UNE Online
University of New England

College of Professional Studies
716 Stevens Avenue
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University of New England

Doctor of Education Program Handbook

Guidelines and Best Practices



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Overview of the Doctor of Education Program

The UNE Doctor of Education program is designed to prepare professionals from a variety of fields to develop or enhance their professional skills and knowledge. Leadership, ethical decision-making, and dissertation preparation are explored with a solid grounding in the theoretical underpinnings of education as a discipline. Graduates of the Ed.D. program become experts in their unique area of research through the dissertation process.

The Ed.D. program is open, flexible, and interdisciplinary, designed to attract leaders/professionals from a wide range of fields, such as healthcare, business, social sciences, education, technology, medical fields, and others. The program provides doctoral candidates the opportunity to investigate a variety of frameworks, including, but not limited to, leadership theory, educational theory, scientific theory, etc. to position their chosen topic and research.

The student-centered Doctor of Education Program at UNE provides the opportunity to complete the program within 51 credits while building the dissertation along the way. As such, the program promotes a focus on the process of inquiry and one's own research topic in order to produce a publishable quality dissertation.

Important Notes: Doctoral research methodology at UNE must be of a traditional nature using Quantitative, Qualitative (Case Study, Narrative Inquiry, or Phenomenology), or Mixed Methods. Methodology such as Action Research, Needs Analysis, Systematic Reviews, etc. will not be considered appropriate methods for dissertation research at UNE. Candidates using surveys in quantitative/qualitative/mixed methods studies should make every attempt to use previously vetted surveys. Candidate created surveys will not be accepted for these types of studies.. Candidates must make every attempt to use sites at which they are not employed so as to eliminate conflict of interest and bias concerns. Exempt dissertations are highly recommended.

UNE Online Student Handbook: The policies contained within the UNE Online Student Handbook apply to all students in the College of Professional Studies. It is each student's responsibility to know the contents of this handbook.

Unauthorized AI Use: The use of generative AI (e.g., ChatGPT, language models, code generators) without explicit permission or direction from course faculty. The Graduate Programs in Education holds the position that Grammarly and other AI writing and generative technology should not be used when completing course assignments, discussions, and/or the development of the dissertation, unless explicitly permitted by course faculty and assignment instructions. These tools do not support a student's personal and direct capacity to develop and hone skills in creativity, logic, critical thinking, analysis, evaluation, theorization, and writing, which are central to graduate-level rigor, assessment, and research. Use of these tools when not explicitly permitted may result in an academic integrity infraction.

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Plagiarism: The representation of another's ideas, words, or work as one's own without appropriate attribution, including self-plagiarism, as outlined in the university's academic integrity policy. Make sure to cite your sources appropriately as well as use your own words in synthesizing information from published literature.

Academic Integrity: The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the University community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. For information about plagiarism and academic misconduct, please visit UNE Plagiarism Policies.

Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Charges of academic dishonesty will be reviewed by the Program Director. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of a decision may be made to the Dean whose decision will be final. Student appeals will take place through the grievance process outlined in the student handbook.

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Courses and Titles Beginning Summer A of 2022

EDU 801 Preparation for the Doctoral Journey
EDU 810 Ethical Decision-Making
EDU 830 Understanding Educational Theory and Best Practices across Disciplines
EDU 804 Technology Change in Organizations
EDU 807 Constructing the Literature Review
EDU 806 Policy Analysis
EDU 805 Managing Change
EDU 831 Building the Conceptual and Theoretical Framework
EDU 803 Quantitative and Mixed Methods Research Design
EDU 802 Qualitative Research Design
EDU 811 Organizational Dynamics
EDU 812 Proposal Capstone 1
EDU 813 Proposal Capstone II
EDU 814 Dissertation Completion-Phase 1
EDU 815 Dissertation Completion-Phase II
EDU 816 Dissertation Completion-Phase III
EDU 817 Dissertation Completion-Phase IV

EDU 801 Preparation for the Doctoral Journey: The importance of building the dissertation throughout that journey is emphasized. One of the main outcomes of the course is a Literature Review Matrix based on the student's area of research interest and working topic. The process of inquiry, research and academic writing skills are reinforced, as is the Dissertation Template and the alignment of topic with problem, purpose, research questions and research themes for the Literature Review Matrix.

EDU 802 Qualitative Research Design: Students will be introduced to several different qualitative research methods from which to explore. Students will participate in activities which align with the building of a potential qualitative study for their approved working topic of choice.

EDU 803 Quantitative and Mixed Methods Research Design: Students will be introduced to quantitative, as well as mixed methods research. Students will describe various research designs and evaluate them for appropriateness for their approved working topic of choice. Students will participate in activities which align with the building of a potential quantitative or mixed methods study.

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EDU 804 Technology Change in Organizations: Technology is ever-changing and the need for demonstrating the ability to construct and put into practice new knowledge about emergent technology is essential. Students will explore and demonstrate an understanding of technological principles, practices and platforms.

EDU 805 Managing Change: The ability to create the conditions to effect systematic and productive change is necessary in every profession and organization. Students will be introduced to theories and practices to inform the management of change which might occur due to circumstances beyond one's control, as well as change which has been strategically initiated.

EDU 806 Policy Analysis: Students will be introduced to the importance of analyzing existing policies and revising or developing new ones where policies do not currently exist. Collaboration of multiple stakeholders will be reinforced, as will the implementation of the policy and how it will be put into practice using well-constructed procedures. The power of continuous review and analysis will also be explored.

EDU 807 Constructing the Literature Review: This writing intensive dissertation development course will afford students the opportunity to expand the Literature Matrix developed in EDU 801 into a working literature review in Chapter 2. The importance of active engagement in the research process will be emphasized. Students will focus on building on their existing knowledge of their approved working topic through intensive research, analysis, synthesis, and continued alignment of topic with problem, purpose, research questions and specific research themes needed for the literature review.

EDU 808 and EDU 809:

These two 3-credit courses are required ONLY FOR STUDENTS who began the program before April 27, 2022.

The courses combine to provide students with an overview of conceptual and theoretical frameworks and how this understanding will help them to continue to build their literature review based upon their approved topic. Alignment of topic with problem, purpose, research questions, title, and themes presented in the literature review is reinforced using the Alignment Tool, as is the Five Chapter Dissertation Outline.

EDU 810 Ethical Decision-Making: This course examines traditional philosophical and ethical frameworks as well as moral development in terms of how leaders can practically apply these concepts. Students explore approaches to moral and ethical reasoning and will use these approaches to discuss ethical dilemmas related to leading change in organizations.

EDU 811 Organizational Dynamics: Organizational dynamics are complex and ever-changing, particularly as a result of a connected and global society. Each organization or organizational structure, whether it be a family, large company, or university can experience, and be required to manage, different

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and distinct dynamics. This course will also help students better understand the coexisting similarities that may exist across all organizational environments and structures.

EDU 812 Proposal Capstone I: This capstone course is the first of two courses combined to bridge the student's journey of development in order to prepare a draft of the first three chapters based on the approved working topic. Alignment of the topic with problem, purpose, research questions, title, and themes needed in the literature review is reinforced using the Alignment Tool, as well as the Five Chapter Dissertation Outline. Chapters 1 and 2 will be submitted as will the Introduction of Chapter 3. CITI training will also be a priority.

EDU 813 Proposal Capstone II: This is the second of two capstone courses designed to provide the opportunity for students to submit a full draft of the dissertation proposal. Intensive focus on a theoretically-grounded methodology in Chapter 3 will take place. Continued alignment of topic with problem, purpose, research questions, title, and literature review themes will be reinforced. Students will be assigned their dissertation committee members.

EDU 810 Ethical Decision-Making: This course examines traditional philosophical and ethical frameworks as well as moral development in terms of how leaders can practically apply these concepts. Students explore approaches to moral and ethical reasoning and will use these approaches to discuss ethical dilemmas related to leading change in organizations.

EDU 811 Organizational Dynamics: Organizational dynamics are complex and ever-changing, particularly as a result of a connected and global society. Each organization or organizational structure, whether it be a family, large company, or university can experience, and be required to manage, different and distinct dynamics. This course will also help students better understand the coexisting similarities that may exist across all organizational environments and structures.

EDU 830 Understanding Educational Theory and Best Practices across Disciplines (**all students who started Summer A, 2022 and thereafter take this**): This course examines educational theory, as well as current best practices in educational research. It is intended to prepare professionals and leaders across all disciplines to connect these theories and best practices in their own organizations and professional environments.

EDU 831 Building the Conceptual and Theoretical Framework (**All students who started Summer A, 2022 and thereafter take this in place of EDU 808/809**): This course is designed to provide students with the opportunity to build their conceptual and theoretical frameworks and establish a practical and theoretical positioning blueprint to serve as the foundation for their approved working topic, the literature review, and the dissertation as a whole. The benefits of visual representations and concept mapping, as well as their choice of a working methodology within the conceptual framework will be reinforced.

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Important Notes:

The program has paired two separate courses, 807/831 and 812/813, as one course for the purposes of continuity. The course enrollments have a low cap because of the depth and breadth of the work involved. Students will register for the same faculty member in each subsequent course (i.e., 831, 813). Exceptions may include students who are returning from a break or if the faculty cannot teach both courses. If there are circumstances in which a student has registered for the wrong section, the program reserves the right to move the student to the correct course.

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Dissertation Completion Courses

EDU 814-EDU 817 (3 credits each and will satisfy the 51 Credits)/EDU 818-823 (1-credit continuation courses)

EDU 814 Dissertation Completion-Phase 1: This is the first of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. The ideal outcome of this course is intended to be final approval of the three-chapter proposal, a PowerPoint Proposal Presentation, and submission of the IRB application. The Lead Advisor is responsible for approving and submitting the student's application to the IRB. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 815 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

EDU 815 Dissertation Completion-Phase II: This is the second of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. During this course, the ideal goal is for the students (once they have received IRB approval) to recruit their participants and begin their data collection. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 816 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

EDU 816 Dissertation Completion-Phase III: This is the third of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. During this course, the ideal goal is for students to analyze their data, report their findings and begin development of Chapter 4 and 5. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 817 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

EDU 817 Dissertation Completion-Phase IV: This is the last of four dissertation courses in which students will finalize interpretation of their findings in Chapter 5, finalize the dissertation, and defend their research to include a PowerPoint Presentation. Students are required to revise the dissertation as needed so that it is of publishable quality and organized using the approved Dissertation Outline. Should students so choose it should also be DUNE-ready so that it can be “published” on the UNE DUNE site. Should students not meet these goals during this course, they will be afforded the opportunity to move forward into the one-credit EDU 818 Dissertation Continuation course if they have demonstrated they

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are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

EDU 818-823: Students who have made substantive progress throughout the previous dissertation courses, but are still in need of additional time for final publishable quality dissertation completion, will be approved to sequentially take EDU 818-823. During these 1-credit continuation courses, students need to demonstrate substantive progress toward Dissertation Completion in a timely way by communicating with their committee and adhering to agreed-upon deadlines.

Important Notes:

Dissertation Committees are assigned to students by the Education Program Staff based on content and methodological expertise, committee and candidate fit, and committee availability. Requests for a specific committee member will be considered but may not be granted based on committee availability. Requests for a new dissertation committee are generally not granted unless there are extenuating circumstances. The Program Staff reserves the right to issue a change in dissertation committee or grant or deny requests for a dissertation committee change based on their assessment of the circumstances.

Students may, at times, and for personal reasons, need to take time off from their program. It is important to note that students who take a leave or pause enrollment, will not be able to continue to develop their dissertation, collect data or use UNE resources, such as their Dissertation Committee, etc. Upon returning to the program students may continue with their dissertation development, but potentially may not be assigned the same Dissertation Chair and Second Reader.

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The Dissertation Committee

The Dissertation Committee is made up of the **Dissertation Chair** and **Second Reader**.

The Dissertation Committee is assigned by the program at the end of EDU 813, and committee members are required to hold CITI certification (see the CITI IRB Registration and Training). Generally, at the start of EDU 814, the Dissertation Chair will hold an initial Zoom with each new candidate after reviewing the student's draft of Chapters 1, 2, and 3 (all prepared in EDU 813). Attention will be paid to ensuring alignment of all three proposal chapters and creating a solid methodology.

Dissertation Chairs should strive to meet (at a minimum) a communication response time to student emails of 24 hours on weekdays and 48 hours on weekends. The turnaround time for Dissertation Chair comments on candidate drafts should be no more than 7 days from the date that the candidate submits their draft for review.

The Second Reader will be part of the manuscript review process at 4 different touch points; the timing of these touchpoints will vary depending on the student's progress.

- Read chapters 1-3 and provide feedback to the Dissertation Chair and attend the proposal presentation.
- Read chapter 4, provide feedback to the Dissertation Chair.
- Read chapter 5, provide feedback to the Dissertation Chair.
- Read chapters 1-5 and attend the defense.

At the touchpoints above, the Dissertation Chair and Second Reader must return feedback to the students within 14 days of submission. The candidate should be made aware that the second reader will also review the work and the turnaround time may be longer.

The Dissertation Chair will provide guidance to the candidate until successful completion of the dissertation. The Dissertation Chair will hold individual ZOOM meetings, or phone calls, as appropriate and applicable.

Proposal Presentation

Submission Deadline: Dissertation proposal presentations should only be scheduled after the committee deems there are no further content changes required to the manuscript. This requires a thorough line by line of the entire dissertation proposal by both members of the dissertation committee. The Committee should receive a final draft of the written proposal at least 2 weeks before the scheduled dissertation proposal presentation date.

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When the candidate has been approved by their committee to present their Dissertation Proposal Presentation, the Dissertation Chair will organize the Zoom presentation to include an invitation to the Second Reader, and anyone else the candidate would like to invite which could be the UNE community, family, peers, colleagues, etc. All guests should be removed from the Zoom at the end of the candidate's presentation. Questions and feedback from the Dissertation Committee should only be asked and provided after all guests have left the call.

After the Proposal Presentation the Committee will complete the Dissertation Proposal Status Form, and the Dissertation Chair will send a copy to the candidate, a copy to the Assistant Director of Curriculum and Dissertation Development, and the student will upload the document to BrightSpace.

The Dissertation Chair and Second Reader must be in attendance for the Dissertation Proposal Presentation. If one or the other is not able to attend, the presentation must be rescheduled.

IRB Application

The IRB application will be submitted by the Dissertation Chair after the Dissertation Proposal presentation. When waiting for IRB approval, candidates should change the tense of their proposal manuscript to past tense.

Candidates may ***not*** move on to collect data until IRB approval is received and their Dissertation Chair has notified them to begin recruitment.

The full IRB application must include, but not be limited to: the Application and Research Proposal Summary (Exempt applications are recommended; if not exempt, candidates must use other appropriate applications found on the IRB site), the Principal Investigator Certification with signature from the candidate and Dissertation Chair only**,** the Participant Information Sheet, the CV or resume for the student (making sure the UNE/ Doctor of Education) is listed under Education, CITI Certificates for the candidate and dissertation chair, data collection instruments and interview questions, and site approvals/ letters of support (as needed). These documents must align with the Exemplar/Templates found in this handbook. Please note that there may be a 6 week turnaround time for feedback and/or approval from IRB.

The IRB application and materials will first be submitted by the Dissertation Chair to the Assistant Director of Curriculum and Dissertation Development for review, then the Dissertation Chair will submit to the IRB at: irb@une.edu after it has been verified that all required documents are present and aligned with the IRB guidance and best practices.

Important: All candidate IRB questions should be directed to the Dissertation Chair unless instructed otherwise.

The Dissertation Chair will continue to drive and manage all processes to include: candidate approval to recruit participants after IRB approval, organizing the committee's approval to move forward to defend

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the Dissertation, filling out the Dissertation Defense Status form, and signing off, along with the Second Reader, on the Final Dissertation Approval and Dissertation Submission Checklist when the dissertation is of publishable quality:

1) All elements contained in the Dissertation Checklist are in compliance,

2) All five chapters are in alignment,

3) The dissertation adheres to scholarly research principles to include an exhaustive review of the literature, a clearly articulated research approach and analysis, and a thoughtful and supported conclusion that acknowledges the study's limitations.

Dissertation Defense

Dissertation defenses should only be scheduled after the dissertation committee deems there are no further content changes required to the manuscript. This requires a thorough line by line of the entire dissertation by both members of the dissertation committee.
Submission Deadline: At least three weeks before the scheduled dissertation defense date, the final written dissertation manuscript must be submitted to the Dissertation Committee for a thorough review.

Once students have completed their revisions on Chapter 4 and Chapter 5 (it is suggested to complete Chapter 4 in a separate document until that document is ready; the same for Chapter 5; then have candidates add those documents to the proposal that has been turned to past tense when complete). At this time, all chapters should have been fully reviewed by both members of the dissertation committee.

The next steps should be:

1) Have candidates: a) complete their Abstract and any other pages (Dedication, etc.), b) cross check and review the references and appendices, c) send full manuscript to the Dissertation Chair for a full review.
2) After the candidate sends this draft for review, the candidate should begin work on their Defense Slides when the committee conducts their line-by-line review.
3) The Dissertation Chair will then send the full manuscript to the second reader with the indication that in preparation for setting a defense date, the second reader should conduct a line by line review and offer their substantive comments on all areas of the manuscript.
4) The Dissertation Chair will conduct a line by line review.
5) If both members of the committee agree that the candidate does not have substantive changes to content, the defense date should be set. If there are changes to the content that need to be made, then a defense date should not be set until these content revisions are complete.
6) When both committee members agree that there are no content changes required, an email to the candidate should be sent indicating that they: a) need to complete any revisions in the returned manuscript, and b) need to go line by line through the manuscript using the Dissertation

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Submission Checklist, sign off on the checklist, then return to the Dissertation Chair by a specified date (usually a week).

7) The Dissertation Chair will then review the document using the Dissertation Submission Checklist ensuring all areas are addressed, then sign off that the manuscript meets all requirements. If the manuscript does not meet these requirements, additional rounds of revisions may be needed.
8) After the manuscript is in alignment with the requirements of the Dissertation Submission Checklist, the complete manuscript should be sent to the second reader for their signature, as well as the Dissertation Defense Status Form. This step must be completed before, or at the latest- the day of the defense.
9) After the defense, the signed documents should be sent to the candidate to upload in BrightSpace and emailed to the Assistant Director of Curriculum and Dissertation Development.

The Dissertation Chair and Second Reader must be in attendance for the Dissertation Defense Presentation. If one or the other is not able to attend, the presentation must be rescheduled. If guests are in attendance, all guests should be removed from the Zoom at the end of the candidate's presentation. Questions and feedback from the Dissertation Committee should only be asked after all guests have left the call.

Important: In order for a candidate to meet the requirements for a May, August, or December graduation, the candidate must have met all the 51 credit requirements and the candidate is responsible for uploading to BrightSpace no less than 5 business days (the Monday prior) before the end of the term prior to the graduation date the:

1) Final, signed, and approved dissertation,
2) signed Dissertation Defense Status Form,
3) signed Dissertation Submission Checklist

A Spring B completion is needed for a May graduation; a Summer B completion is needed for an August 31 graduation, a Fall B completion is needed for a December 31 graduation. If these requirements are not met, the candidate will need to enroll in the next dissertation continuation course as needed, with graduation during the subsequent conferral date period.

Program Review

A Microsoft Word copy of the signed final dissertation manuscript will also be sent by the Dissertation Chair to the Assistant Director of Curriculum and Dissertation Development, no less than 5 business days (the Monday prior) before the end of the term, along with the candidate's signed Dissertation Defense Status Form, and completed and signed Dissertation Submission Checklist.

DUNE Publication

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A publishable dissertation is evidence of the quality of a doctoral program. It is highly recommended that students submit their dissertation to DUNE. This is free of charge.

Candidates will be contacted by the Assistant Director of Curriculum and Dissertation Development after receipt of signed final manuscript from the dissertation chair regarding their intent to publish in DUNE; students will need to project an ample amount of time to complete all required changes to be published in DUNE. For students who seek to publish, all requirements for publication must be met no more than 1 year from the student's defense date. *The IRB approved data collected in this final signed dissertation must not exceed 18 months from the date of the IRB Exempt/Non Exempt Application Determination Letter. These manuscripts will not be considered for publication.

If, after a student expresses their intent to publish and minor edits to this draft are needed, the Assistant Director of Curriculum and Dissertation Development will contact and work with the candidate. If the dissertation is not of publishable quality, the Assistant Director of Curriculum and Dissertation Development will notify the candidate and Dissertation Chair.

After all required edits are completed, candidates will be instructed to complete the following:

1)The candidate will need to create a DUNE account

2)Access the DUNE submission page.

3)On this page the student will enter their name, title of their dissertation, advisor names, key words, abstract, embargo status, subject categories, and abstract.

4)The Assistant Director of Curriculum and Dissertation Development will be notified and the dissertation manuscript which has been sent to them by the Dissertation Chair and has been reviewed for publishable quality including adherence to the Dissertation Submission Checklist will be uploaded.

*IRB approved data collected for the purposes of a candidate's dissertation will expire after 18 months from the date of IRB Exempt/Non Exempt Application Determination Letter. Expired data cannot be used for the purpose of writing and defending a dissertation. Candidates should contact program staff with any questions.

Hooding and Commencement Ceremony:

In order to participate in the May hooding and commencement ceremonies, a doctoral student must complete fifty-one (51) credits, defend their dissertation, and have all required documents uploaded to Brightspace and sent to the Assistant Director of Curriculum and Dissertation Development no later than the Monday before the end of the Spring B session that precedes the ceremonies.

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The Grading System in the Doctor of Education Program

Currently the grading system in all three credit courses EDU 801-813 is as follows:

- High Pass (HP): Work that exceeds all or most of the criteria of the respective assignment. To receive a high pass the work must demonstrate exceptional command and display of all or most required elements;
- Pass (P): Work that meets all requirements and expectations as specified in assignments, and is fully satisfactory in every respect;
- Low Pass (LP): Work is deemed unsatisfactory;
- F: Work that does not meet any of the expectations of the assignment or the course

Grade Scale: 95 and above = HP; 80-94 = P; 70-79 = LP; Below 70=F

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Currently the grading system in all four three credit Dissertation courses (EDU 814-817) and the one credit dissertation continuation courses 818-823 is as follows:

- **Pass (P)**: Work that meets all requirements and expectations of the course as outlined, to include demonstration of satisfactory progress, communication with the Dissertation Committee, and ability to meet agreed-upon deadlines.
- **Fail (F)**: Work that does not meet the requirements and expectations of the course as outlined, to include lack of demonstration of satisfactory progress, lack of communication with the Dissertation Committee, lack of ability to meet agreed-upon deadlines.
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Important Doctor of Education Program Links

Links for EDU 801 through the completion of the program:

Dissertation Template (To be downloaded as a Word file on a computer for correct formatting. Proper formatting will not be retained in Google, Office 365, or SharePoint)

***Note- previously published dissertations should not be used as examples**

Academic Integrity Steps and Documentation (for EdD Faculty and Dissertation Chairs)

Links for EDU 814 through the completion of the program:

EDU 814-823 Dissertation Chair Progress Report

EDU 814-823 Candidate Self Reflection

Links for Dissertation Proposal:

Proposal Presentation PowerPoint Template

Dissertation Proposal Status Form

Links for Dissertation Defense:

Dissertation Defense Presentation PowerPoint Template

Dissertation Defense Status Form

Dissertation Submission Checklist

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IRB Application Information

Candidates should refer to Guidance for Exempt Projects Involving Interviews and Surveys on the IRB website for additional guidance. Remember that any research involving minors or vulnerable populations cannot be considered Exempt. The primary researcher (in this case the doctoral candidate) should not be an immediate supervisor of any research participants. Further, the researcher should avoid doing research in one's own organization as conflict of interest and/or bias may occur or may be perceived to be present. Reminder that the students must have successfully completed their Proposal PowerPoint Presentation before IRB Submission can occur.

Review: CITI IRB Registration and Training Course Instructions

Review: Exempt Research Checklist

Review: Social Media Recruitment Guidance

Submitting to IRB: The full application must include, but not be limited to: the Application and Research Proposal Summary (Exempt applications are recommended; if not Exempt, candidates must use other appropriate applications found on the IRB site), the Principal Investigator Certification with signatures from the Dissertation Chair and candidate only**,** the Participant Information Sheet (for Exempt projects only), Master List, the CV for the candidate, and CITI Certificates for the candidate and dissertation chair (combine into a single Word document), interview questions (and other instruments as needed), and site approvals (if needed). Please note that there may be a 6 week turnaround time for feedback and/or approval from the IRB. The IRB application and materials will be submitted by the Dissertation Chair first to the Assistant Director of Curriculum and Dissertation Development for review, and once approved, then to the IRB at: irb@une.edu **Important:* Candidates should direct all IRB related questions to their Dissertation Chair unless instructed otherwise.

*All candidates **must** download the Exemplar/Templates for the documents below and change *only* what is highlighted in yellow (and remove highlighting), or as needed to meet the design of their study. These Exemplars/Templates were created with the IRB and contain the expected structure and language required.

Exemplar/Template Application for Exempt Research Projects

Exemplar/ Template Research Proposal Summary

Exemplar/Template Participant Information Sheet

Exemplar/ Template Master List

Exemplar/ Template Recruitment Post/Email

Exemplar/Template Interview Questions

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Additional Guidance and Resources

Grammar, Usage, and Mechanics (GUM) Guidance

Students/candidates should consult the most recent edition of the *Publication Manual of the American Psychological Association* for complete style information (reference format, table and figure layout, special language, numbers, abbreviations, etc.).

Editing Guidance

The language in which all dissertations are written will be English. This handbook also assumes that every dissertation will demonstrate effective communication skills. It is the responsibility of the student that the dissertation demonstrates clarity, correctness, and organization. A candidate may use the assistance of a professional editor if he or she receives the prior approval of the Dissertation Chair; the editorial assistance is limited to the use of language and not to subject matter content or meaning.

Other Resources

Writing Support, ELL Services, and Tutoring Services

Writing Support

APA Style Guide

UNE Library Services Research Help

Editing, Using Sources, and Citations

Additional Support

The EdD program has several 1-credit courses for students in need of additional support. These courses are by invitation only and require approval from the program.

EDU 850 – Dissertation Apprenticeship
This course was designed to bridge the student's previous journey of development to work towards preparing a solid draft of the first three chapters of the dissertation. A review of how to create problems, purpose statements, research questions, writing a literature review, creating a conceptual and theoretical framework, and choosing an appropriate methodology that aligns with the problem, purpose, research questions, and themes is reinforced. Students are asked to review their previous work and adjust as needed to align with the topics reviewed. IRB requirements and CITI training will also be addressed in this course.

EDU 851 – Dissertation Apprenticeship II

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This apprenticeship continuation course was designed to bridge the student's previous journey of development to work towards preparing a solid draft of the first three chapters of the dissertation. A review of how to create problems, purpose statements, research questions, writing a literature review, creating a conceptual and theoretical framework,
and choosing an appropriate methodology that aligns with the problem, purpose, research questions, and themes is reinforced. Students are asked to review their previous work and adjust as needed to align with the topics reviewed. IRB requirements and CITI training will also be addressed in this course.

EDU 852 – Qualitative Research Design Apprenticeship
This one credit course is a refresher of the content delivered in EDU 802 Qualitative Research Design. Students will be introduced to several different qualitative research methods from which to explore. Students will participate in activities which align with the building of a potential qualitative study for their approved working topic of choice.

EDU 853 – Constructing the Literature Review Apprenticeship
This one credit course is a refresher of the content delivered in EDU 807 Constructing the Literature Review. This writing intensive dissertation development course will afford students the opportunity to expand the Literature Matrix developed in EDU 801 into a working literature review in Chapter 2. The importance of active engagement in the research process will be emphasized. Students will focus on building on their existing knowledge of their approved working topic through intensive research, analysis, synthesis, and continued alignment of topic with problem, purpose, research questions and specific research themes needed for the literature review.

EDU 854 – Building the Conceptual and Theoretical Framework Apprenticeship
This one credit course is a refresher of the content delivered in EDU 831 – Building the Conceptual and Theoretical Framework. This course is designed to provide students with the opportunity to build their conceptual and theoretical frameworks and establish a practical and theoretical positioning blueprint to serve as the foundation for their approved working topic, the literature review, and the dissertation as a whole. The benefits of visual representations and concept mapping, as well as their choice of a working methodology within the conceptual framework will be reinforced.

EDU 855 – Introduction to Scholarly Research and Writing
This course will provide students with opportunities to engage in activities to support scholarly research. Academic writing at the doctoral level requires strong organization, confidence in one's knowledge, and attention to scholarly dialogue in the field; skills necessary for success in this doctoral program. Students will work to deepen their knowledge of interpreting and applying research results; identifying and examining organizational writing strategies; and editing grammatical inaccuracies found in student writing. This asynchronous course is designed to support your learning through practical writing assignments and self-assessment strategies that will be used to sharpen your research and
writing skills. There is no prerequisite to this course.

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EDU 856 – Reigniting Your Doctoral Journey

This course is designed for doctoral students returning to the Doctor of Education (Ed.D.) program who are ready to reengage with their research journey. Through structured exploration and focused reflection, students will revisit their research interests, refine their study topics, and craft the foundational elements of their dissertation: the research problem, purpose, and research questions.