

EASTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

PhD in EDUCATIONAL STUDIES

DOCTORAL STUDENT HANDBOOK

January 2015

The contents of this handbook are subject to revisions and updates. Eastern Michigan University, and the Educational Studies Doctoral Program have the right to revise any portion at any time, including, but not limited to, policies, programs, grading guidelines, graduation requirements, courses, services, fees and personnel.

Additional references, which contain policies relevant for doctoral students at Eastern Michigan University, include the following:

- Information for all graduate students is available on the Graduate School web site:
<http://www.emich.edu/graduate/>

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This Student Handbook for Educational Studies doctoral students supplements the Graduate catalog and introduces students to the program. It is also intended as a guide for students accepted into the Educational Studies program as they proceed in their studies. The Handbook describes the program and its history, clarifies requirements, expectations, admission requirements, criteria for graduation, sources of financial aid, and information on specific concentrations. In addition to the Student Handbook, a program advisor assists with program planning and closely monitors student progress.

Program Mission

To Create a Community of Scholars

The overall mission of the Ph.D. in Educational Studies is to create a community of scholars where working professionals come together to study the complexities of teaching/ learning relationships in a variety of educational and community contexts. These relationships are critical elements in the creation of sustainable and viable communities—places where children’s healthy development is fostered, professionals serve their institutions and communities effectively, and citizens and community residents make decisions that promote the best interests of their communities. In order to teach people what they need to know to create sustainable communities, teachers and learners come together in many contexts: public and private schools, colleges and universities, non-profit organizations, hospitals, businesses, etc. The work of educators in all of these varied contexts becomes critically important, especially in economically impoverished communities. This mission is well-aligned with the University, College of Education, and School of Nursing mission statements provided below.

The focus of study in the program is both theoretically rigorous and grounded in best practices. Doctoral students in education should be able to understand, analyze and use a broad spectrum of epistemological perspectives. Students draw on a broad base of scholarship-learning theories, curriculum theories, social theories and philosophy, pedagogical theories-to examine educational structures, policies, practices, technologies, and the role of education in developing healthy communities.

EMU Mission Statement

Eastern Michigan University is committed to excellence in teaching through traditional and innovative approaches, the extension of knowledge through basic and applied research, and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's and doctoral programs. We strive to provide a student-focused learning environment that enhances the lives of students and positively impacts the community. We extend our commitment beyond the campus boundaries to the wider community through service initiatives, and public and private partnerships of mutual interest addressing local, regional, national and international opportunities and challenges.

College of Education Mission

The mission of the College of Education is to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive, and contributing participants and leaders in a democratic and diverse society.

School of Nursing Mission

The mission of the School of Nursing is to deliver high quality education that prepares students to become nurse clinicians, educators, leaders and scholars. The School of Nursing is an integral part of Eastern Michigan University and the College of Health and Human Services. The School's statements of program philosophy, purpose, and goals match with those of the University, as well as the guidelines and standards for professional nursing practice. Our goals are consistent with the goals prescribed by the EMU Board of Regents and affirm the

University's and College's commitments to teaching, scholarly achievement, and university/community/professional service. The philosophy, purpose, and goals explain the precise definitions and assumptions upon which the nursing program is designed. Faculty believe that a nursing program must be guided by its beliefs about person, environment, health, nursing, and teaching/learning. Programs that prepare professional nurses must afford opportunities for students to acquire and use knowledge that is enriched by the social and physical sciences and the humanities. When learners have this liberal arts base of knowledge, they are better prepared to be critical thinkers and problem solvers who use critical inquiry throughout their professional development.

Program Goals

The goals of the Educational Studies Doctoral Program are:

- To engage in advanced study and original research to advance the field of education.
- To make research findings available and accessible to the academy and educational practitioners, policy-makers and the community at large.
- To prepare researchers, scholars, educators and policymakers for professional roles within post-secondary, P-12 schools and other educational contexts in the community.
- To prepare educators who understand that human differences and environmental factors are at the heart of complex educational process and democratic communities.
- To prepare educators who will promote and develop strong community partnerships, recognizing and responding to the particular needs of impoverished communities.
- To use the critical study of educational issues as a foundation for research and advocacy about social and ecological justice, human rights, and equity.

To prepare educational professionals able to respond to a changing world in the 21st century including the impact of globalization, demographic changes, emerging technologies, etc.

Degree Requirements

- A minimum of 60 graduate semester credit hours beyond the Master's degree
- A minimum of nine semester credit hours in the coursework for the Research Core.
- A minimum of nine semester credit hours in the coursework for the Education Core.
- A minimum of 24 credit hours in coursework for the required concentration courses and selected electives.
- A minimum of three semester credit hours in the Internship.
- A minimum of 15 credits of Comprehensive Examination and Dissertation.
- At least 30 credits of graduate coursework in the program must be at the 700 level and above.
- At least 48 semester credit hours of graduate coursework must be at EMU

Program Matriculation

The Educational Studies Doctoral program can be divided into five distinct phases:

1. coursework
2. internship
3. comprehensive exam
4. dissertation proposal
5. dissertation

Each of the subsequent sections unpacks each of these elements to guide the student through the process. The general steps for moving through these five distinct phases include:

1. Application and admission into the doctoral program
2. Meeting with academic advisor to develop a program of study
3. Completion of Education and Research Core, and Concentration courses
4. Completion of Internship
5. Selection of Comprehensive Exam Chair
6. Writing a Comprehensive Exam Prospectus (supervised by Chair)

7. Selection of and meeting with Comprehensive Committee members and Chair
8. Comprehensive exam
9. Selection of dissertation committee (chair and members)
10. Preparation of dissertation proposal
11. Defense of dissertation proposal; successful defense confers "doctoral candidacy" status; use the Dissertation Manual as a guide
12. Dissertation research and writing
13. Dissertation defense; if successful, revise written document per committee comments
14. Submit revised document to the Graduate School for review – see deadline dates and checklist
15. Apply online in my.emich to graduate
16. Complete required dissertation edits; submit document to ProQuest (<http://www.emich.edu/library/databases/iadFullList.php>) and EMU Library (<http://www.emich.edu/library/>) through Digital Commons (<http://commons.emich.edu/>)
17. Complete Survey of Earned Doctorate for those earning a Ph.D.
18. Graduation – attendance at Commencement ceremony is rewarding, though not required

Each of these steps is explained in detail in the Graduate School Dissertation Manual. (<http://www.emich.edu/graduate/>)

Educational Studies Program Elements

Structure and Curriculum

Two sets of Core courses and an Internship ground the work students will do in the concentrations. The two sets of Core courses include the Education Core (9 credits) and the Research Core (9 credits). These are required of all students regardless of the selected concentration area. Concentrations consist of 24 additional credit hours. The program exit requirements consist of three pre-dissertation credits (Comprehensive Exam—3 credits) and 12

Dissertation credits (Dissertation Proposal—3 credits, and Dissertation—9 credits). These pieces of the program are detailed in Figure 1 below.

Pre-Candidacy

Education Core:

- EDST 800 Seminar I: Introduction to Educational Studies: Scholarship, Teaching and Learning
- EDST 801 Seminar II: Education, Democracy and Social Thought
- EDST 803 Seminar III: Education, Communities and Globalization

Research Core:

- EDST 805 Quantitative Methods I
- EDST 806 Qualitative Methods I
- EDST 807/808 Advanced Quantitative or Advanced Qualitative Methods

Internship:

- EDST 810 Research Internship
(May focus on research, teaching, program development, or community service)

Pre-Dissertation:

- EDST 889 Comprehensive Exam (3 credits)
(Includes prospectus development)

Candidacy

Dissertation:

- EDST 895 Dissertation Proposal (3 credits)
- EDST 896/7/8/9 Dissertation (minimum 9 credits)

Required Courses for all Concentrations

Education core. There are three seminars in the Education Core for a total of 9 credit hours. These seminars comprise a) Seminar 1: an introduction to research in education, and guidance into doctoral studies b) Seminar 2: a strong foundation in the major paradigms of social theory and philosophical thought regarding education's role in developing a democratic society, and c) Seminar 3: a grounding in the impact of cultural and economic globalization on schools and communities in the US and worldwide, and the role of education in addressing the consequences of these forces.

Research core. The Research Core consists of a sequence of research methods courses for a total of 9 credit hours. All students take the Quantitative Methods I course and the Qualitative Methods I course. When these are completed successfully, students then choose *either* Advanced Quantitative Methods *or* Advanced Qualitative Methods, depending on the focus of their dissertation research.

Program Concentrations

The PhD in Educational Studies was designed to offer a variety of concentrations in addition to the Core courses. The program currently offers two concentrations, one in Urban Education and another in Nursing Education. Each concentration has its own particular focus and is founded upon an understanding of the relation between education and the social context of communities in an expanding global context. Each 24-credit hour concentration is made up of at least 12 hours of required doctoral level courses (four 3-credit hour courses) and up to 12 hours of restricted electives.

Urban education concentration.

The Urban Education concentration prepares students with Master's degrees for leadership roles in urban school districts, curriculum supervision and coordination, public policy and advocacy, teacher education, higher education and school-related community work. In keeping with EMU's tradition of fostering the ties between theory and practice, the program emphasizes the creation of knowledge about urban education and the collaborative partnerships necessary to address the significant challenges that face urban areas in the 21st Century. The program will pay particular attention to the impact of poverty, racism, immigration, ecological crises, and shifting global economic forces on education across diverse geographical contexts.

Goals for urban education concentration. Students completing this concentration will:

- Engage in advanced study and original research from a variety of theoretical perspectives to advance understanding of Urban Education.
- Understand and be able to analyze the complexities of pedagogical practice within dynamic local, national, and global contexts.
- Solve problems and make decisions in professional practice through the use of: research, reflective inquiry, knowledge of learning and development in all populations, knowledge of diversity through the development of cultural competence, knowledge of subject matter, and professional knowledge.
- Become a member of a community of scholarship and practice committed to creating opportunities for students from diverse backgrounds.
- Be strong advocates and community partners in 21st Century social and educational contexts, with particular attention to addressing the needs of marginalized communities, advocating for social and educational policies that promote equity and social justice.
- Assume a strong leadership role in improving professional practice in urban contexts.

Required courses in the urban education concentration (15 credit hours):

EDST 811 Introduction to Urban Education (3 credit hours; currently EDST 881)

EDST 812 Children and Families in Poverty (3 credit hours)

EDST 813 Schools as Agencies of Community Collaboration (3 credit hours)

EDST 814 Teacher Development (3 credit hours)

EDST 815 Knowledge, Learning and Pedagogy (3 credit hours)

Restricted electives (9 credit hours). The remaining 9 credit hours in the concentration will be selected from a list of current or future courses in Curriculum and Instruction, Early Childhood Education, Educational Media and Technology, Educational Psychology, Reading, and Social Foundations programs in the Department of Teacher Education or other COE or EMU departments if approved by the student's advisor.

Nursing education concentration.

This concentration is designed to broaden the student's existing knowledge in teaching/learning, assessment/ evaluation, research, and leadership in nursing higher education. Required courses address 1) the rich history of nursing education including nursing theory development and nursing research, 2) nursing leadership in higher education, 3) strategies for developing, operating and assessing nursing programs while meeting professional accreditation standards and 4) cultural competence for meeting the needs of diverse student and faculty populations. Select electives complement these courses while customizing learning to the student's needs.

Goals for nursing education concentration. Students completing this concentration will:

- Integrate knowledge and skills from education, research and nursing courses to identify and resolve issues and problems confronting nursing education locally, nationally and globally.

- Create culturally competent, collaborative partnerships among educators, researchers, community leaders and policy makers to address issues in health care and nursing education.
- Appreciate the rich evolution of nursing education, its challenges and its future directions.
- Apply the knowledge, skills, and abilities needed to successfully embrace both faculty and administrative roles in nursing higher education.
- Engage in research to advance nursing education and social policy related to health care from local to global arenas.
- Value the role of life-long learning when addressing the ever-changing social, political and academic environments that impact faculty and administrators in nursing higher education.

Required courses in nursing education concentration (12 credit hours):

NUR 800	Nursing Education: Past, Present & Future
NUR 801	Merging Theories of Nursing with Theories of Education
NUR 802	Assessment of Courses, Curricula, and Programs in Nursing Higher Education
NUR 803	Advanced Concepts in Diverse Populations in Nursing Education

Restricted electives (12 credit hours). The remaining 12 credit hours in the concentration will be selected in consultation with the student's advisor.

Internship

The doctoral internship in Educational Studies is a three-credit course designed to develop scholars who are prepared not only to develop knowledge but also to apply it. During the doctoral internship, students work closely with faculty members to obtain experience in an area where they may need to develop skills: teaching at the college level, teacher education, research and evaluation, professional writing, and/or service (e.g., consulting, work with professional

organizations, program development). The specific field-based placement is based on a student's interests and future professional aspirations, and is intended to provide experience in areas in which a student previously had limited professional experience. The intern is expected to engage in original projects or other activities related to research, teaching, administration and/or outreach. Internship credit is not awarded for any work completed previously. The following are guidelines to follow for the Internship:

1. Pre-requisites: EDST: 800, 801, 802, 805, 806, and 807 or 808
2. Hours: The student will complete a minimum of 45 hours during one semester
3. Supervision: Faculty who supervise the internship should have an active research agenda and qualify as a PhD affiliate.
4. Proposal: Students should create an internship proposal for approval by their internship supervisor and instructor of record. This will serve as a contract for the internship. See guidelines in Appendix C.
5. Final Product: A written product is required, such as:
 - a. A reflection essay
 - b. A paper submitted for publication
 - c. Conference presentation

Comprehensive Exam

Students register for the Prospectus and Comprehensive (EDST 889) after the completion of coursework and the internship. The Comprehensive Examination is designed to provide evidence of a student's mastery of coursework and her/his readiness to write the dissertation proposal. Successful completion of the Comprehensive Exam and subsequent Graduate School admission to candidacy are necessary prerequisites for the dissertation. Typically the Comprehensive Exam process occurs in one semester. It is recommended that the student should begin consulting with the Academic Advisor the semester prior to the Comprehensive Essay/Exam. See specific requirements and guidelines below:

Comprehensive examination requirements.

The Comprehensive Essay/Exam requires students to a) utilize knowledge learned in the core Education Seminars, Research Core courses, and Concentration courses to ground a specific problem or question in a larger set of political, theoretical, and social issues, and b) to argue for an appropriate research methodology based upon a clear and coherent understanding of a variety of perspectives and approaches to research. The Comprehensive Exam is intended to prepare students to write the dissertation proposal.

The Comprehensive Exam consists of four stages:

- I. Development of a Prospectus (15 pages)
- II. Written Examination
- III. Oral Defense
- IV. Notification of Results

Each stage of the process is described more completely below.

I. Comprehensive Prospectus

The student completes the Prospectus before or during the term for which she/he registers for Comprehensive credits and submits it to the Comprehensive Examination Committee. The Prospectus should reflect the student's level of readiness and preparation to write the Comprehensive exam. Familiarity with the literature pertaining to the topic area/s and APA style and formatting should be clearly indicated in the Prospectus.

A. Guidelines for Writing the Prospectus:

1. Introduce your topic and situate it within the broader Educational Studies context with a focus on impoverished communities (1/2-1 page).
2. In a concise literature review, briefly synthesize the specific and salient concepts and theories that have shaped your topic. This review should give the Committee an idea of what you see as the primary content knowledge

informing the dissertation and thus potential areas for the comprehensive questions. This review should also consider briefly the methodological approach planned and a short description of literature informing that choice (10-12 pages).

3. Draft three questions that address your topic from Macro, Micro and Methodological points of view. The Macro question should consider your question from a broad scholarly and socio-cultural context The Micro question should focus more specifically on the particular question you are raising and ask you to review the literature surrounding that question. The methods question should ask you to defend why you have chosen the particular approach rather than other options from methodological, epistemological and ethical points of view And explain how you plan to conduct the research (1 page).

Total length of Prospectus: 15-page maximum excluding references.

4. After approval of the Prospectus, The Prospectus Approval form shall be attached as a cover sheet to the student's Prospectus. The form identifies the student, the expected term of enrollment in the Comprehensive Essay/Exam, the committee chair, committee members, and the faculty advisor. The student is responsible for obtaining signatures from all committee members before submitting the form to the concentration coordinator. The concentration coordinator will sign and forward the form to the doctoral program coordinator for approval. A copy of the form should be returned to all parties and placed in the student's file.

II. Written examination

- A. The Comprehensive Examination Committee meets with the student to compose three draft questions for the essay portion of the Examination. Each question should be answered in approximately 15-20 pages (excluding references) using APA format. Questions will address:

1. Macro issues that ground the topic in social, political, economic, and educational contexts;
 2. Micro issues that describe and analytically position the topic within a relevant body of literature; and
 3. Methodology(ies) relevant to the topic.
- B. After the meeting with the student, the Committee will finalize the questions and the chair will send the final version of the three questions to the student via e-mail with copies submitted to all Committee members and the concentration coordinator. The student has 30 calendar days to answer the questions and must submit his/her written response via e-mail to the Committee chair and all members by midnight of the 30th day. No extensions will be granted.

C. Notification of Written Results

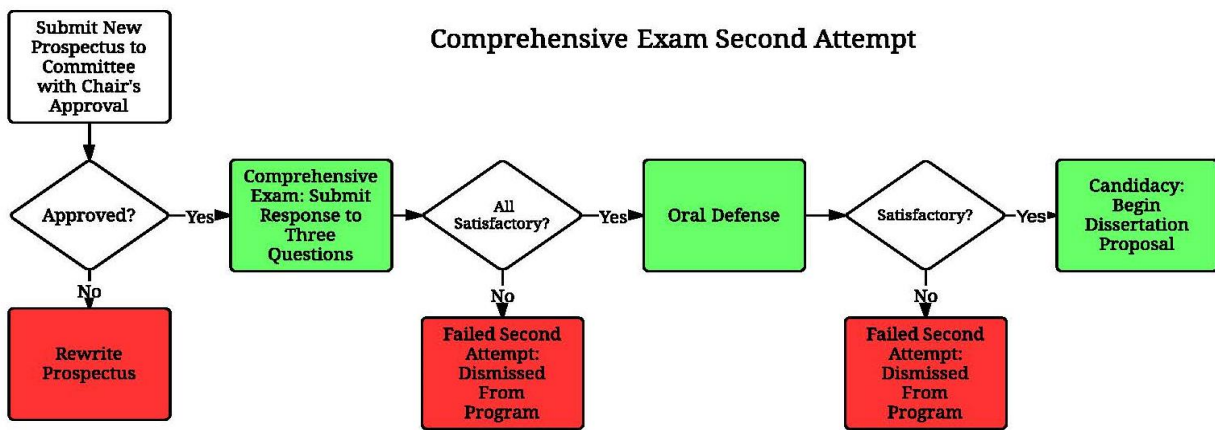
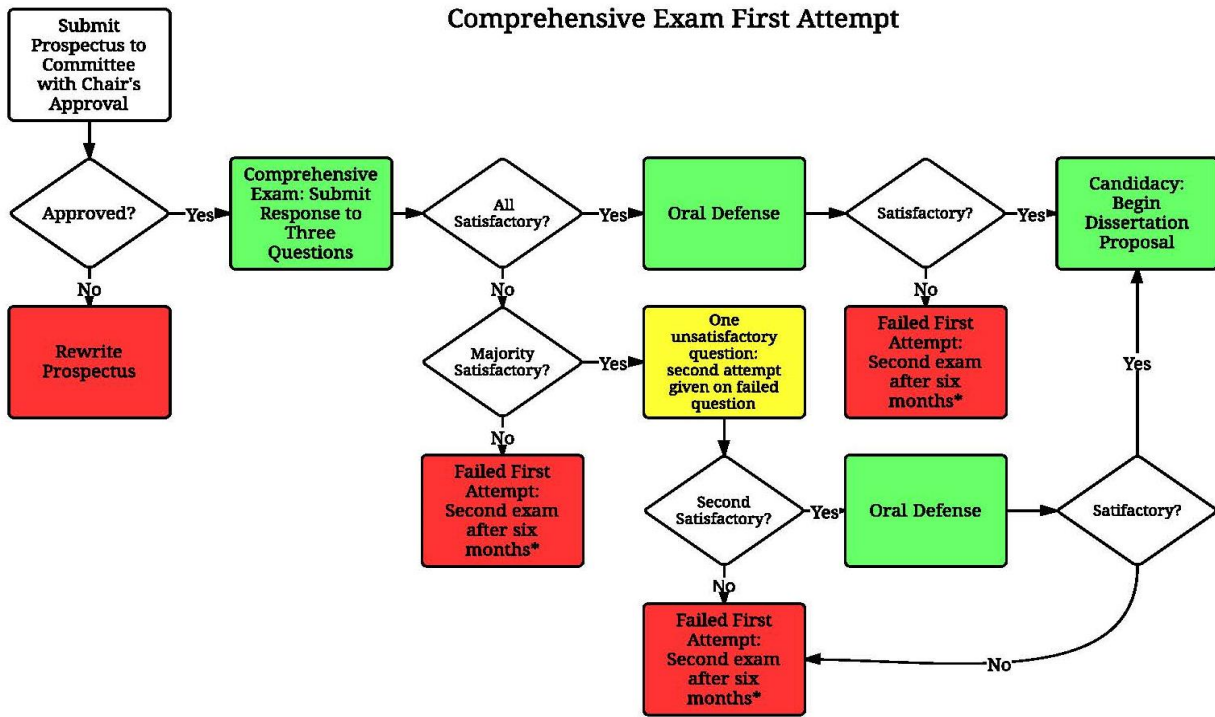
1. Each portion of the written Comprehensive Essay/Exam will be assessed by the Committee as either “Satisfactory” or “Unsatisfactory.”
2. In order to proceed to the Oral Defense, all committee members need to agree that the Written Exam materials are Satisfactory.
3. Student will be notified in writing by the committee chair of the results including areas of strength and weakness.
4. If any section is deemed Unsatisfactory the student and committee members meet to identify areas of weakness and determine the next steps. Next steps could range from rewriting a response to one question to rewriting the entire comprehensive exam. Two unsuccessful attempts on the written portion of the exam will result in dismissal from the program.

III. Oral Defense

- A. An oral defense date should be scheduled by the student and Committee Chair immediately after notification of Satisfactory completion of the written portion of the Comprehensive Essay/Exam.
- B. During an approximately one hour oral defense with committee members, the student will be asked to defend the positions/arguments taken in the written portion of the Comprehensive Exam.

IV. Notification of Results

- A. If the Oral Defense is deemed satisfactory, the committee signs that portion of the Comprehensive Exam Form (see Appendix C), a copy is given to the student, and another copy is placed in the student's file. The original is sent to Graduate Records. The student is considered a PhD Candidate, and is allowed to proceed to and register for Dissertation Proposal.
- B. If the oral defense is deemed Unsatisfactory the student and committee members meet to identify areas of weakness and determine an appropriate timeline for a re-examination. Two unsuccessful attempts on the oral portion of the exam will result in dismissal from the program.



*Receives a grade of "NC" and must reregister for comprehensive exams after six months.

Figure 2. Chart of Comprehensive Exam Process

Dissertation Proposal

The dissertation proposal is an overview of the problem or issue you would like to pursue in your dissertation, clearly describes what you would like to do in your dissertation research, and serves as the basis for the first three chapters of your dissertation in a concise 20-30 page document. The dissertation proposal provides your committee with the necessary detail to determine whether you are pursuing a researchable topic, that you have extensive knowledge in the topic and have chosen a research methodology that will answer your primary research questions. More detail on the dissertation proposal can be found in the Eastern Michigan University Dissertation Manual available at:

<http://www.emich.edu/graduate/downloads/2012falldissertationmanual.pdf>

Dissertation

The dissertation is an independent research project where you demonstrate your knowledge and skills in academic research and writing by adding to the body of knowledge in your chosen area of interest. The dissertation can only begin once your dissertation committee has approved your dissertation proposal and you have received IRB approval if you are conducting research with human subjects. Once all data are gathered and all chapters are completed to the satisfaction of the committee the candidate schedules a public oral defense. More detail on the dissertation can be found in the Eastern Michigan University Dissertation Manual available at:

<http://www.emich.edu/graduate/downloads/2012falldissertationmanual.pdf>

Community of Scholars

The role of the doctoral program is to socialize students into the culture of academic inquiry and professional practice, and through that socialization to motivate them to participate in the scholarly community throughout their career. While much that transpires in the classroom will contribute to that socialization, the Community of Scholarship and Practice supporting this doctoral program will extend far beyond the classroom to engage the doctoral students in dialog and collaborative exploration with faculty in the department of Teacher Education, faculty from departments sponsoring concentrations in the doctoral program, and invited guests from the wider professional community.

The vehicle for interaction among the various members of the Community of Scholarship will be colloquia, formal (with outside speakers) and informal meetings scheduled throughout each semester for purposes of rich discussion of issues/ideas and sharing of research and professional activities. Potential topics for such open community meetings will include but are not limited to:

- Presentation and discussion of faculty research
- Presentation and discussion of student research (at the proposal and dissertation defense stages)
- Presentation and discussion of professional activities (such as reports on internship experiences and consultations)
- Presentation and discussion of professional activities (such as reports on internship experiences and consultations)
- Collaborative participation in and reports on the activities/effects of fluid political/social action projects related to educational policy and other contemporary issues in education
- Opportunities for collaborative research
- Invited lectures/presentations given by guests to the Community of Scholars
- Study group support for courses, comprehensive exams and proposal development

In order to institutionalize the development of a culture of scholarship, students in the program will be required to participate in and organize these colloquia. The list below is an example of roles and responsibilities.

First year cohort:

- Attend and participate in all Community of Scholars events each semester.

Second year cohort:

- Attend all Community of Scholars events. Organize, with the guidance of the Doctoral Program Coordinator(s), two to three Community of Scholars events each semester. The event should include a presentation of a contemporary issue of interest to the community by a guest from the professional community outside or within EMU, and a facilitated discussion among doctoral students and the broader community

Third year cohort:

Attend all community of Scholars events and volunteer to present at these events.

Responsibilities of Doctoral Students

The following are a list of expectations for all doctoral students as they progress through the program. Given the potentially isolating nature of doctoral work it is imperative to follow through with the expectations below.

Maintain Contact with Academic Advisor

Each student will be appointed an academic advisor within the first two terms of the program. This advisor will be selected on the basis of shared academic interests and will help guide the student through the core courses of the program. Students should meet at least quarterly with their advisor. An annual review of student progress should be conducted with the advisor each

fall semester. When it is time for the student to take the Comprehensive Examination, he or she may work with the same advisor, or choose another advisor whose research interests closely align with the student's goal for his or her dissertation.

Maintain Academic Integrity

All students are expected to adhere to the principals of academic integrity. This includes avoiding cheating or plagiarism. The student code of conduct and community standards can be found in the University website at: <http://www.emich.edu/studentconduct/conductcode.php>

Engage in Meaningful Self-Transformation

Doctoral programs fundamentally differ from other types of programs at a University in that a student is expected to develop the habits of mind necessary to become an independent scholar and community member. Coursework is intentionally designed to provide some of the necessary tools to be a successful scholar, but the level of engagement in that coursework and the level of self-transformation will determine how well those experiences prepare someone for the dissertation. There are important skills throughout the coursework, such as mastering academic writing and citations in APA style, that are expected once a student reaches the comprehensive exam and dissertation phases of his/her program. Synthesizing and evaluating the current state of a field of interest, identifying an area in need of further exploration (in the dissertation) is a fundamental element of academic thinking and therefore academic writing. Opportunities for learning and refining these skills are provided in coursework and through participating in the Community of Scholars, but how these opportunities translate to the more individualized and independent processes of comprehensive exams and dissertation vary.

Retention Requirements

There are several levels of continual review to ensure students are progressing at an appropriate pace and in a way that encourage successful completion of the comprehensive exam, dissertation proposal, and dissertation. Given the shift from professor-directed coursework to student-directed independent research, successful completion of coursework does not ensure successful completion of the program.

Academic performance will be reviewed annually to determine whether each student is producing work of doctoral level quality using the following process:

- Students are expected to submit an annual activity report with a one page reflective analysis of their progress in the program. These review materials will be placed in the student's file and reviewed by the student's advisor each year. They will also be made available for review by the doctoral committee made up of doctoral affiliates teaching courses in that particular year.
- If a doctoral student receives a grade lower than B in any course taken, the faculty member who assigns this grade must notify the concentration coordinator who will analyze and facilitate a meeting between the student and his/her academic advisor.
- A Retention Review of the student's file will be conducted at the end of each year by the student's doctoral adviser and the faculty and/or the doctoral committee chair with whom the student took courses. Students who have not maintained a minimum GPA of at least 3.0 in required courses will be requested to meet with their advisor and concentration coordinator to discuss problems, concerns, and issues. Students are expected to maintain a 3.0 grade point average throughout the program.

Academic Probation and Dismissal Policies

See the Graduate Catalog for complete EMU Academic Probation & Dismissal Policies
<http://catalog.emich.edu/content.php?catoid=15&navoid=2153>

Probation and Dismissal

If GPA is below a 3.0 overall; students have three semesters on probation before dismissal. A student may receive lower grades in individual courses as long as the overall and program of study GPA remains above a 3.0 for graduation.

Grievance Policies and Procedures

The EMU Board of Regents outlines grievance procedures for grades and student employment. The grade grievance procedure can be found in the current Graduate Catalog available online. The student employment grievance policy can be found at <http://www.emich.edu/studentconduct/segrievance.php>. When the grievance pertains to grades or student employment, these policies must be followed.

The following policy and procedures are provided by the EMU Educational Studies Doctoral program for investigating and resolving cases of alleged violation or grievances by doctoral students that do not involve grades or employment issues. While the Program fosters open communication and resolution between parties, we recognize that in some instances this is not possible and formal procedures need to be followed.

In most instances, a grievance may be resolved to everyone's satisfaction informally between the individuals involved. The informal process involves only those people directly impacted; there is no written grievance filed, and the resolution of the problem is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and to protect the rights and needs of each individual. The following Steps must be followed in cases where an informal resolution cannot be found:

Step I:

To initiate formal procedures, the student submits a written grievance (within 20 working days following the situation or decision in question) with a full and concise statement of the facts (as perceived by him or her) to all parties involved, the Department Head, the Coordinator of the Educational Studies Doctoral Program and the Concentration Coordinator for the student's specific concentration. The notice must state: (1) that a grievance is being initiated and (2) the nature of the grievance. The written grievance and any subsequent documents, including meeting notes, will be kept in a locked file in the Department Head's office. The Coordinator of the Educational Studies Doctoral program (if the grievance does not involve the Coordinator of the Educational Studies Doctoral program) and the Department Head attempt to resolve the issue by meeting with each party. If the Coordinator of the Educational Studies Doctoral program or the Concentration Coordinator for the student's concentration is party to the grievance then (s)he shall recuse him/herself from the process and the remaining committee members shall select from among themselves, a member to assume the Chair role for the remainder of the grievance process.

If the grievance is related to a committee decision (e.g., thesis, comprehensive exam, or dissertation committee; the Doctoral Coordinating Committee; or the Concentration Coordinating Committee), the student will provide his/her written grievance to the Coordinator of the Educational Studies Doctoral program and the Concentration Coordinating Committee Chair to be distributed to the respective Concentration Coordinating Committee in advance of the regularly scheduled meeting. The student will be allowed to address the entire committee and Concentration Coordinating Committee members may ask questions of the student and committee members regarding their decision in order to gather additional information. The student will then be dismissed from the meeting and a formal vote taken to determine the outcome of the grievance.

Step II:

If there is a failure to resolve the issue, the student can submit a written appeal of the previous decision to the Department Head within ten working days of receiving the Step I response. In this document the student will identify an EMU faculty member to represent him or her on the Grievance Committee, at which time the Coordinator of the Educational Studies Doctoral program will ask the faculty member involved in the grievance to select an EMU faculty member to sit on a Grievance Committee. If the grievance is related to a committee decision, the Coordinator of the Educational Studies Doctoral program will select one EMU faculty member to represent the committee. The Coordinator of the Educational Studies Doctoral program will direct the two committee members (one chosen by the faculty involved; one chosen by the student) to arrange a meeting. At that meeting, the two members will select a third member to complete the Grievance Committee (no more than two Grievance Committee members can be from the student's concentration). The Grievance Committee members must be free from bias and able to render a just and fair decision. A member not able to do so should disqualify him or herself from the grievance review. The three representatives will meet with those involved separately or collectively to resolve the grievance and render a decision in writing within ten working days after all the information has been collected and the necessary parties interviewed. At a minimum, the committee must interview the student and may choose to interview others as needed (either side may suggest witnesses). Note that the student may be accompanied by an advocate who is a member in good standing of the University community (i.e., an EMU student, faculty or staff member) during the Grievance Committee meetings. Attorneys are not allowed to be present during the Grievance Committee meetings.

A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept, that record shall be signed by all members of the Grievance Committee attesting to the fact that the written record is a true record of the hearing proceedings. The written grievance and any subsequent documents, including meeting notes and audiotapes, will be kept in a locked file in the Department Head's office.

The Grievance Committee will determine the grounds for the grievance. Typically this will include determining if the previous decision involved a lack of due process, was arbitrary

and capricious, or contributed to unfair treatment of the student. Note that the Grievance Committee is not charged with resolving the problem that led to the grievance, but will determine if there are grounds to support it. The Grievance Committee shall make recommendations if they find there are grounds to support the grievance.

Step III:

The student may appeal the Grievance Committee decision in writing to both the Dean of the Graduate School and the Dean of the College of Education within ten regular working days after receipt of the Step II decision if the student claims that established procedures for Step II were violated.

The notice to appeal must include the (1) grounds for the appeal; (2) original grievance; and (3) Grievance Committee's report from Step II. The Dean of the Graduate School or the Dean of the College of Education may call witnesses or request other documentation to make a determination if the established procedures for Step II were violated. A decision will be rendered within ten regular working days after all the information has been gathered and any necessary interviews conducted. This decision shall be final; no further appeal is possible.

Note - It is a violation of University policy to take action against a student for filing a grievance.

Financial Assistance

Financial assistance is available to graduate students through federal financial aid, scholarships/fellowships, international scholarships and graduate assistantships. For complete information regarding financial assistance and eligibility criteria, refer to <http://www.emich.edu/graduate/admissions/financialassistance/>

Appendices

- A. Doctoral Faculty Affiliates contact information
- B. PhD in Educational Studies Course Roll-Outs
- C. Forms
 - Program of Study Form
 - Internship Guidelines
 - Prospectus and Comprehensive Form
 - Comprehensive Rubric
 - Dissertation Proposal Form
 - Dissertation Approval Form
- D. Graduation Checklist
- F. Student and Exchange Visitor Information Service (SEVIS) Statement.

Appendix A Doctoral Faculty Affiliates Contact Information

Department of Teacher Education Faculty Affiliates

Office Phone: 734-487-3265

Dr. Joe Bishop

Email: joe.bishop@emich.edu

Dr. Wendy Burke

Email: wburke1@emich.edu

Dr. Robert Carpenter

Email: rcarpen1@emich.edu

Dr. Nancy Copeland

Email: ncopeland@emich.edu

Dr. Margo Dichtelmiller

Email: mdichtelm@emich.edu

Dr. Deborah Harmon

Email: dharmon@emich.edu

Dr. Sylvia Jones

Email: sjones@emich.edu

Dr. Linda Lewis-White

Email: llewiswh@emich.edu

Dr. Ethan Lowenstein

Email: elowenstein@emich.edu

Dr. Rebecca Martusewicz

Email: rmartusew@emich.edu

Dr. Karen Paciorek

Email: kpaciorek@emich.edu

Dr. Valerie Polakow

Email: vpolakow@emich.edu

Dr. Paul Ramsey

Email: pramsey1@emich.edu

Dr. Christopher Robbins

Email: crobbin2@emich.edu

Dr. Alane Starko

Email: astarko@emich.edu

Dr. Toni Stokes Jones

Email: tjones1@emich.edu

Dr. Steve Wellinski

swellins@emich.edu

School of Nursing Faculty Affiliates

Office Phone: 734-487-2310

Dr. Betty Beard

Email: bbeard@emich.edu

Dr. Laurie Blondy

Email: lblondy@emich.edu

Dr. Sherry Bumpus

Email: sbumpus2@emich.edu

Dr. Sandy Hines

Email: shines1@emich.edu

Dr. Virginia Lan

Email: vlan@emich.edu

Dr. Mary Sue Marz

Email: mmarz@emich.edu

Dr. Caroline Peltz

Email: cpeltz@emich.edu

Dr. Marty Raymond

Email: mraymond@emich.edu

Dr. Peggy Trewn

Email: palford@emich.edu

Dr. Tsu-Yin Wu

Email: tsu-yin.wu@emich.edu

Appendix B PhD in Educational Studies Course Rollouts

Incoming Cohort

Semester	EDST Course Rollout
Summer I/II	EDST 800 Seminar NURS 800 URED 881 Intro to Urban Ed
Fall	EDST 801 Seminar II (T) EDST 805 Quant I (TH)
Winter	EDST 806 Qual I (TH) URED 812 (T) OR NURS 801 (T)
Summer I/II,	Selected Electives
Fall	EDST 802 Sem. III (TH) EDST 807 Quant II (TH) OR EDST 808 Qual II (T)
Winter,	URED 813 (TH) & URED 814 (T) OR NURS 802 & NURS 803
Summer I/II	URED 815/Selected Elective OR NURS Selective Elective 1/2
Fall	Selected Electives, Internship, Comprehensive Exam, Dissertation Proposal
Winter 2018	Selected Electives, Internship Comprehensive Exam Dissertation Proposal

Rollouts: All Courses Per Semester

Semester	Courses
Fall	EDST 801 Seminar II (T) EDST 805 Quant I (Th) EDST 802 Sem. III (Th) EDST 807 Quant II (TH) or EDST 808 Qual II (T)
Winter	EDST 806 Qual I (Th) NURS 801 (T) URED 812 (T) NURS 802 & NURS 803 URED 813 & URED 814
Summer I	URED 815 NURS 800 or NURS Selective Elective Selected Elective
Summer II	EDST 800 Seminar I URED 811 (881)

Appendix C Forms

C.1 Program of Study Form

C.2 Internship Guidelines

C.3 Comprehensive Essay and Oral Examination Committee Membership and Final Report

C.4 Evaluation of Comprehensive Exam

C.5 Dissertation Proposal Form

C.6 Dissertation Approval Form

C.1 Program of Study – PhD in Educational Studies: Urban Education

Concentration

EASTERN MICHIGAN UNIVERSITY
College of Education Program of Study
PhD in Educational Studies: Urban Education Concentration

Student Name: _____

Student ID # _____

Education Core (Total of 9 credits)

Course	Title	Cr.Hrs	Planned	Taken	Grade
EDST 800	Seminar I- Introduction to Educational Studies: Scholarship, Teaching and Learning	3			
EDST 801	Seminar II- Education, Democracy and Social Thought	3			
EDST 802	Seminar III- Education, Communities and Globalization	3			

Research Core (Total of 12 credits)

Course	Title	Cr.Hrs	Planned	Taken	Grade
EDST 805	Quantitative Methods I	3			
EDST 806	Qualitative Methods I	3			
EDST 807/808	Advanced Quantitative or Advanced Qualitative Methods	3			
EDST 810	Research Internship/Applications	3			

Urban Education Concentration Core (Total of 24 credits)

Course	Title	Cr.Hrs	Planned	Taken	Grade
URED 811	Intro to Urban Ed	3			
URED 812	Children and Families in Poverty	3			
URED 813	Schools as Agencies of Community Collaboration	3			
URED 814	P-12 Teacher Development	3			
URED 815	Knowledge, Learning and Pedagogy	3			
	Selected Electives (total of 12 credits)				
		3			
		3			
		3			

Dissertation Core (Total of 15 credits min.)

Course	Title	Cr.Hrs	Planned	Taken	Grade
EDST ?	Pre-dissertation Comprehensive Credit (minimum 3 credits)	3			
EDST 895	Dissertation Proposal Seminar	3			
EDST 896/7/8/9	Dissertation (minimum 9 credits)	9			

Conditional Admission Requirements

Course	Title	Cr.Hrs	Planned	Taken	Grade

Total PhD program Credits (min of 60) _____

Sent to Graduate Records _____

Student Signature Date

Changes sent to Grad. Records _____

Advisor's Signature Date

C.2 Internship Guidelines

Contract to be developed by the student in consultation with their Faculty Supervisor

Student:

Address:

Department/Course Number: EDST 810

Term/Year:

Credit Hours:

Site of Internship:

Sponsor or Director (if needed):

Supervisor for Internship (if different from Instructor of Record):

Qualifications of Supervisor:

Faculty of Record:

Introduction: Student describes the placement for the internship

Goals and Objectives: Student describes what responsibilities/projects will be completed during the internship.

Analysis: Student will develop an analysis of the responsibilities/projects that will synthesize his/her experience with the research literature. Length of analysis will be decided by student and sponsoring professor]

Bibliography: Cite relevant research that will support this work.

C.3 PhD in Educational Studies Comprehensive Essay and Oral Examination

Committee Membership and Final Report

Eastern Michigan University Ph. D. in Educational Studies

Comprehensive Essay and Oral Examination Committee Membership and Final Report

Potential Candidate: _____ E#: _____

Academic Program: PhD in Educational Studies, Concentration: Urban Ed Nursing

Topic Area: _____

Prospectus Approval Date: _____ Comprehensive Exam Semester: _____

Committee Membership

Chair: _____
(Print Name) (Signature) (Date)

Member: _____
(Print Name) (Signature) (Date)

Member: _____
(Print Name) (Signature) (Date)

Member: _____
(Print Name) (Signature) (Date)

Comprehensive Exam Decision

Date: _____ Satisfactory Unsatisfactory Decision Deferred

Committee Signatures:

Chair: _____ Member: _____

Member: _____ Member: _____

Comments/Recommendations:

C.4 Evaluation of Comprehensive Exam

Evaluation of Comprehensive Exam

Paper	Evaluation Elements	Evaluation
Paper One: Content	Macro issues that ground the topic in social, political and educational contexts are critically and comprehensively discussed.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Syntax	Essay is coherently organized and uses contextual grammar, syntax, and APA style to communicate effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Paper Two: Content	Micro issues describe and analytically position the topic and comprehensively within a relevant body of literature.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Syntax	Essay is coherently organized and uses contextual grammar, syntax, and APA style to communicate effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Paper Three: Content	Methodology(ies) relevant to the topic are critically and comprehensively discussed.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Syntax	Essay is coherently organized and uses contextual grammar, syntax, and APA style to communicate effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Overall Evaluation of the Three Papers		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Comments:		

C.5 Dissertation Proposal Approval Form

EASTERN MICHIGAN UNIVERSITY Graduate School Doctoral Dissertation PROPOSAL¹ Approval Form

Student Name _____ Date of Meeting _____
Program of Study _____ ID# E _____
Dissertation Committee Chair _____

TENTATIVE TITLE OF PROPOSED DISSERTATION

COMMITTEE REPORT ON DISSERTATION PROPOSAL

After review of the dissertation proposal, the Doctoral Committee certifies that:

- The proposal is satisfactory and the candidate may proceed.
 - The proposed research does NOT involve the use of human or animal subjects
 - The proposed research involves human subjects and will be sent to University Human Subjects Review Committee before data collection.
 - The proposed research involves animal subjects and will be sent to the Institutional Animal Care & Use committee (IACUC)
 - The proposed research involves invertebrates (animal subjects that do not require IACUC oversight)

- The proposal is not satisfactory and the following deficiencies must be corrected.²
Description of deficiencies _____

COMMITTEE SIGNATURES

Chair _____
External Member Representing the Graduate School _____
Member _____
Member _____
Member _____
Member _____

ACKNOWLEDGEMENT OF PROPOSAL APPROVAL

Date _____ Director of Clinical Training/Dept. Head _____
Date _____ Graduate School _____

Signed original to Record's student file. Copies to: Graduate School, chair, and department/college file

¹To be completed only after student has been officially notified of having passed the qualifying examination.
²After correcting the deficiencies, a new form must be submitted indicating that the proposal is satisfactory and the candidate may proceed.

C.6 Doctoral Student Low Enrollment Form

EASTERN MICHIGAN UNIVERSITY

Doctoral Student Low Enrollment Form

Doctoral students who have completed ALL academic coursework (excluding comprehensive exam, dissertation and/or internship), but who continue to work toward completion of those requirements may be considered full-time during periods of registration in those courses. After such registrations are no longer needed to satisfy program requirements, a doctoral student may enroll in a *Continuous Enrollment* (767) course and be considered a full-time student. **This paperwork is required in either case.** A FINAL program of study must be on file to verify eligibility.

Please note: This form may NOT be used if other courses on the program of study are not completed, or during terms in which registration in other courses exists (including, but not limited to, independent study).

PLEASE SUBMIT THIS FORM EACH SEMESTER YOU WISH TO BE CONSIDERED FOR FULL TIME ENROLLMENT –
AFTER YOU HAVE REGISTERED, but prior to the beginning of the semester.

Student Name _____ EID _____

Graduate Program _____

Semester _____ Year _____

Course(s) in which you are registered:

SUBJECT	COURSE	Comprehensive Examination	CREDIT HOURS
SUBJECT	COURSE	Dissertation	CREDIT HOURS
SUBJECT	COURSE	Internship	CREDIT HOURS
SUBJECT	767 COURSE	Continuous Enrollment	1 CREDIT HOURS

Please mark yes or no to the following questions:

ELIGIBILITY QUESTIONS

- yes no Are you a doctoral student? (If no, you may not use this form.)
- yes no Have you completed all coursework (excluding comprehensive exam, dissertation and/or internship) for your program? (If no, you may not use this form.)
- yes no Will you be working toward the completion of your comprehensive exam this semester?
- yes no Will you be working toward the completion of your dissertation this semester?
- yes no Will you be working toward the completion of your internship requirements this semester?

INFORMATIONAL QUESTIONS

- yes no Are you an international student with an F-1 or J-1 visa?
- yes no Have you previously received federal, state, or private student loans for which you may seek loan deferment?
- yes no Do you intend to seek future federal, state, or private student loans while completing your doctoral degree?

Student Signature _____ Date _____

Student's email address _____@emich.edu

Doctoral Program Coordinator (print name) _____

Doctoral Program Coordinator (signature) _____ Date _____

RETURN THIS FORM TO THE OFFICE OF RECORDS AND REGISTRATION, 303 PIERCE HALL, FAX: 734.487.6808.

For Office Use Only: Request is [] Approved [] Denied [] Recorded in Banner

Date: _____ Staff signature: _____

Appendix D Graduation Checklist

To be included at a later date.

Appendix F Student and Exchange Visitor Information Service (SEVIS)

Statement

Attention students who hold an F or J visa:

To avoid being out-of-status, **it is your responsibility** to report within 10 days to the EMU Office of International Students (OIS), 244 Student Center, any change in name, current address of residence, academic status (full or part-time enrollment), date of program completion, program/major change, level change (undergraduate to graduate), change in funding source (employment or graduate assistant position), probation or disciplinary action leading to suspension due to conviction of a crime. Effective January 1, 2003, EMU has 21 days from the date of the reported event to inform the U. S. Government – Department of Homeland Security, Bureau of Border and Transportation Security and the Bureau of Citizenship and Immigration Services – SEVIS database (functions of the formerly known as Immigration and Naturalization Service are a part of two new offices effective March 1, 2003).

OIS enters the data into a real-time database and new documents or I-20's are then issued to you. Remember that dropping or withdrawing from course(s) may put you below full-time enrollment. **Before** a drop/withdrawal change is made that reduces enrollment below full-time status, you **must** receive permission from the OIS. If you plan to transfer to another university, this process must begin **before** the end of your last semester at EMU, contact the Office of International Students. **Noncompliance could result in actions leading up to a fine, arrest, or deportation per the U.S. Government.**

If you have questions or concerns, contact the OIS at 734-487-3116.

