comprehensive Examinations in consultation with your doctoral committee.

   Complete and submit the Request to Schedule Written Comprehensive Examination to the URI Graduate School prior to the examination. Take Part I Written Comprehensive Examination. Upon successful completion of Written Examination, take Part II Oral Comprehensive Examination, usually 4 weeks after Written Examination. Your major professor then submits the completed Results of Oral Comprehensive Examination form to the URI Graduate School.

7. Develop a Dissertation Proposal, in consultation with your major professor and doctoral committee. When the proposal is judged ready, present it in oral defense. Once passed, the proposal must be submitted to the Institutional Review Board (IRB) Committee at RIC or URI (depending upon the campus of the student's major professor). A signature of approval from the IRB committee or board must be added to the others on the Dissertation Proposal Approval Sheet before it is submitted to the URI Graduate School.

8. At the start of your last semester and before the deadline specified in the URI Graduate School calendar, ask your major professor to fill out the Nomination for Graduation form with you that nominates you for graduation, contingent upon completion of all degree requirements. This is extremely important, as the Dean of the FSEHD at RIC and the Dean of the Graduate School at URI have no automatic way of knowing when you anticipate graduating.

9. During your last semester, when your doctoral committee is satisfied that your dissertation is ready for defense, ask your major professor to schedule the oral defense

before your Dissertation Committee by completing the Set Up Sheet for Defense of Dissertation.

10. Successfully defended dissertations must be submitted to the URI Graduate School and the University Formatter before the Ph.D. degree can be conferred.

Appendix A: Part Time/Full Time Status

Students registered for eight credits or fewer are considered part-time students. They are charged tuition and fees on a per-credit basis. Part time students in the Ph.D. in Education Program rarely take more than seven credits in a semester. Students holding Graduate Assistantships or Fellowships must be registered for at least 6 credits in the fall and spring semesters.

Appendix B: Comprehensive Exam Examples

QUESTION 1 EXAMPLES:

Example 1:
Question 1: Foundations of Educational Theory and Philosophy
In your summary of research interests around creativity, you describe a theoretical and/or conceptual shift between earlier conceptions of creativity in the 1950s – 1970s and more contemporary understandings of creativity. Please respond to the following questions to provide a critical overview of the literature on creativity and its implications for future theory and research involving creativity based on specific references from **your coursework** and **relevant outside readings**.

- In what specific and essential ways have contemporary views of creativity changed from earlier understandings of creativity?
- What philosophical and/or theoretical perspective(s) on learning from those you studied in the EDP Core courses best align with earlier views of creativity and what similar or different perspectives best align with more contemporary views?
- Would you describe these theoretical changes in how creativity is now character-ized as positive, negative, or a combination of both and why?
- In what ways would instruction and assessment change if schools and colleges were to reflect these more contemporary views?

Discuss each question based on theories and research you have studied in your EDP Core courses, your specialization courses in creativity, and your readings in the research on how to foster the creative potential in all students. Be selective in your sources and aim for depth and quality in your response, rather than quantity of sources mentioned.

As you reference the sources of your main points, be sure to cite them using APA style and include an APA-formatted reference list.

Example 2:
Question 1: Foundations of Educational Theory and Philosophy
In your summary of research interests, you suggest more attention in schools should

be paid to work around digital literacy and connected learning, particularly with respect to student engagement. Given this claim, provide a review of the most appropriate theoretical positions and current research that supports an exploration of the educational practices best suited to foster engaged learners in the 21st century. As part of your discussion, explain what the literature offers to work in this area, including any limitations in the literature. Whenever possible, draw relevant connections between these ideas and work in your core courses (i.e., EDP 610, 611, 620, and 621). Be selective in your sources and aim for depth and quality in your response, rather than quantity of sources mentioned.

Your answer should:
A. Define student engagement for the purposes of your discussion.
B. Identify and define additional terms most relevant to this line of work and explain, in clear teacher-friendly language, how they relate to learning and engagement.
C. Provide a rationale for why you believe principles of student-directed inquiry and connected learning should be cornerstones of a quality education. In your discussion, situate connected learning principles within the context of relevant theories. Be sure to reference historically relevant theory and/or research as well as contemporary work that supports your views.
D. Compare and contrast work (with references to support) that suggests the integration of technology into teaching practices may support or hinder learning, depending on how it is used.
E. React to what is currently known about how to engage students through digital and/or connected learning practices and identify important directions for future research.

Example 3:
Question 1: Foundations of Educational Theory and Philosophy
In your summary of research interests, you suggest more attention in schools should be paid to work around cognitive engagement and language development, particularly with respect to how learners develop deep conceptual knowledge in science. Given this claim, provide a review of the most appropriate theoretical positions and current research that supports an exploration of the educational practices best suited to foster the critical and scientific thinking you have argued is necessary to prepare learners to navigate and solve complex cross-disciplinary problems. As part of your discussion, explain what the literature offers to work in this area, including any limitations in the literature. Whenever possible, draw relevant connections between these ideas and work in your core courses (i.e., EDP 610, 611, 620, and 621) and relevant specialization courses. *Be selective in your sources and aim for depth and quality in your response, rather than quantity of sources mentioned.*

Your answer should:
A. Define cognitive rigor, language development, and mental models for the purposes of your discussion and situate these definitions in the context of contemporary theory and research.
B. Identify and define additional terms most relevant to this line of work and explain, in clear teacher-friendly language, how they relate to learning and engagement. In your explanation, be sure to articulate how you envision these elements fitting together in ways that you have argued educators currently conceive

as separate.

C.   Provide a rationale for why you believe these elements (defined in Part A and B) should be fully integrated into science education generally, and science instruction in elementary school more specifically. In your discussion, situate underlying learning principles within the context of relevant theories. Be sure to reference historically relevant theory and/or research as well as contemporary work that supports your views.

D.   Compare and contrast work that suggests the integration of language and literacy as part of science instruction may support learning about scientific phenomena with work by others who might argue these efforts take away from time focused on teaching (and learning) science content, particularly in middle and high school contexts. Please provide references to support your thinking.

E.   React to the potential challenges you outlined in Part D in terms of what is currently known about best practices in science education and briefly identify important directions for future research in line with your interests.

QUESTION 2 EXAMPLES:

Example 1:
Question 2: Educational Research Design and Methodology

Apply your knowledge of research methodologies to your interest in studying the identities and discursive practices of Speech Language Pathologists (SLP's) through a critical/transformational lens. Please cite relevant work to support your claims, methodological choices, and reasoning throughout. Whenever possible, draw connections to ideas you learned in EDP 612, EDP 613, and/or EDP 623.

Part 1: Context and Rationale

Identify your population and your proposed sample(s) and why you chose them. Since you are planning on doing a mixed methods approach (i.e., using both qualitative and quantitative methods), provide a rationale that explains why you are choosing this approach, citing relevant work in the field.

Part 2: Research Design

Identify a specific research question that would guide your study using your chosen methods.

- Identify three different forms of data (including qualitative and quantitative) that will answer this question.
- Describe how you would use critical discourse analysis (CDA) to analyze your qualitative data, and what methodology you would use to analyze the quantitative data. For example, what types of coding will you use?
- Briefly discuss how you would ensure that your proposed methods are valid and reliable.
- Identify limitations of your proposed method and corresponding caveats that should be given to the eventual readers of your research.
- Explain how you, as an SLP who has a vested interest in the outcome of this work, will address issues of researcher positionality as they pertain to your anticipated data collection and analysis.

Part 3: Knowledge of Other Methods

Name a research methodology you are NOT using but may have considered (such as a different form of qualitative research or making this a fully quantitative study). Describe what those methods might yield that your study will not.

Example 2:

Question 2: Educational Research Design and Methodology

Apply your knowledge of research methodologies to your interest in studying connected learning and student engagement. Please cite relevant work to support your claims, methodological choices, and reasoning throughout. Whenever possible, draw connections to information you learned in EDP 612, EDP 613, and/or EDP 623 in the work you cite.

Part 1: Context and Rationale

- Identify your population and your proposed sample. Then, briefly compare and contrast the strengths and limitations of THREE methodological approaches to exploring the impact of connected learning practices on student engagement. At least one of these methods should be quantitative.
- For each method, (a) provide an example from other research and clearly explain its relevance to your research interests; and b) propose a possible research question about connected learning with a few brief hypothesis or description about what information you might glean about teaching or learning related to this question using that particular methodology.

Part 2: Research Design

Select ONE of the methods you described in Part I and use your knowledge of research design to do the following: (Please explicitly connect your discussion of each to your topic of interest with examples and cite work supporting your decisions whenever possible):

- Identify a specific research question and related hypothesis/proposition that would guide your study using this method
- Identify and operationally define relevant constructs/variables of interest and how you would capture evidence of each of these in your study
- Briefly describe how you would analyze data to answer your research question
- Briefly discuss how you would ensure that your proposed methods are first, valid and, second, reliable
- Identify limitations of your proposed method and corresponding caveats that should be given to the eventual readers of your research.
- Identify any issues that may arise from your design related to researcher positionality and explain how you would address those issues as they pertain to your anticipated data collection and analysis. If there are no issues, explain your reasoning for this decision as well.

Part 3: Knowledge of Other Methods

- Name a research methodology you are NOT using but may have considered. Describe what those methods might yield that your proposed study in Part II will not.
- Although you must demonstrate your knowledge of each of these components, you will be constrained by time. Thus, provide *key* points that address each question; you will be able to elaborate in your oral defense. Your goal is to demonstrate your competency as a researcher, not to prepare a fully developed proposal.

Example 3:

Question 2: Educational Research Design and Methodology

You are a researcher who is examining the attitudes of teachers towards students with disabilities. Armed with the knowledge about a wide range of research strategies you have learned from various research methods courses in the program, you are designing a study. Prepare a draft of an article that examines how teacher

attitudes shape and influence the learning and achievement of students with disabilities in the era of test-driven accountability. Special emphasis of question 2 is on different research methodology. In this article, make sure you include the following:

1. An overview of the approach you have chosen for your study with specific research questions, and the variables of interest
2. Sampling if appropriate (how to control for bias and rival hypotheses)
3. Specific forms of data collection (in-depth interview, participant observation, archival, document analysis, survey, video-recording, audio-recording, experimental or quasi-experimental, etc.)
4. Data analysis plan (appropriate statistical procedure or qualitative method)
5. Rationale for your choice of methodology (why the methods you have chosen are the best ones for answering your question)
6. Examples of alternative approaches (e.g., qualitative compared with quantitative, longitudinal vs. cross-sectional) to this topic along with your thoughts about their strengths and weaknesses
7. Brief discussion of the limitations of your methodology

Use any references that will help you draft this article and include a Reference list at the end of the article. Be sure to address each part of the above questions in your response. You may, if desired, include other supporting information that is relevant.

QUESTION 3 EXAMPLES:

Example 1:
Question 3: Educational Policy

- Provide a critical review of the purpose and impact of high stakes testing on instructional programs for children and/or adolescents with special needs.
- Discuss the role special educators play within the larger context of school improvement and reform.
- Please focus on how the research base informs best practice in testing and special education. You should draw from research studies and the role of testing and special education in a historical cultural context.

Example 2:
Question 3: Educational Policy

Middle level reform must be predicated not only on knowledge of middle-level curriculum, but on theory and research in middle-level learning and development (pre-adolescent and adolescent development). In this question you will demonstrate your knowledge of middle-level development (pre-adolescent and adolescent development) as it pertains to historical thinking and your knowledge of contemporary efforts to integrate aspects of historical thinking into the middle school curriculum. You will then apply that knowledge to propose three supportive recommendations to teachers who are struggling to gradually reshape their middle-level history curriculum and instruction around key aspects of historical thinking.

A. Briefly discuss your understanding of learning theory relevant to middle school-age development. Link this theory to recommended instructional practices for teaching historical thinking to middle school-age students.
B. Using current research literature, discuss contemporary efforts to integrate instruction in historical thinking into the middle school social studies curriculum.
   o To what extent have these efforts been effective?

        o   What impact have these efforts had on teachers' practices and student achievement?

        o   From your perspective, what specific issues and/or concerns impede further progress and what literature supports your beliefs?

C. Imagine, as a staff developer for your district, you are faced with several middle-school teachers who are overwhelmed by the thought of having to redesign their entire curriculum around aspects of historical inquiry. Given your understandings of the issues, underlying learning theories, and recommended instructional practices, identify three specific techniques or practices you would share with these teachers to help them gradually integrate aspects of historical thinking into their social studies curriculum over the course of a school year. Provide a clear rationale for each technique and how you would expect students to benefit from each of these instructional practices. Support your recommendations with contemporary theory and research.

Example 3:

Question 3: Educational Policy

Reform in public high school is predicated on knowledge of secondary-level curriculum, theory, and research in learning and adolescent development, as well as knowledge of national, state, and district policies. For this question, we ask you to do the following:

Part I. Review relevant work:

- Briefly discuss some of the key practices enacted by administrators and/or teachers that have, *historically* (e.g., before the connected learning movement emerged) been effective in creating safe, supportive, and relevant school settings.

- Using current literature, briefly discuss contemporary efforts to incorporate elements of connected learning practices into high school settings and how these are similar or different from earlier work in education.

- To what extent have these efforts been effective? What impact, if any, have these efforts had on teacher practices, student achievement, and/or student engagement? Where might research be lacking in ways that could potentially inform the development of educational practice and future policy?

- From your perspective, what specific issues and/or concerns impede further progress in integrating connected learning into high school settings and what literature supports your beliefs? Specifically, what key tensions exist among high school teachers that must be addressed before progress can be made?

Part II. Apply these ideas:

Imagine, as technology coordinator for a large, urban public school (in a state of your choosing), you are asked to take the lead on setting a vision for how to more fully integrate connected learning principles and practices into the <u>culture</u> and <u>curriculum</u> of this school over the next three years.

- You are faced with an administrator who supports new ideas but is not sure how to begin or where to focus school resources.

- In addition, several teachers have told you they are overwhelmed by the thought of having to integrate connected learning principles and practices into their content area courses while being held accountable to requirements of high-stakes assessments.

Given your understandings of the issues, underlying theories, recommended instructional practices, and relevant educational reforms, <u>identify and prioritize 3-4 recommendations</u> you would make to administrators and faculty at this school to help them gradually integrate aspects of connected learning into your school's

culture and/or curriculum over the next three years. For each recommendation, provide the following:

- A clear rationale
- An explanation of how you would expect teachers and/or students to benefit
- Anticipated goal(s) at the end of the three years

You are encouraged, whenever possible, to support your recommendations with contemporary theory and research, as well as ideas and readings in your core courses.

Appendix C: Guidelines for Defensible Criteria for Dissertation

D.1 The Dissertation Proposal:

A written **dissertation proposal** will be deemed orally **defensible** when it meets the following criteria in terms of content and writing quality.

The content of the dissertation proposal is **academically sound** in the following ways:
- The work is situated in a relevant body of literature and reflects a brief, but accurate understanding of this literature.
- The theoretical framework (or conceptual framework, if more appropriate) is well articulated and in line with the research questions and methodology.
- Clear and researchable questions are addressed by appropriate and justified method(s) or research design, with acknowledgements of strengths and possible limitations.
- Details clearly explain how data will be collected and analyzed, and when appropriate, examples of relevant instruments (e.g., survey items, scales, interview questions) are provided.
- Clear and convincing arguments are threaded throughout the document and relevant literature is used as evidence to support key claims.

The dissertation proposal represents **high quality writing** in the following ways:
- The document is clear, focused, and polished.
- The document is easy to follow, with a logical and explicit structure that integrates and connects the various parts of the thesis.
- The document is free of typographical, grammatical, spelling and formatting errors as well as inconsistencies in citations.

D.2 The Dissertation:

A **written dissertation** will be deemed orally **defensible** when it meets the following criteria in terms of content and writing quality.

The content of the dissertation is **academically sound** in the following ways:
- The work is situated in a relevant body of literature and reflects an accurate and comprehensive understanding of this literature.
- The theoretical framework (or conceptual framework, if more appropriate) is well articulated and in line with the research questions and methodology.
- Clear and researchable questions are addressed by appropriate and justified method(s) or research design, with explicit acknowledgements of strengths and possible limitations.

- Clear and convincing arguments are threaded throughout the document and relevant literature is used as evidence to support key claims.
- Methods are implemented with rigor as appropriate to the study and sufficient evidence is presented to substantiate the findings.
- The discussion of findings connects with the literature, contributes new knowledge and/or new ways of thinking about the research problem or issue, and explains what further research is now warranted.

The dissertation represents **high quality writing** in the following ways:
- The document is clear, focused, and polished.
- The document is easy to follow, with a logical and explicit structure that integrates and connects the various parts of the thesis.
- The document is mostly free of typographical, grammatical, spelling and formatting errors as well as inconsistencies in citations.

Appendix D: Guidelines for Three Paper Dissertation

The Joint URI/RIC PhD Program Committee has approved the following guidelines related to the use of the manuscript format option for dissertations. Students choosing the manuscript option are still responsible for adhering to the URI Graduate School guidelines (https://web.uri.edu/graduate-school/academics/thesis-dissertation).

Students wishing to select this option are expected to work closely with their major professor and their doctoral committee and gain approval *prior to* selecting this formatting option. Ideally, this decision should be made at the dissertation proposal defense. Students hoping to use this format should organize their dissertation proposal in line with one of the options below.

Minimum Required Components for 3-Paper Dissertations
The final dissertation product must consist of *at least* five chapters, of which three will be sole or first-author manuscripts. The content of those chapters and three papers can reflect varied combinations as noted in examples A-D below. All, dissertations, however, must include the following elements:

Introductory Chapter. All dissertations must include an introductory chapter containing an overview of the problem, significance, research question, author positionality, and brief overview of the theoretical/conceptual framework and methods.

The introductory chapter should offer a high-level synthesis of findings and provide a summary of each of the three papers. A brief rationale for the selection of the papers should also be included. This chapter should help a reader make sense of the chapters/papers that follow.

Concluding Chapter. All dissertations should have a final chapter that includes a synthesizing summary of the dissertation findings. This chapter should also describe the limitations and conclusions from the dissertation study. Finally, students should provide high level conclusions and recommendations that tie together the three separate papers.

Literature. A substantive review of the literature must be provided. Mastery and knowledge of the literature can be shown as a stand-alone literature synthesis paper (See examples A & D below) or as robust sections of the three papers and the introductory chapter.

Methodology. One of the goals of a dissertation is for candidates to exhibit mastery of research methodology, scholarly thinking, and research writing. As such, the empirical dissertation (no matter what format) must offer detailed description of the study methodology in order for the committee to adequately assess a student's mastery in this area. ***Evidence of an appropriate theoretical framework and robust, literature-informed research methods must be included in the final product.*** Methodological expertise can be included in robust methods sections of findings-informed papers (see examples A & B below), a scholarly paper for a methods journal (see example C), or a stand-alone methods chapter in the dissertation (see example D). The committee may request that a student provide additional evidence of methodological process and mastery (e.g., appendices).

Three Papers. Each manuscript should be formatted for a specific reputable journal (e.g., aims/scope, section headers, length) and include all journal-specific requirements (e.g., abstract, appendices, references). These requirements should be shared with the dissertation committee. The manuscripts should be in submission-ready state to be considered ready for a dissertation defense. That means each manuscript should be in near perfect state going into the dissertation defense, not a draft or incomplete product.

All dissertation manuscripts must be approved by the doctoral committee at the dissertation defense and ***in advance of journal submission***. Exceptions may be made on ***rare occasions*** with conference paper deadlines and/or special issue journal deadlines that fall prior to the dissertation defense. However, the major professor must approve and provide the committee an opportunity to review early submission manuscripts prior to a dissertation defense.

At least two manuscripts must report empirical findings from the dissertation; the third may be a literature review, policy paper, or methods paper informed by the study.

**All manuscripts should be composed as part of the dissertation process and completed *after the dissertation proposal defense and IRB approval.* **

Appendices. Per APA (7th edition), include relevant materials in your appendices. You may be asked by the committee to include further details in your appendices.
Some options for organizing the chapters in a dissertation using the manuscript format option are listed in options A-D below. Other combinations of papers may be approved by a dissertation committee (in consultation with the Joint Ph.D. program committee), but must include the required components as listed above.

You can find an example of a Dissertation Proposal and a Final Dissertation approved by the University of Rhode Island in this Google Drive Folder.

Option A:
1. Introductory chapter
2. PUB#1: literature review/concept analysis paper
3. PUB#2: paper reporting study findings

4. PUB#3: paper reporting study findings
5. Concluding chapter
6. Appendices

Option B:
1. Introductory chapter
2. PUB#1: paper reporting study findings
3. PUB#2: paper reporting study findings
4. PUB#3: paper reporting study findings
5. Concluding chapter
6. Appendices

Option C:
1. Introductory chapter
2. PUB#1: paper reporting study findings
3. PUB#2: paper reporting study findings
4. PUB#3: methods or policy paper informed by dissertation study
5. Concluding chapter
6. Appendices

Option D:
1. Introductory chapter
2. PUB#1: literature review/concept analysis paper
3. Methods chapter
4. PUB#2: study findings
5. PUB#3: study findings informing a policy and practice focus
6. Concluding chapter
7. Appendices