

University of Maryland Eastern Shore



"UMES... where the dreams of tomorrow are born today."

Education Leadership (EDLD) Program

www.umes.edu/EdLeadership

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INTRODUCTION

Educational Leadership Program

Hosted at the University of Maryland Eastern Shore, the Education Leadership Doctorate (EDLD) will be a cohort, weekend, mid-career, program designed to embrace the emerging needs of the Eastern Shore Community. The EDLD program could lead to Maryland Administrative II Certification and is designed as a terminal degree. It is staffed by instructional leaders and scholar practitioners with reflective, problem solving habits who are

- Sensitive to the diverse needs and diverse peoples who attend our schools and who will seek to provide an equal and quality education for all children,
- Able to build an effective team-oriented approach to teaching and learning in order to maximize the academic achievements of all students,
- Able to design, consume, critique and implement research relevant to effective practice and
- Adaptable to changing environments and problems, solving new problems, and developing adaptive learning environments.

In Maryland, the need for education leaders with training at the doctoral level has been cited as a statewide need. Personnel needs in this area parallel the projected shortage of teachers, both being impacted by the growing school-aged population and projected retirements. Over the next five years, nearly 75% of Maryland's current school administrators will become eligible for retirement.

Beginning with the new 2010-2011 cohort, UMES will be seeking national accreditation (NCATE) for the EDLD Program. In addition, the program has been aligned with the standards of the Educational Leadership Constituent Consortium (ELCC), the Interstate School Leaders Licensure Consortium (ISLLC), the Maryland Instructional Leadership Framework (MILF and the Unit standards. The intent of this redesign is also to seek eligibility for state licensure as an Administrator-II for doctoral candidates, after successful completion of this program.

Cohort Format

Since this program is designed to meet the needs of students who are employed full time, courses will be offered in a nontraditional format on Friday through Sunday evening. Each course meets for two weekends. During the fall and spring semesters, a student takes 3 courses each term. During the summer, a student takes two courses. The remaining weeks are devoted to individual projects and research. Students must pursue coursework with the cohort. Students who become out of sequence with the cohort may join the next cohort as space permits to pick up a missed course. Therefore, the cohort will complete twenty-four (24) semester hours during the first year of enrollment in the program. In the second year, the rest of the core courses will be completed. The dissertation is scheduled for completion in the third year of the program. Additional time to complete the program may be necessary in accordance with the policies and procedures of the UMES Graduate School. All students must maintain a "B" or better grade in all courses and a grade of "P" on the comprehensive exam and the dissertation.

Admission Requirements

**The url for the appropriate forms below is as follows:
<https://www.umes.edu/Grad>.**

1. University of Maryland Eastern Shore graduate school application form for a degree program
2. Evaluation or recommendation forms
3. Maryland residency status form (if needed)
4. Statement of purpose, academic goals and research interests form

In addition to the requirements for admission to the School of Graduate Studies, the applicant must meet the following program requirements:

- Master's degree in education or in an appropriate academic discipline from a regionally accredited University or college (MSCHE, NEASC-CIHE, NCA-HLC, NWCCU, SACS, WASC-ACSCU) or, from an international educational institution recognized by World Education Services as an accredited agency
- Masters' thesis or other evidence of scholarly research
- Professional résumé
- Writing sample: An original sample of the student's writing that the admission committee can use to evaluate the student's writing proficiency. The minimum length of the writing sample is five pages and should not exceed 30 pages. Examples of possible writing samples include, but are not limited to, journal articles, papers from a course, or some written work product, such as a manual or technical report. The writing sample must be submitted electronically to Dr. Derry L. Stufft, Coordinator of the Educational Leadership Doctoral Program, at dlstufft@umes.edu
- Interview by the EDLD Program Admissions Committee
- Grade point average no less than 3.0 for graduate studies

- Copy of current certification/s (minimum is **Maryland Administrative I or its equivalent**)
- Submission of a current and acceptable criminal background check by the end of the first semester
- Fully qualified in the judgment of the EDLD Program Admissions Committee

Please refer to the current information available from the Office of the Graduate School for the application and application deadlines at:

<https://www.umes.edu/Grad/Default.aspx?id=17612>

Applications will be reviewed and recommendations concerning admission made to the Dean of Graduate Studies by the Coordinator of the Education Leadership Program.

All applicants must satisfy all general requirements for full admission to graduate programs;

Tuition & Financial Aid

Please contact the financial aid office for the current tuition rate.

Mission

The Institutional Identity section of the current Mission Statement for the University of Maryland Eastern Shore (UMES), a historically Black, land-grant university, indicates that UMES is a teaching, research, and extension doctoral institution that nurtures and prepares leaders, particularly from among ethnic minorities. As Maryland's 1890 land-grant institution, the three-tiered foci of teaching, research, and extension align with UMES' legacy and mission. A doctorate in Education Leadership would support the three areas as it would prepare leaders for today's schools who are particularly effective teachers, leaders and applied researchers. Access to and availability of this doctoral degree program on the Eastern Shore will meet the expressed needs of local citizens who want to work toward terminal degrees. This proposal addresses program, personnel, knowledge and skills needed to become an effective leader in selected educational settings. Consistent with the evolved land-grant university's purposes, this doctoral degree meets the needs of Delmarva residents in acquiring necessary skills required for job advancement and regional economic development.

Educational Objectives

Students who satisfactorily complete the Doctorate in Education Leadership Program will receive the Doctorate of Education (Ed.D.) degree and be prepared to fulfill the following objectives:

- Respond to the diverse needs and diverse peoples who attend our schools and who will seek to provide an equal and quality education for all children;
- Develop leadership skills which are demonstrated in building effective team-oriented approaches to teaching and learning in order to maximize the academic achievements of all students;
- Demonstrate scholarly behaviors such as reflection and problem solving with skills for designing, critiquing and implementing research relevant to effective practice; and
- Adapt to changing environments and problems, solve new problems, and adaptive learning organizations.
- Demonstrate ethical standards in all leadership processes.

Requirements

All students in the Educational Leadership program must complete the following:

1. Core courses (24 semester hours)
2. Leadership specialization (12 semester hours)
3. Research Methods (9 semester hours)
4. Internship (3 semester hours)
5. Dissertation Research (12 semester hours)

Application Deadline

As a cohort-based program, there is one (fall semester) admission period per year. The [application](#) deadline for the new cohort beginning each fall is April 1st. Students are responsible to ensure that completed applications and supporting materials, including letters of recommendation and official transcripts, are received in the [UMES School of Graduate Studies](#) by the application deadline.

Comprehensive Exam

The Research Advisory Committee is responsible for administering the comprehensive examination which students should take at the completion of the regular coursework and the internship. This examination, intended to assess scholastic and intellectual capacity, focuses on the student's ability to integrate knowledge from the classroom and the internship. The written [comprehensive examination](#) is conducted and evaluated in accordance

with the policies and procedures of the UMES graduate school. It is in the student's best interest to complete the comprehensive examination as early as possible after completion of the coursework and the internship. Areas of the examination will be chosen by the Research Advisory Committee from a general list formulated by the Coordinator of the Education Leadership Doctoral Program.

The comprehensive examination is given in July and January. If any section of the exam is failed, only that portion needs to be retaken. Failure to re-examine within one year or the second failure of any portion of the comprehensive examination will result in the student's dismissal from the program.

Dissertation

I. Advisors, Research Advisory Committee, Dissertation Examination Committee

Upon admission to the Education Leadership Program, students will be assigned to an academic advisor. This person will be responsible for advising on all aspects of the student's progress through the program.

Early mentoring is a strength of the Education Leadership Program. A Research Advisory Committee comprised of five (5) graduate faculty members may be assigned as early as the second semester of the program and will remain with the student throughout the program, including dissertation supervision. Students are encouraged to identify one member of the Research Advisory Committee who is from outside the University, and who is a leading professional in the field. This professional leader may be a supervisor or mentor, must hold a terminal degree, and must achieve Special Graduate Faculty status. Research Advisory Committee members are nominated by the student's advisor (who usually chairs the committee) and the Coordinator of the Education Leadership Program, who forward their nominations to the Dean of Graduate Studies who appoints the Committee.

The Research Advisory Committee will administer the comprehensive examination, approve proposals, and evaluate the resulting scholarly products in accordance with the policies and procedures of the UMES graduate school. The Research Advisory Committee is responsible for initial approval of the student's dissertation topic. Students in the Education Leadership program are encouraged to establish interests in the scholarly inquiry early in the program. Students develop an area of scholarly inquiry and discuss it with the Research Advisory Committee. Education Leadership students will develop a comprehensive research proposal

which must be defended as a requirement for advancement to candidacy for the degree.

The Dissertation Examination Committee is usually comprised of the members of the Research Advisory Committee. A graduate faculty member must chair the Dissertation Examination Committee. The Dean of Graduate Studies will identify the Dean's representative on the committee. The Dissertation Examination Committee will conduct the dissertation defense in accordance with the policies and procedures of the UMES Graduate School.

Members of the Dissertation Examination Committee are nominated by the advisor through the Coordinator of the Education Leadership Program and approved by the Dean of Graduate Studies. All members of the Dissertation Examination Committee must be present for the dissertation defense examination. Under rare circumstances, including medical emergency, members of the UMES Graduate Faculty may substitute for committee members with written approval of the unavailable committee member, the Coordinator of the Education Leadership Program, and the Dean of Graduate Studies.

II. Defense of the Dissertation Proposal

The Dissertation Proposal Defense is an oral examination on the research proposal administered by the Research Advisory Committee. At least ten (10) working days prior to the examination, the student must provide all committee members with a formal research proposal which details:

- background information,
- research progress to date,
- specific objectives,
- timelines, and
- research design.

The Research Advisory Committee examines the student on all aspects of the proposed research. The Research Advisory Committee is expected to determine the soundness of the research plan and whether the student has the proper motivation, technical and intellectual capacity, and resources to complete the research in partial fulfillment of the requirements of the Doctor of Education degree. The student passes with at least four affirmative votes; otherwise the student fails and must re-defend the research proposal. A second failure or failure to re-defend within one year (but no sooner than 20 working days) of the first proposal defense results in cancellation of matriculation. Written notice of the dissertation

research proposal defense will be provided to the student, the Coordinator of the Education Leadership Program, and the Dean of Graduate Studies.

Students in the Education Leadership Program ascend to degree candidacy status upon successful completion of the comprehensive examination and the dissertation proposal defense.

Please consult the *Graduate Catalog* of your admission year for important information on graduate policies including time limits for degree completion, dismissal, readmission or reinstatement, comprehensive examinations, admission to candidacy, and procedures for the oral examination. The catalog is available at www.umes.edu/graduate.

III. Dissertation Defense

A candidate for the Doctor of Education degree will defend the [dissertation](#) during the semester in which the degree will be awarded. The student and the Dissertation Examination Committee Chair will be responsible for initiating arrangements through the Coordinator of the Education Leadership Program for the date and advertisement of the dissertation defense.

The chair of the Dissertation Examination Committee establishes the time and place of the dissertation defense. The student is responsible for providing a complete and final draft of the dissertation to each member of the committee at least 10 working days before the defense date. Announcement of the dissertation defense will be made through the Office of the Coordinator of the Education Leadership Program at least two weeks prior to the defense. All dissertation defense examinations are open to all members of the graduate faculty and students, although only members of the examining committee may question the candidate in the session. After the examination, the committee deliberates and votes in private. The Dissertation Examination Committee will provide the student, the Coordinator of the Education Leadership Program, and the Dean of Graduate Studies with written notice of the final defense results. The committee may pass the student with recommendations for modifications to the dissertation, pass the student and approve the dissertation, or disapprove the dissertation and fail the student (two or more negative votes constitute failure). At the discretion of the Dissertation Examination Committee, it may elect to re-examine failing students. Students may be examined no more than twice. A second failure by the Dissertation Examination Committee results in cancellation of matriculation. Further

details and specifics are found in the UMES graduate school's Established Procedures for Conduct of the Doctoral Dissertation Defense.

Following successful completion of the dissertation defense, a final copy of the dissertation must be supplied to each member of the Dissertation Examination Committee and the Coordinator of the Education Leadership Program in addition to those required by the UMES graduate school.

FACULTY ADVISEMENT

Introduction

As described in the *Graduate Catalog*, students will engage in a variety of activities that involve advisors and committees including:

- Identifying and refining research interests
- Comprehensive Examinations
- Dissertation Proposal and Final Dissertation Defense

The Research Advisory Committee will consist of five members:

- Advisor: usually chairs the committee
- EDLD faculty
- A professional mentor practicing leadership in the field, holding Special Graduate Faculty status
- Dean's Representative: monitors that Dissertation Final Examination processes have been conducted in accordance with the procedures established by the graduate school.
- The Coordinator will assign each student with a faculty advisor and will select one four-member committee (plus the student-identified member) from among the faculty serving the Education Leadership Program to serve the students assigned to each cohort to ensure effective and efficient delivery of services.

Identifying and Refining Research Interests

Students are encouraged to identify and discuss potential research interest with the advisor and faculty members throughout the course of study. Early identification of a research interest can help the student start to prepare for the Research Instrument Design course and the subsequent dissertation preparation.

Comprehensive Examination

Students will complete the comprehensive examination on a Saturday scheduled after courses have been completed (usually summer semester of the second year). The Research Advisory Committee will meet to read/evaluate the written examinations when completed. Questions, evaluation criteria and processes are determined by the Research Advisory Committee.

EDUCATIONAL LEADERSHIP PROGRAM

Fall 2010 – Summer III 2011

Fall 2010

Course 1

September 10-11-12

October 1-2-3

Course 2

October 15-16-17

October 29-30-31

Course 3

November 19-20-21

December 3-4-5

Spring 2011

Course 1

January 28-29-30

February 11-12-13

Course 2

February 25-26-27

March 11-12-13

Course 3

April 1-2-3

April 29-30-May1

Summer 2011

Course 1

June 10-11-12

July 1, 2, 3

Course 2

July 15, 16, 17

July 29, 30, 31

SUGGESTED COHORT WEEKEND

Friday 5:30 - 10:30

- 5:30 - 6:00** Opening Activities: Instructor engages students in a variety of activities that inform and support both ongoing and upcoming instructional activities, including the schedule for the weekend including attendance and sign-in. S/he reviews the activities of the past week/s between classes. (Anticipatory set and Objectives for the weekend.)
- 6:00 - 7:30** Instructor presents information and engages the students in the learning process. (Input)
- 7:30 - 8:30** Students engage in activities, simulations, group assignments, research or group discussions to demonstrate and refine understanding of key concepts, skills, and to expand the core knowledge base. (Modeling and Check for understanding)
- 8:30 - 9:00** Dinner Break: The cohort will be able to interact, take care of personal needs and engage in general discussions of interest.
- 9:00 - 10:15** The instructor continues general instruction. (Input)
- 10:15 - 10:30** Students and instructor engage in activities that reinforce and support previous and upcoming learning. (Guided practice and Closure)

Saturday 8:00 - 5:00

- 8:00 - 8:30** Opening Activities: Instructor engages students in a variety of activities that inform and support both ongoing and upcoming instructional activities including the schedule for the weekend including attendance and sign-in. S/he reviews the activities of the past week/s between classes. (Anticipatory set and Objectives for the weekend.)
- 8:30 - 11:00** Instructor presents information and engages the students in the learning process. (Input)
- 11:00 - 12:30** Students engage in activities, simulations, group assignments, research or group discussions to demonstrate and refine understanding of key concepts, skills, and to expand the core knowledge base. (Modeling and Check for understanding)
- 12:30 - 1:30** Lunch Break: The cohort will be able to interact, take care of personal needs and engage in general discussions of interest.
- 1:30 - 3:00** Instructor presents information and engages the students in the learning

process. (Input)

3:00 - 3:20 Break: The cohort will be able to interact, take care of personal needs and engage in general discussions of interest.

3:20 - 4:45 Students engage in activities, simulations, group assignments, research or group discussions to demonstrate and refine understanding of key concepts, skills, and to expand the core knowledge base. (Modeling and Check for understanding)

4:45 - 5:00 Students and instructor engage in activities that reinforce and support previous and upcoming learning. (Guided practice and Closure)

Sunday 8:00 - 5:00

8:00 - 8:30 Opening Activities

8:30 - 11:00 Instructor presents information and engages the students in the learning process. (Input)

11:00 - 12:30 Students engage in activities, simulations, group assignments, research or group discussions to demonstrate and refine understanding of key concepts, skills, and to expand the core knowledge base. (Modeling and Check for understanding)

12:30 - 1:30 Lunch Break: The cohort will be able to interact, take care of personal needs and engage in general discussions of interest.

1:30 - 3:00 Instructor presents information and engages the students in the learning process. (Input)

3:00 - 3:15 Break: The cohort will be able to interact, take care of personal needs and engage in general discussions of interest.

3:15 - 4:00 Instructor presents information and engages the students in the learning process. (Input)

4:00 - 4:45 Students engage in activities, simulations, group assignments, research or group discussions to demonstrate and refine understanding of key concepts, skills, and to expand the core knowledge base. (Modeling and Check for understanding)

4:45 - 5:00 Closing Activities: Instructor/students review weekend activities. (Closure)

PROGRAM ACTIVITIES

Semester	Events	Actions	Benchmarks
Fall Year-1	Core Classes	Advisor Assigned Broad Research Interests Identified	
Spring Year-1	Core Classes		
		Research Interests Narrowed	
Summer Year-1	Core Classes	Research Advisory Committee to Dean of Graduate Studies	
Fall Year-2	Core Classes	Research Interests Narrowed	
Spring Year-2	Core Classes	Internship Work on Research Instrument Begun	Dissertation Committee to Dean of Graduate Studies
Summer Year-2	Comprehensive Examination		Dissertation Seminar begins
Fall Year-3	Dissertation and Seminar	Research Conducted	Dissertation Research Activities
Spring Year-3	Dissertation and Seminar	Dissertation Refined for Presentation and Defense	Dissertation Defense

GRADING POLICY

All students must maintain a "B" or better grade in **all** courses with a letter grading system and a grade of "P" on the comprehensive examination and the dissertation.

For clarification, the preceding sentence does not contain the words "cumulative grade point average" but "grade in all courses." The "grade in all courses" statement means that EDLD students must receive a grade of either "**A**" or "**B**" in **each** course.

1. A student who receives a grade of "**C**" in any course must repeat that course.
2. After receiving two final "**C**" grades (whether receiving two consecutive "**C**" grades in the process of repeating one course **or** whether, throughout the duration of the program, receiving two final "**C**" grades in any two different courses), the student will be dismissed from the program.
3. A student who receives a final grade of "**D**" or "**F**" **at any time** in the admitted program will be dismissed from that program.

4. A grade of "**I**" (Incomplete) is given in any course **only** to students who are passing the course at the time of a legitimate emergency. If the "I" grade has not been completed satisfactorily within six (6) months from the conclusion of the course in which the instructor granted the "I," the student's registration for the next sequence of courses is subject to hold. All "I" grades must be completed for the student to sit for the comprehensive exam. An "I" grade becomes a "W" grade at the end of one year if not removed and, thereby, becomes a condition for dismissal under the preceding point 4.
5. Academic dishonesty (e.g., plagiarism, improper citation, fabrication, manipulation of facts and data, cheating etc.) will not be tolerated in the EDLD program. Students who are found guilty of academic dishonesty will be subject to actions and penalties prescribed in the campus' academic honesty policy.
6. Students must earn a grade of "S" on the comprehensive exam to continue in the program. A failing grade at any time is subject to review to determine whether the student should continue in the program or be dismissed.

PLAGIARISM AWARENESS ACKNOWLEDGEMENT

Plagiarism is considered unacceptable behavior in the Education Leadership Doctoral Programs. The academic honesty policy may consider a range of actions and penalties for plagiarism, improper credit citation, and other academic honesty issues, including an "F" grade for the course or even dismissal from the university and EDLD program. A student's "lack of intention" and/or "lack of knowledge" regarding plagiarism are not considered acceptable exclusions from penalties. After reading the University policy on plagiarism, all EDLD doctoral students are required to sign this form indicating that they understand plagiarism.

.....

My signature below indicates that I have had the term "plagiarism" explained to me in detail, and I have been given the opportunity to ask questions. Those questions have been answered to my satisfaction. I understand that plagiarism is theft of someone else's words or ideas and that it will not be tolerated by the EDLD doctoral programs or UMES. I understand that I must clearly identify and cite all original ideas and writings according to the APA style of referencing, which was carefully reviewed in class.

As a result of reviewing class readings and class discussions regarding plagiarism and the ways in which it may be avoided, I am now aware that lack of citation or omission of a proper acknowledgement of sources constitutes plagiarism, regardless of my professed intent. I further recognize and acknowledge that close paraphrasing of someone else's work, in which I alter that work, or any portion thereof, by changing certain words or phrases, does not make that work my original effort and, thereby, constitutes plagiarism.

Student's signature_____

Student's printed name_____

Date_____

COMPREHENSIVE EXAMINATION PROCESS

The Education Leadership Doctoral Program holds written comprehensive exams twice a year. To be eligible to sit for the comprehensive exam, the student must be in “good standing”; that is, the student must have obtained an A or B in all courses and successfully completed the internship. To sit for the comprehensive exam, the student must register.

- The comprehensive examination consists of exam questions that reflect coursework in the core, specialization, research and internship classes. The questions will be submitted by the EDLD faculty.
- The exam will be monitored by a proctor. Each student will be assigned a number so that the “graders” (EDLD faculty) will not know whose exam they are grading.
- The student may hand-write the exam (an exam booklet/paper will be provided) or submit answers via a UMES university-provided computer. Students are allowed to bring only a pencil/pen to the exam room. Room assignment for the exam will be e-mailed to the student from the EDLD Administrative Assistant two (2) weeks before the exam date.
- Exams are scheduled to be taken in an 8 hour time block (3 hours in the morning [9:00 am—12:00 noon]; a one-hour lunch break [12:00 noon to 1:00 pm]; and, 4 hours in the afternoon [1:00 pm—5:00 pm]). Testing will begin at the specified times (9:00 am and 1:00 pm). If the student arrives at a later time, he or she will not be provided extra time to complete the exam.
- The exam proctor will distribute two questions at 9:00 in the morning (one core question and one research question); after lunch, the proctor will distribute three questions at 1:00 in the afternoon (one internship question, one specialization question and one core question). At the end of the morning session, the core question and the research question and answers will be submitted to the proctor; at the end of the afternoon session, the three remaining questions and answers will be submitted to the proctor.

The student cannot revisit submitted responses.

- The student must pass **EACH** question.
- Comprehensive exam questions are designed to assess the student's knowledge about broad, foundational concepts as well as the ability to integrate this knowledge in a manner that "graders" perceive as indicative of doctoral status. "Graders" will expect that the student will cite references according to latest edition APA style (author, date) throughout his/her writing. There is no required length for a comprehensive exam answer; passing has to do with quality—not quantity.
- Students will be informed in writing of the comprehensive exam score as well as a summary of the graders' comments. Usually, this process takes about 2-3 weeks.
- If a student does not pass the comprehensive exam, s/he must again register for the exam. Only after passing the comprehensive exam will a student be eligible to register for dissertation credit hours listed as EDLD 899.
- In the event of failing ANY or ALL of the five questions, the student may retake the failed section(s) **ONLY** once. If the student fails the re-taken part the second time (or fails to take the failed examination section within one year), his/her admission status is terminated.
- The second examination attempt will be given during the next scheduled comprehensive examination.

COMPREHENSIVE EXAM RUBRIC

Doctoral Student Number: _____

Grader: _____

Pass/Fail: _____

Primary Trait	Meets Doctoral Level Expectations	Somewhat Below Doctoral Level Expectations	Below Doctoral Level Expectations	Comments for below doctoral expectations
Content	Innovatively Answered all part of the stated question.	Clearly answered "most" parts of the question.	Unclearly answered the stated question.	
Writing Ability	Appropriate grammar, punctuation, and sentence structure were used throughout	Inappropriate grammar, punctuation, and sentence structure were used in places.	Inappropriate grammar, punctuation, and sentence structure were used throughout.	
Structural Integrity	Clear, sequential points made; answer flowed smoothly	Some good points were made; flow was obvious in most places.	Points were irrelevant to question; no flow to answer.	

Overall score: _____

Summary of Grader's remarks: *Please be specific in your comments, especially for students to whom you assign a failing grade. If you need more room for comments, use the back or this form.*

THE DISSERTATION

The Dissertation Manuscript*:

- The ability to undertake independent research and provide sufficient evidence of scholarship is demonstrated by submission of an original dissertation, which is required of all candidates for the Ed.D. degree.
- A minimum of twelve (12) dissertation hours is required to complete the EDLD doctoral degree. Prior to admission to candidacy, the student may register for no more than six (6) dissertation hours. After registering for all twelve (12) required hours, the candidate must register for one (1) dissertation hour per semester, including the semester in which s/he defends his/her dissertation. In other words, the candidate must be continually enrolled in dissertation hours until graduation. The candidate has up to four (4) years to successfully defend his/her dissertation from the time s/he was admitted to candidacy.
- After admission to candidacy, the doctoral candidate will obtain approval from the UMES IRB (Institutional Review Board) if necessary, to collect his/her data and, subsequently, write dissertation chapters 4 and 5.
- Twenty (20) working days before the anticipated Dissertation Defense date, the candidate will submit a copy of his/her dissertation draft to each Dissertation Research Committee member. All members must sign form D and submit it to the EDLD Coordinator at least two (2) weeks before the Dissertation Defense date.
- The Dissertation manuscript will be written following the APA latest manual and EDLD Program specifications. (Use New Times Roman font.) The manuscript will follow the School of Graduate Studies manual concerning Thesis and Dissertations.

The Dissertation Defense*:

- The Dissertation Defense **MUST** be **physically** attended by **ALL** members of the candidate's Dissertation Examination Committee (DEC), and the Dissertation Defense must be held in UMES facilities. If an emergency arises to prevent a committee member from attending the defense, the most likely course of action will be to re-schedule the defense. See the *Graduate Catalogue* regarding attendance at the defense.
 - The dissertation Examination Committee has the following alternatives regarding the pass/fail status for the candidate:
 1. Accept the dissertation without any recommended changes and sign Form E.
 2. Accept the dissertation with recommendations for changes, and, EXCEPT FOR THE DEC CHAIR, sign Form E. After the candidate makes recommended changes, the DEC chair will check the dissertation and, upon his/her approval, sign form E.
 3. Recommend revisions to the dissertation manuscript and NOT sign form E until the candidate has made the changes and submitted the revised dissertation manuscript for DEC approval. Then, the DEC committee will sign form E if they approve of the changes.
 4. Recommend revisions and convene a second meeting of the Dissertation Defense. The second defense may take place no fewer than 6 months and no later than 12 months after the first defense. Candidates may be examined no more than twice. After failing the second attempt, the candidate's admission to the graduate program is terminated.
 5. Rule the dissertation manuscript and defense unsatisfactory; therefore, the student fails and may not re-defend.
 - Before or after recommended changes, the candidate fails if two (2) of five (5) DEC members do not sign form E. In addition, the Coordinator of the Education Leadership Program may over-ride any DEC pass/fail decision. Circumstances for a over-ride include:
 - Dissertation Manuscript not in compliance with EDLD specified outline/style, failure to comply with IRB, or acts of plagiarism and faulty data handling, for example.
 - After successful completion of the Dissertation Defense, the following dissertation copies are required (All copies are required to be typed on

acid free thesis paper [25% cotton]. The UMES bookstore has this paper):

- Approximately, two (2) weeks prior to graduation, each candidate should submit one (1) original and two (2) unbound copies of his/her dissertation to the Dean, School of Graduate Studies. The original will be placed in the Circulating Collection at the UMES Frederick Douglas Library (FDL); one (1) copy will be placed in Special Collections at the FDL; and, one (1) copy will be submitted to Digital Dissertations for publication.
- In addition to the previously mentioned original and (two) 2 copies, the candidate is required to submit (one) 1 bound copy of his/her dissertation to the Graduate School, (one) 1 bound copy to the Education Department, and (one) 1 copy for each member of his/her DEC.
- The Registrar's office provides the forms for application for degree per Commencement. The Director of Admissions releases a letter to prospective graduating students (undergraduate/graduate) on procedures for the conferring of degrees per Commencement.

THE PROPOSAL

Manuscript/Defense

- The student and his/her Research Advisory Committee (RAC) will agree upon a dissertation subject and accompanying research design.
- The Proposal manuscript will include the first three chapters (Introduction, Review of the Literature, and Methods) of the final dissertation (usually five chapters: Introduction, Review of the Literature, Methods, Results, and Conclusions/Discussion). A qualitative proposal and dissertation may contain more than three or five chapters respectively. The student will follow the most recent APA Manual regarding referencing.
- The student must be in "good standing" (earned an A or B in **all** courses, completed the internship, passed the comprehensive exam) to defend his/her proposal.
- The Proposal Defense, administered by the RAC, is an oral examination of the research proposal. **All** members of the RAC **must** attend the Proposal Defense in person. If an emergency arises among a committee member, the Dean of Graduate Studies may replace that one (1) member with the Dean's Representative to the Dissertation Defense.
- The Proposal manuscript is due to the RAC at least **twenty (20) working days** prior to the defense. Of course, to refine the Proposal to each RAC member's specifications, the student is expected to have conferred with individual RAC members BEFORE the Proposal manuscript is submitted 20 working days before the defense. In other words, it is understood that RAC members will have had several opportunities to read and respond to proposal drafts before the final Proposal manuscript submitted twenty (20) working days before the Proposal Defense date.
 - Prior to the Proposal Defense, all RAC members will re-read the manuscript and must sign the Pre-Proposal Approval Form (Form A) **ten (10) days** before the presentation, indicating that they approve the proposal as being accepted **for presentation**. After obtaining ALL RAC members' signatures, the student submits Form A to the EDLD Coordinator.
 - The Proposal (submitted twenty [20] working days before the Proposal Defense) will include:
 - ❖ Chapter 1: Introduction: Sections may include the following: Introduction (to the subject), Background of the Problem [mini-lit. review], Need for the Study, Significance of the Study, Purpose of the Study, Research Questions, Relevance to Education Leadership, Research Design, Study Subjects [if quant] or Study

- Participants [if qual], Data Collection, Data Description [if qual.] or Data Analysis [if quant], Assumptions, Limitations, Delimitations, Definition of Terms, Summary
- ❖ Chapter 2: Review of Related Literature: Sections may include the following: Introduction, Sub-sections to highlight all relevant information about the subject, Quantitative or Qualitative Research (explain design in more detail than in Chapter 1 (subsections of this section include: background/history of qualitative [or quantitative] research; reliability/validity; research technique/method, instrumentation [if used]; and data analysis), Summary.
 - ❖ Chapter 3: Methods: (Very detailed description of Research): Sections may include the following: Introduction, Research Design, Participant [or Subject] Selection, Procedures, Data Description [or Data Analysis], Reliability/Validity (or Trustworthiness), Instrumentation (if used; include reliability/validity information), Pilot Study (if RAC recommends; include Introduction, Results, Data Analysis, Discussion), Summary.
- During the Proposal Defense—the oral examination—the RAC examines the student on all aspects of the proposed dissertation research as well as whether the student has the proper motivation, technical and intellectual capacity, and resources to complete the research in partial fulfillment of the requirements of the Doctor of Education degree.
 - The RAC chair will open the “meeting” welcoming guests, introducing RAC members, and explaining the defense procedures, followed by introducing the student who is defending his/her Proposal. The student then will confine opening remarks to 1) his/her interest in the subject, proposed need for the study, purpose of the study, and a brief overview of the proposed design. Any visual aids should be confined to these areas. The RAC will ask questions, in turn, followed by questions from other faculty members and then fellow students.
 - Following the completion of the Proposal oral examination process, the RAC will hold a closed meeting in which decisions will be made concerning the final form of the Proposal. The student (alone) will be called back into the room to hear the RAC’ decision. RAC consensus is desired; however, the student passes the Proposal with at least four of five (or 80%) affirmative votes. The student is required to bring Form B to the Proposal. It is expected that the RAC will work with the student to make any required changes. When the RAC recommends substantive changes in the Proposal Form B will not be signed until all corrections have been made.
 - When Form B is signed by at least four of five (or 80%) RAC members, the chairperson will keep Form B until s/he is notified that IRB has approved the

proposed research. The chairperson then will include the date that IRB approved the research and submit Form B to the Research Coordinator, who subsequently will forward Form B, along with one copy of the "revised" Proposal, to the Dean of Graduate Studies.

- After passing the Proposal Defense, the student is admitted to candidacy provided that s/he submits the application for Admission to Candidacy. This application form may be obtained from the UMES Graduate School. The time line for Admission to Candidacy is 5 years after admission to the program.
- If the student fails the Proposal Defense, s/he must re-defend the research Proposal.
- A second failure or failure to re-defend within one year (but no sooner than 30 working days) of the first Proposal defense results in cancellation of matriculation.
- **After passing the Proposal Defense**, the student is allowed to submit Form C to the UMES Institutional Review Board (IRB). The Research Coordinator will sign Form C PRIOR to submission to the IRB.
- After IRB approval (a 2-week to a 2-month process), the student is free to begin collecting his/her data.

UNIVERSITY OF MARYLAND EASTERN SHORE
The Education Leadership Program

Research Advisory Committee Activity Report

Use of this report is required for all Research Advisory Committee Meetings and Activities both formal and informal. Student is responsible for obtaining signatures of all committee members on the reverse side of this page before report is submitted to program Director for approval and subsequent submission to the graduate dean.

Student's Name:		ID#:	
Advisor's Name:		Date	

Research Advisory Committee		
Action	Name	Signature
Add		
Delete		

Examination		
Comprehensive (Knowledge)	Written	
Internship (Engagement)	Proposal	Products Presentation/Defense
Dissertation (Inquiry)	Proposal	Dissertation Defense
Other Committee	State Purpose:	

Meeting			
Activity			
Schedule	Date:		
Results	Pass	Pass w/ Recommendation	Fail
Re-examination	Recommended		Not Recommended (Matriculation Terminated)

Approved:

Name	Capacity	Signature/Date
	Student	
	RAC Member	
	RAC Member	
	RAC Member	
	RAC Member	
	RAC Member	
	RAC Member	
	RAC Chair/Advisor	
	Dean's Representative (Final Examination Only)	
	Program Director	
	Graduate Dean	

UNIVERSITY OF MARYLAND EASTERN SHORE

The Education Leadership Program

DOCTORAL INTERNSHIP APPROVAL FORM

NAME _____ COHORT # _____

PROPOSED SITE: _____

NAME & TITLE OF SUPERVISOR: _____ PHONE # _____

***Experiential Based Learning Opportunity: (*In approximately one and one-half (1 ½) or two (2) pages, please explain the proposed Doctoral Internship. Explain who, what, when, where, & why. For example, after explaining the history of the organization in which you wish to conduct your Internship and its "fit" as an Internship experience suitable for the EDLD program, explain how this Internship may benefit you personally. Attach any relevant supportive materials.*)**

Proposed Start Date: _____ Proposed Completion Date _____

Instructor/Advisor endorsement to initiate

1. Name _____ Signature _____ Date _____

2. Name _____ Signature _____ Date _____

Coordinator Approval Date

Supervisor Approval Date

Student Signature Date

Notes:

- 300 Clock Hours Required / Documentation Product (at least 1 page)
- This internship experience and scholarly product will be the subject of one question on the Comprehensive Exam.

**University of Maryland Eastern Shore
Ed.D. Program**

INTERNSHIP DOCUMENTATION OF 300 CLOCK HOURS REQUIRED*

Student _____ **Cohort** _____

Entry: Event/Activity	Date	From/To	Total

Student Name(print) _____ **Signature** _____ **Date** _____

Supervisor Name (print) _____ **Signature** _____ **Date** _____

*This form may be used for Documentation/Verification of required 300 hours.

Student Research Advisory Committee (RAC) Request

The RAC will be comprised of at least five (5) members (required number in parentheses) selected from the following categories:

RAC Chair (1)
 Select from EDLD adjunct and full-time faculty, as well as this person as UMES full-time faculty. *Previous doctoral committee experience preferred.*

RAC /Core Faculty (2-3)
 Select from EDLD adjunct and full-time faculty, UMES faculty, or faculty affiliated with another accredited university who has expertise in student's area of interest.

RAC Research Faculty (1-2)
 Select from EDLD adjunct and full-time faculty, UMES faculty, or faculty affiliated with another accredited university who has expertise in research design and/or statistics.

RAC Associate (OPTIONAL) (0-1)
 While possibly not having a terminal degree, faculty demonstrates expertise in a desired area (may be related to internship).

Preferences
 1. _____
 2. _____

Preferences
 1. _____
 2. _____
 3. _____

Preferences
 1. _____
 2. _____

Preferences
 1. _____
 2. _____

Dean's Representative
 Representative will be assigned by The Dean of Graduate Studies. _____

Student's Name (print) _____ **Phone #** _____ **Fax:** _____ **E-mail:** _____

Proposed Dissertation Topic _____

Strand _____

Student's Signature _____ **Date** _____

- *Previous "RAC" experience must be presented by one (1) or more RAC members.*
- *It is the student's responsibility to insure that **ALL** RAC preferences (except the RAC Associate and Dean's Representative) have UMES Graduate Faculty Status.*
- **Selection Process:** *After passing the EDLD Comprehensive Exam, complete this form (**accompanied by a CV for all potential RAC members**) and submit to the EDLD Coordinator who will submit nominees to the Dean of Graduate Studies for final approval. After receiving written approval from the Dean regarding RAC members, the Initial Meeting process may begin.*

ED.D. PROPOSAL APPROVAL – FORM B

UMES EDLD Doctoral Program

TO: _____
Education Leadership Coordinator

FROM: _____
Committee Chair

DATE: _____

The proposal of _____, entitled

has been presented to the following committee members on _____.
Date

The Committee members signing below have approved the intent of the research to be conducted and the research strategy to investigate the research hypotheses/questions.

The procedures approved by the committee have been approved by the UMES IRB on
_____.
Date

The Education Leadership Coordinator will submit this form, along with one copy of the proposal, to the Dean, School of Graduate Studies.

TYPE NAME	SIGNATURE
_____	_____
	Committee Chairperson
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DEPARTMENT OF EDUCATION LEADERSHIP – FORM D

Pre-Dissertation Defense Approval Form (EDLD)

To: _____
Education Leadership Coordinator

Date: _____

The dissertation of _____, entitled

has been approved by the candidate’s Research Advisory Committee for presentation before faculty and students.

TYPE NAME	SIGNATURE
_____	_____
	RAC Chairperson
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***This form must be completed and filed with the Educational Leadership Coordinator at least two weeks before presentation of the defense.**

