



**COLLEGE OF EDUCATION**  
Department of Leadership and Counseling  
Educational Leadership Program

**DOCTORAL STUDENT  
HANDBOOK**

Eastern Michigan University

Ypsilanti, MI

2023 - 2024

## PREFACE

WELCOME to the Educational Leadership Program at Eastern Michigan University (EMU). The Doctoral Student Handbook has been prepared by doctoral students to assist other students in the doctoral program. This guide is a companion to other university and department materials, including the current *Graduate School Catalog* available online at <http://catalog.emich.edu>.

The Handbook is divided into two sections: *The Formal Processes* and *Student to Student*. The section on formal processes describes program planning steps and the major components of the Ph.D. program. The second section offers advice, student to student, about major aspects of doctoral studies. It describes doctoral program activities and provides insights into the culture of doctoral studies at EMU.

The Handbook reflects the thoughtful critique and insights of doctoral students from many cohorts. Without their observations and ideas, this Handbook would be less complete. Various faculty members offered numerous suggestions and assisted with the editing and layout of the Handbook. We do hope that this Handbook is useful to each of you as you undertake doctoral work in the Department of Leadership & Counseling at Eastern Michigan University.

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**PART I**  
**THE FORMAL PROCESSES**

## UNIVERSITY PROFILE

Founded in 1849 as a teacher-training school, Eastern Michigan University (EMU) was not only the first such institution west of the Alleghenies, but also the state's first tax-supported co-educational college. Once composed of a single building, EMU has evolved into a comprehensive educational institution, with a main campus comprised of 122 buildings on 880 acres and many convenient off-campus locations—an institution firmly committed to shaping the ways that teaching and learning occur in the United States and beyond.

The University offers bachelor's, master's, specialist's, and certificate programs, as well as doctoral degrees in educational leadership, clinical psychology, technology, and our newest doctoral program in educational studies. In all, more than 200 academic majors, minors and concentrations are delivered through EMU's five degree-granting colleges, Honors College, and Graduate School.

During its formative years, Michigan State Normal School, as EMU was conceived, certified thousands of teachers and developed a broad-based academic curriculum. This helped to prepare the institution for university status, which it achieved in 1959. Within this new university, three colleges emerged: Education, Arts and Sciences, and The Graduate School.

EMU continued to evolve in subsequent years, adding the College of Business in 1964, the College of Health and Human Services in 1975, and the College of Technology in 1980 (renamed the Game Above College of Engineering and Technology in 2019). Individual departments offer more than 200 programs. More recently, EMU's Extended Programs and Educational Outreach has taken root. Its diverse elements include Continuing Education (which operates many off-campus centers), the Centers for Corporate Training, the World College, and a host of community-focused institutes.

EMU's student body consists of both full- and part-time students, and is representative of the national trend of non-traditional age adults returning to college to enhance their career opportunities in an ever-changing world. Cultural diversity has long been a hallmark of EMU, and the enrollment reflects this: some 33 percent of the student body is African American, Hispanic, Asian, or Native American. EMU is also home to more than 300 student activities and organizations, indicative of the University's belief that valuable learning opportunities occur both inside and outside the classroom.

### Key Numbers

- 300+ majors and minors in five colleges, plus the Honors College:
  - College of Arts and Sciences
  - College of Business
  - College of Education
  - College of Health and Human Services
  - College of Technology
- 42 professional association affiliations, plus accreditation by the North Central Association of Colleges and Schools

## **THE YPSILANTI COMMUNITY: EMU MAIN CAMPUS**

Eastern Michigan University is located in Ypsilanti, Michigan, a community of approximately 20,000 in southeastern Michigan about 40 miles west of Detroit.

A short drive from Ann Arbor, the city of Ypsilanti reflects the diversity found in southeastern Michigan and provides a wide range of neighborhoods, housing options, social and recreational opportunities, accessible shopping, and convenient public transportation. There are also the benefits of residing in a metropolitan area that is home to several institutions of higher education.

The larger community consists of Ypsilanti and neighboring Ann Arbor, a community educationally rich, culturally vibrant, and technologically sophisticated.

## **THE EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM**

The Doctor of Philosophy program in Educational Leadership is housed in the Department of Leadership and Counseling. The program affords students unique opportunities to work on a program of advanced study in educational leadership. Three areas make the program unique: its focus on the full-time, practicing educational leader, its focus on action-oriented, practical research for the dissertation, and expanding access to high quality education across the state through delivery of synchronous online classes.

In the spring of 2013, EMU was approved to shift the Ed.D program to a Ph.D program. This reflects a nation-wide movement to more definitively distinguish an Ed.D. from a Ph.D. EMU's Educational Leadership Program has consistently reflected the rigor required for a Ph.D. and thus has moved in this direction.

The Department of Leadership and Counseling provides high-quality educational experiences for a student population composed primarily of adult learners who are employed on a full-time basis in their respective fields. The faculty in the Educational Leadership Program distinguish themselves through their work with numerous state and national professional associations, their body of experiences as educational leaders, and ongoing research and writing in the field. The Educational Leadership (EDLD) program offers master's, specialist, and doctoral degrees, and coursework that leads to administrative preparation and certification now required by the State of Michigan (i.e., initial principalship and central office endorsement). The program has also developed and expanded an exciting array of higher education administration courses for those students pursuing careers in postsecondary education, including graduate certificates in community college leadership and academic advising.

The Educational Leadership Program’s mission statement focuses on the **development of leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society**. It includes four major content areas—leadership, research, professionalism, and management competency/proficiency; and three skill areas: communication, human relations, and technology—that are integral to all programs. In addition, the Educational Leadership Constituent Council (ELCC) standards are embedded in the content areas of each course focused on the development of K-12 educational leaders.

Although each student’s doctoral program is individually determined, two options are available to students: a **minimum** 60-hour program for students with an earned master’s degree from an accredited university, and a specially designed program requiring fewer hours for those with an earned specialist degree. Program emphasis can focus on K-12 leadership, postsecondary leadership, or leadership in related educational settings.

## Faculty

The Educational Leadership faculty is committed to bridging the gap between theory and practice and strives to work collaboratively with school districts and institutions of higher education throughout Michigan on ongoing school/institutional improvement initiatives. The Educational Leadership Program includes 11 full-time faculty and a department administrator with a continuing commitment to teaching, research, and service.

David M. Anderson, Ph.D. University of Michigan	Phillip Caldwell II, Ph.D. University of Wisconsin	Davis Clement, Ph.D. William & Mary
Ronald D. Flowers, Ed.D. Eastern Michigan University	Ramarra Garrett, Ph.D. Wayne State University	Matthew Kautz, Ph.D. Columbia University
Carmen McCallum, Ph.D. University of Michigan	Cierra Presberry, Ph.D. Michigan State University	Rachel Radina, Ph.D. Miami University

As appropriate, we also have Part-time and Full-Time Lecturers who hold teaching and/or administrative positions in other educational organizations and complement the full time tenure track faculty.



## **The Cohort Group Structure**

Doctoral students are admitted as a cohort of approximately 10 to 15 students each academic year. Students take a sequence of courses as a cohort throughout the first year of the program and are expected to participate in departmental and group activities throughout their program.

The cohort structure provides an opportunity for students to establish a support network, which is helpful in addressing course requirements. Students often establish formal and informal study groups, which are particularly helpful with research methods courses and in the development of research topics.

All doctoral students are encouraged to participate in the Graduate Research Fair that takes place in the spring. It is an outstanding opportunity to present results of qualitative or quantitative research completed throughout the doctoral program. There is an expectation that students, working independently, with faculty or other doctoral students will engage in scholarship beyond the institution (e.g. regional or national presentations, peer-reviewed publications). As doctoral students, it is important to enhance future resumes or curriculum vitas by taking advantage of opportunities to present and complete research projects.

## **PROGRAM PLANNING**

A doctoral student's program of study is a **minimum** of 60 semester hours of coursework beyond the master's degree. The exact number of hours will be determined by the student and the student's program advisor, based on a review of previous graduate transcripts, the student's professional and personal aspirations, and the doctoral degree requirements. Therefore, some plans of study will have only 60 semester hours while others may include additional hours (either courses designed to remove deficiencies or classes focused on enhancing opportunities for leadership success) at the discretion of the program advisor. Independent study credits are often added to the program of study when students have a gap between the completion of their coursework and engagement in the comprehensive qualifying examination. Additional dissertation credits may also be needed for students who prolong their programs for an extended period of time.

The typical program of study is divided into the following four components:

1. Major Concentration Area (Educational Leadership)
2. Cognate Area
3. Research Area
4. Dissertation Research

The programs of study for each of the programs is included in Appendices A and B. Descriptions of each course can be found in the current Graduate School Catalog, which is available online at <http://catalog.emich.edu>.

### **Residency Requirement**

Although The Graduate School does not require a specific period of campus residency, a doctoral student is required to have completed 90 hours beyond the baccalaureate, or 60 hours beyond the Master's, of which at least 48 new graduate hours after the Master's degree must be earned at EMU. For a post-Specialist degree, at least 36 new graduate hours must be earned at EMU. The remaining hours may be met through transfer credits as long as these credits were not used on a previous degree. Rigorous graduate programs constitute a community of scholars, in which students are gradually introduced by faculty to the scholarly standard, research protocols, ethical norms, professional expectations, social history and current leaders in the discipline. Such a community must be created deliberately, especially in programs with a high concentration of students who commute, attend part-time, and are employed full-time. Seminars, speaker programs, shared authorship and conference presentations, and social events are just some of the ways in which this socialization can occur.

After completing all course work, it is required that a student be enrolled in at least "1" credit hour for Fall and Winter semesters. If the student wishes to engage in dissertation work during the Summer, he or she must be enrolled in at least "1" credit either Summer I or II. This may necessitate enrolling for independent study or low enrollment credits to bridge the gap between candidacy and non-candidacy. These credits are NOT included on the student's program of study. Student may NOT take dissertation credits until he or she has passed the Comprehensive Qualifying Examination.

### **Internship**

The faculty of the Educational Leadership Program values the application of conceptual, technical, and human relations skills essential to successful leadership, and believes that this application is best observed and explored when there is direct involvement in educational leadership activities. Therefore, an internship (200-400 clock hours of service at the internship site) is highly recommended or in some cases required as part of the doctoral program if a student has not had extensive leadership experience. An experienced educational administrator and the director of the internship for the educational leadership program supervise the internship.

Internships are typically arranged with the Director of Internships one semester before the internship begins.

(See department website ([www.emich.edu/coe/lc](http://www.emich.edu/coe/lc)) for the Educational Leadership Internship Handbook).

### **Cognate Area**

Each doctoral student constructs, with her/his program advisor, a cognate sequence that contributes significantly to the student's development as a professional educator and leader. A cognate is an area of specialization developed through related courses designed to add depth to the student's doctoral program. To provide maximum flexibility in meeting individual student's needs, the 10-hour cognate may be completed in any one or a combination of departments that offer an advanced degree. A representative of the cognate area may serve as a member of the student's doctoral committee.

### **EDLD Recommended Course Sequence**

Students may move through the program at any rate they wish; however, they must complete the program within seven years from the first course used on the program.

Recommended course sequence:

**Fall Year 1:** EDLD 709, EDLD 740

**Winter Year 1:** EDLD 710, EDLD 810

**Summer Year 1:** EDLD 820, Cognate(s) and/or EDLD course

**Fall Year 2:** EDPS 805 (quant methods), plus cognate(s) and/or EDLD course

**Winter Year 2:** EDLD 714, EDPS 806 (qual methods)

**Summer Year 2:** EDLD 812 (dissertation seminar), EDLD 894 (advanced methods)

**Fall Year 3:** EDLD 893 (qualifying exam), plus cognates and/or EDLD courses (if necessary)

**Winter Year 3 (and onward):** Dissertation credits (data collection and analysis) and making up any missed cognates and/or EDLD courses

## **MAJOR STEPS IN THE DOCTORAL PROGRAM**

### **Admission into the Program**

New students are admitted to the program once a year. That date becomes the student's official cohort designation, e.g., 2023/2024 cohort. Program offerings for the new student cohort generally begin the following fall term.

### **Appointment of Academic Advisor**

Upon admission to the doctoral program each student will be assigned a faculty academic advisor. This individual is NOT a "dissertation chair". The academic advisor will guide and assist the student in completing a course of study, in making course selections, in examining prior work to determine applicability to the EMU program, and in offering support throughout the doctoral program.

### **Planning Your Program**

Following the designation of an academic advisor, the student should schedule an appointment to review program requirements and develop a program of study. The student should identify a cognate area and be prepared to list a sequence of courses in that area. Considerable flexibility can be arranged in each program. A cognate can clearly enhance a student's future employability.

### **Meeting Course and Program Requirements and Residency**

The student should closely monitor course schedules in order to assure timely completion of all program requirements, paying particular attention to any prerequisites that might be required. Please make note of the EDLD Doctoral Course Sequence Table.

### **Dissertation Prospectus (Introduction to Dissertation Research)**

Students will enroll in EDLD 812: Analysis of Research in Administration. During this seminar, students will prepare a dissertation prospectus. The prospectus is an "idea piece", prepared to introduce a topic of research to the student's doctoral committee. **This is not a dissertation proposal.** Upon approval of the dissertation prospectus, the instructor in EDLD 812 will submit the student's grade for the seminar.

### **Appointment of Doctoral Committee (Dissertation Committee)**

It is the responsibility of each student to ask a member of the Educational Leadership faculty to serve as the student's dissertation chair. This person can (and typically is) different from the academic advisor. **The student, in collaboration with the chair, then invites the other members to join the committee.** The doctoral committee must include a minimum of four faculty members.

The chair and one other committee member must be from among the regular, full-time Educational Leadership faculty. The Graduate School appoints one member. Another optional committee member can be from the cognate area of the student's program. All members of the committee must have an earned doctoral degree.

In selecting a chairperson, the student should choose a faculty member who shares the student's research interest and who will provide support and guidance throughout the research process. This process should include collaborative discussions with your academic advisor and other colleagues or members of your cohort. Other committee members may be selected to represent areas of expertise related to the student's research topic or to provide guidance with research methodology. Once a dissertation chair has been chosen, this faculty member then takes on the role of academic advisor for the student.

After the composition of the doctoral committee is determined, the *Dissertation Committee Approval Form* (Appendix D) will be completed by the chair and submitted to The Graduate School.

### **Comprehensive Qualifying Examination**

Each doctoral student must successfully complete a Comprehensive Qualifying Examination (CQE) as a means of demonstrating their ability to integrate a wealth of information into a meaningful whole. Each student will be expected to show subject mastery of the major (educational leadership) and the cognate area in terms of the literature base, concepts, philosophy, research, and issues/problems. Each student must also provide evidence that she/he can analyze and synthesize information as well as draw appropriate conclusions. This examination will take place during EDLD 893 after completion of the student's prospectus in EDLD 812. EDLD 893 is completed with the student's dissertation chair, with support from the dissertation committee members.

The CQE consists of two parts. First is the written examination. The student's doctoral committee will determine the specific design and structure of the examination after consideration of the individual student's background, experiences, and research interests. The second part of the process consists of an oral presentation/discussion.

**Unsatisfactory completion of any portion of the Comprehensive Qualifying Examination (either partially or totally) will cause the student's performance in the program to be reviewed by the doctoral committee, in consultation with the Department Head.** Several options exist including re-examination. Re-examination may not take place until at least six months have elapsed, but must occur within one year. The results of the second examination are final (see appeal process appendix).

### **Candidacy**

Upon successful completion of program coursework and the Comprehensive Qualifying Examination, a doctoral student is admitted to candidacy. Committee members will complete a form certifying the status of the examination process and submit it to The Graduate School. (See Appendix C: *Qualifying Examination Committee Report on Doctoral Comprehensive Qualifying Examination Assessment Rubric*)

*At this stage, students are eligible to begin enrolling in dissertation credits. The minimum number of credits is 10 (this does not include EDLD 893). Students may exceed this amount when delays interfere with timely program completion. Refer to Residency Requirements p.6.)*

## **Preparation and Approval of Dissertation Proposal**

At this stage, the student will enroll in EDLD 896-899 (dissertation research credits) with their chair and prepare a dissertation proposal.

**Students must obtain a copy of the *Dissertation Manual* from The Graduate School and study it carefully.** It is available online at <http://www.emich.edu/graduate/>

**Note that where there are discrepancies between the *Dissertation Manual* and the *APA Manual*, the *Dissertation Manual* is to be followed. The *Dissertation Manual* is updated annually. MAKE SURE YOU ARE UTILIZING THE MOST RECENT COPY OF THIS DOCUMENT.**

The student should seek the guidance of the dissertation chair and committee regarding the format of this proposal. In general, the dissertation proposal describes the problem to be studied, the significance of the study, the methods to be employed, and the organization of the dissertation.

A well-written and designed dissertation proposal will assist the student in completing the dissertation research and writing process. It will provide clear guidance as to the literature regarding the topic, the methods to be utilized and the background of the problem. Each element will contribute to successful completion of the dissertation.

Upon approval of the dissertation proposal by the doctoral committee, the *Approval of Dissertation Proposal* form (Appendix F) will be completed by the committee and submitted to The Graduate School.

## **Human Subjects Review Process**

An important component of original research is the Human Subjects Review Process. You will engage in extensive dialogue regarding this process throughout the research course sequence. Forms are available online at The Office of Research and Development website (see Appendix E).

**It is imperative that you submit the most recent version of this form.**

## **Completion of the Dissertation**

Each student in the doctoral program is required to complete a dissertation, a document representing an original research effort. The dissertation focuses on an area of particular interest to the student. The research may be conducted using any of a variety of research designs.

Overall, the doctoral student must register for a minimum of 13 semester hours of dissertation research, including EDLD 893. But students may not enroll in dissertation research until she/he has passed the Comprehensive Qualifying Examination (taken during EDLD 893) and has been admitted to candidacy by The Graduate School. This does not preclude the student from working with the dissertation chair in formulating ideas about the specific research topic. However, the approval of the dissertation proposal cannot occur until after the student has passed the Comprehensive Qualifying Examination.

**Once admitted to candidacy, a student must be continuously enrolled in dissertation research credits in order to work with his/her chair and committee until completion and defense of the dissertation. Participation in formal dissertation seminars may also necessitate enrollment in additional credit hours for Summer term. Intensive work with your chair and committee during Summer term will also create the need to register for additional dissertation or independent study credits. The chair and department will determine when this is necessary/required.**

As noted previously, details regarding the preparation and writing of the dissertation are included in the *Eastern Michigan University Dissertation Manual* available on the Graduate School website <http://www.emich.edu/graduate/>

### **Defense of the Dissertation**

When the dissertation is complete, the student will present the written document to the dissertation chair for approval. When the chair is satisfied with the final document, the candidate will submit copies to committee members for their review. In a public presentation and oral defense, the student will answer questions from the committee and the chair will then invite questions from the public related to the dissertation research. At the conclusion of the oral examination, the dissertation committee will determine 1) if the student has successfully defended the research conducted, and 2) if the written document meets doctoral standards of quality and rigor.

A form will be completed and submitted upon successful oral defense of the research conducted (Appendix H: *Oral Defense of the Doctoral Dissertation Approval Form*). A second form will be submitted following the oral defense then the written work is approved (Appendix H: *Doctoral Dissertation Document Approval Form*). A process of review and revision will continue until the doctoral committee approves both the written document and the student's oral defense of the research.

### **Awarding of Doctoral Degree**

Upon satisfactory completion of the dissertation defense by the student, the seated doctoral committee will complete and sign the *Oral Defense of the Doctoral Dissertation Approval Form*, the *Doctoral Dissertation Document Approval Form* and the *Dissertation Signature Approval Page* (Appendix H) and submit it to The Graduate School.

**The degree will not be conferred until all requirements of The Graduate School have been met.**

### **Dissertation Publication/Distribution**

**Please review the “Editing” and “Electronic Submission” requirements stated on The Graduate School’s website.** Printed copies of the dissertation are required for distribution for the dissertation chair, each committee member, and the department. Review **Appendix I** regarding next steps following the defense of the dissertation.

### **Graduation**

**See Appendix G for VERY IMPORTANT instructions regarding graduation.**

## EDLD Doctoral Research Recommended Course Sequence

<b>Stage 1</b> <i>(prereqs for Stage 2b)</i>	<b>Stage 2a</b> <i>(Introduction to Dissertation Research)</i>	<b>Stage 2b</b> <i>(Adv. Research Methods)</i>  This stage may be done BEFORE 2a – this is left to the discretion of the advisor	<b>Stage 3</b>  (Qualifying Examination)
<p><b>Methods courses</b> (EDST 805 &amp; 806, both 3 credits, typically taken in Fall and Winter of second year)</p> <p>Note: Students must have completed a course on Research Design equivalent to EDPS 667/677.</p> <p>Students typically have taken a research design equivalent or EDPS 667/677 as part of a Master's, but if not, they must take an equivalent course as a part of their program of study.</p>	<p><b>First EDLD Research course</b> (EDLD 812, 3 credits, typically taken in Summer of second year)</p> <p>In this seminar, students complete a "concept paper"/ prospectus and literature review.</p> <p>See sample syllabus.</p> <p>Note: The course will address the topic of "how to choose a dissertation chair". The faculty believes students should be encouraged to wait until after completion of this course to make a final decision on their dissertation chair.</p> <p>Until this course is completed, faculty should support students in thinking about their research topics, but not formally agree to be their chair.</p>	<p><b>Advanced Methods Research Course</b> (EDLD 894 – 3 credits, typically taken in Summer of second year)</p> <p>The fulfillment of these 3 credits is determined by the chair, based on each student's need for advanced training in <i>either</i> qualitative <i>or</i> quantitative methods.</p> <p>Note: There are two sections of EDLD 894 (qualitative vs. quantitative) - but students are only required to take one.</p>	<p><b>Second EDLD Research Course</b> (EDLD 893 – 3 credits, typically taken in Fall after the completion of EDLD 812)</p> <p>Students complete their comprehensive examination under the direction of their dissertation chair.</p> <p>Students will register for this course as a "directed study" with their Chair.</p> <p>Note: The chair may give an "IP" if the student cannot complete the comps in one term.</p>



**Part II**  
**Student-to-Student Q&A**

## STUDENT TO STUDENT Q & A

Dear EMU EDLD doctoral student:

Congratulations on your acceptance into the EMU Educational Leadership Doctoral Program! This section of questions and answers highlights those significant areas of doctoral student life that go beyond the formal, procedural aspects of the program.

### **Q1: *What's my topic? What do I really want to study?***

**A:** At the start of your doctoral program, it may be a bit premature to expect to know your specific research topic, methods, etc. Don't panic. As you proceed through your coursework, explore the research literature, and interact with faculty and colleagues, you will be delighted to discover how your research interests start to unfold. As you immerse yourself into literature via coursework and related activities, you will begin to identify a broad sense about the direction of your dissertation topic. Avoid the pressure of pursuing a topic haphazardly; instead, direct your scholarly energies into learning more about yourself as a researcher, advanced practitioner, and more importantly, a productive contributor to the profession. *Yet, the sooner you tap into determining the question(s) you want to explore and address in your dissertation, the more purposeful your doctoral study can and will be.*

### **Q2: *What should I think about as I go through my coursework? How can my coursework be helpful to me?***

**A:** It is both possible and productive to focus and direct your research papers, projects, and activities toward the anticipated topic of your dissertation. One student assembled a stack of papers several inches tall that were written during one year of full-time doctoral study. Each paper reflected some element of the dissertation topic. Each project was used as an opportunity to read the literature, develop a research base, and learn about research methodology. When you determine your question(s) early, you can use course activities to your advantage. While building your literature review throughout your coursework, be sure to record all bibliographic information (APA Style) so you won't panic when you begin your dissertation.

Be sure to remain in contact with your academic advisor when scheduling your coursework. Some classes are only once a year. Also, look at your cognates as a way to strengthen your resume and curriculum vitae. Some students earn an additional certification with his/her doctorate. This will position students for future job opportunities. It is important to envision your future career paths to take advantage of this required coursework.

### **Q3: *What is the role of my academic advisor?***

**A:** Essentially, your academic advisor serves as your direct point of contact to guide you through your doctoral program, including the development of your program of study, guidance about coursework, electives, cognates, related activities, and provision of much-needed intellectual, emotional, and practical support. Faculty academic advisors are initially designated according to shared research interests, yet it is understood that personality fit and compatibility are major contributors to a productive student/advisor relationship. It matters that both the student and faculty advisor can agree and are comfortable with the degree of availability, support, responsiveness, and knowledge base most beneficial to a successful program. If you have questions or concerns regarding the coursework, scheduling of classes, or just need to talk with someone who has lived the life of a doctoral student see your faculty advisor. He/she may have the answers you need to help you stay grounded throughout your doctoral journey.

Although you have a designated academic advisor, there is no limit or restriction in interacting with other faculty members, as they also play an important role in your program as professors, mentors, supporters, and friends. As you become more familiar with the research interests and personalities of

the faculty facilitated through EDLD 812: Analysis of Research in Administration, this information may be helpful to consider and decide about whom to invite to chair and serve on your dissertation committee. The EDLD faculty members come from diverse backgrounds, both professionally and personally. For both full- and part-time students, it is useful to initiate contact with a faculty member via email to establish communication and arrange opportunities to make inquiries, discuss issues, etc. Also, you can attend events and gatherings as well. *Members of the faculty are interested in the success of each student and willingly offer advice and encouragement throughout the program.*

**Q4: How do I organize my work, e.g., papers, research literature, etc.?**

**A:** During coursework, there are plenty of articles and books to read, plenty of papers to write, and plenty of projects to complete. Some of these materials can and will be useful for your research and dissertation research. It is helpful to take time to organize folders and generate reference lists, make files as you go along to avoid trouble finding a necessary article, book chapter, or even your own papers. Also, develop your own system to organize your collection of journal articles, books, etc., possibly by subject, author, journal, year, etc. Additional information on both print and electronic resources on organizing information will be cited later in this section. Stay organized to save time and energy later in your coursework. Some of the coursework may overlap (depending upon your dissertation interests) so find a system to collect or retrieve your written projects/papers/research.

Another suggestion is to have a laptop to allow you to instant access to your papers/data bases/emich email account. If you download an article to read for a class or for your research, it is only a click away.

**Q5: How do I balance my studies with other parts of my life, e.g., family, work, personal time, etc.?**

**A:** As a doctoral student, it is realistic to expect that your life will change, at least temporarily. Honestly, there will be less leisure time. Make sure to have a game plan to help you through the “intense” times of reading, thinking, and writing. You will spend long periods of time at the library doing research, looking at the computer screen, reading books, writing papers, or simply staring out a window when you are in “processing” mode. To others, it will seem that you are “obsessed” with your topic. And honestly, you will become obsessed with it 😊 and that can work to your advantage.

One student found that it was possible to blend family and friends with being a doctoral student by dedicating one day of one weekend each month during which no doctoral work took place. This was his commitment to his family and to himself. Of course, this means being attentive to purposely focus on the work during the remaining time.

During this doctoral study, it is easy to lose sight of important aspects of yourself. Ultimately, for your life to remain balanced and healthy, you have to take care of yourself physically, mentally, and emotionally. Be mindful of your health and set aside a little time to do some of the things you like to do to help you rest, relax, and remain connected with the people and the things that are valuable to you. Finally: sleep, sleep, sleep!

**Q6: How do I manage all of the reading?**

**A:** Be prepared to forego any kind of leisure reading during your doctoral studies. Focus on reading the professional literature. One student noted that he read 76 books in one year of full-time study. What is critical is to renew, expand, and enhance your knowledge of the literature in the field of educational leadership. This reading will ease the preparation of your papers, completion of the comprehensive qualifying examination, development of your dissertation proposal, and writing of your dissertation.

You can build a file of resources such as using a spiral notebook or a word processing document to record interesting or useful quotes or key points (with page numbers) of the references. Also, it is vital

to build a bibliography (for use in course assignments, papers, dissertation proposal, and subsequent dissertation). A variety of software packages expedite this process as well. Two such packages are EndNote ([www.endnote.com](http://www.endnote.com)) and RefWorks ([www.refworks.com](http://www.refworks.com)). Both of these packages will cost you money. The Halle Library now has Zotero that is a free web-based citation management system. You will find information on Zotero at <http://www.emich.edu/library/help/citing/php>. Keith Stanger ([keith@stanger.com](mailto:keith@stanger.com)) is called the “Library Guy” and is always helpful with Zotero questions. As you begin to become familiar with the research literature, especially as it relates to your own research areas of interest, it may be useful to purchase books and other materials for your personal collection of literature. Remember, you are always looking for seminal research and scholarly journal articles. Don’t look to Wikipedia for the answers!

Textbooks are expensive: sometimes a used text works just as well or just check the text out of the Halle Library. Another suggestion is to join the professional organizations tied to your dissertation interests. The literature in journals or newsletters may be helpful in your studies.

**Q7: What library resources are available to doctoral students?**

**A:** EMU’s Halle Library has a comprehensive collection of resources available to students. During peak times of the school year, the library can be very busy and some materials you might need may not be readily available. Here are some helpful hints about additional options to access resources:

- Use the library’s online databases to conduct research and locate materials. From any computer on or off-campus (using your student ID/my.emich login), you can access such resources via Halle Library’s website ([www.emich.edu/halle](http://www.emich.edu/halle)). Google Scholar is a great starting point when looking for articles/scholarly research studies. To browse the library catalog, locate periodicals and other library holdings, request a resource via interlibrary loan and access course electronic reserves.
- Acquaint yourself if necessary with the libraries at nearby research institutions such as the University of Michigan or Wayne State University. If you have attended another institution, particularly in the State of Michigan, it may be possible to access the library holdings from those libraries using your school email/login account. Check with your alumni office for more information.
- Access the resources at your local intermediate school district. They offer access to the ERIC system, maintain professional periodicals and books, and have copy machines available. They are normally only open on weekdays.
- Check with friends and colleagues who have boxes or shelves of materials (books, periodicals, professional newsletters, etc.) relevant to your coursework and research areas of interest.
- Be sure to check building hours before making a trip to an off-campus site or the Halle Library during holidays. Sometimes the buildings are closed or closing earlier than you anticipated. Check the website or make a call to be sure.

**Q8: What is APA? What is “APA Style”?**

**A:** APA is the acronym for “American Psychological Association”. APA has established a system for documenting and formatting in-text citations and bibliographical references. Commonly referred to as “APA style”, this is the format generally used in the social sciences, including education, and it is the preferred standard for all written work in EMU’s Educational Leadership program. APA’s style rules and guidelines are outlined in the reference book: *Publication Manual of the American Psychological Association*. Be sure to purchase the *current edition* of this book and adhere to it religiously. In addition to the current edition of the manual, the following websites provide information and reference hints on APA style.

- APA Style Homepage: [www.apastyle.org](http://www.apastyle.org)

- The OWL at Purdue (APA Formatting and Style Guide): <http://owl.english.purdue.edu/owl/resource/560/01>
- Son of Citation Machine: [www.citationmachine.net](http://www.citationmachine.net)
- KnightCite Bibliography Machine: [www.calvin.edu/library/knightcite](http://www.calvin.edu/library/knightcite)

Develop a keen eye for APA style. Do not depend on editors to assist you though the many writing exercises you will engage in throughout the program. Understand that using APA style properly is critical to the successful completion of your dissertation. Also, the Eastern Michigan University Dissertation Manual provides important information about writing and formatting at the dissertation stage. If there are discrepancies between the Dissertation Manual and APA, be sure to follow the Dissertation Manual. Here is the link to the Dissertation Manual: [www.emich.edu/graduate/students/doctoral/forms/2012falldissertationmanual.pdf](http://www.emich.edu/graduate/students/doctoral/forms/2012falldissertationmanual.pdf)

**Q9: *Where do I park on campus? How do I organize my commute?***

**A:** Like American Express, parking on campus has its privileges! Your best strategy is to purchase a permit that allows you to park on campus. Fortunately, doctoral classes are usually offered in the evenings, on weekends, or during the spring and summer months. Parking is easier at those times but you still need to be prepared to park and hike to Porter. The Parking Department is strict about issuing parking tickets. Read the signs carefully and park between the lines. Commuters are students too(!), so your student ID card is essential for you to have when you're on campus to access library/computer use and at various locations. For more information about parking and commuting, please visit the Commuter Life website at <http://emich.edu/campuslife/commuter-life>

**Q10: *What is this program like for an international student?***

**A:** In contrast to the American students, most international students are required to study full-time. The duration of the program is limited by immigration rules. International students have strict guidelines regarding work and therefore it is necessary to focus on studies and research to complete the program on time. Such time limits mean that international students have to identify a field of expertise and choose a topic for the dissertation research as soon as possible. According to one international student in the program, "staying and studying in the U.S. brings a lot of exciting discoveries of what education is, and how that system works. It would be easy to get lost on the way to find what particular unit of analysis to choose for the research. Try to make your decision as early as possible. Use any opportunity to discuss with professors and doctoral students from different cohorts the issues around your future dissertation. Learn from other people's experiences on how to succeed on the program."

**Q11: *What is ABD?***

**A:** ABD is an acronym for "All But Dissertation". This term is used to describe a doctoral student who has completed coursework and preliminary exams but has not completed the dissertation. The purpose of any doctoral program is to make a contribution to the profession through scholarly activity and to finish! Hint: try not to take any incompletes. This is what will put you behind in your coursework.

**Q12: *How do I deal with the isolation?***

**A:** As previously noted, doctoral study requires a great deal of time: time to read, write, and process thought. And while you are the only one who can read, write, and think for yourself and your research, *it is important to connect and share with other doctoral students for support and encouragement.* They may be the only people who really know that this process is challenging, stimulating and exhausting. It is very difficult to survive doctoral study without networking with other doctoral students. Sometimes you need to talk about your research and to hear about what other students are going through, to remind yourself that you are not alone. Avoid isolation from students in your cohort and

work to establish friendships with doctoral students from other cohorts. Friendship based on common professional interests is a very important component of your doctoral study. It also creates a valuable networking system.

**Q13: What are the advantages of the doctoral study/dissertation support group?**

**A:** While you are working on your dissertation, it is good to keep in close contact with colleagues either in your cohort or another cohort. A research seminar group can be very energizing because you can

compare notes with your colleagues and to learn from each other's experiences. You are able to learn from peers and to be motivated by those who are a little bit ahead of you. Each faculty member facilitates such gatherings in their own way. Even prior to the dissertation stage, doctoral students are welcome and encouraged to establish routine times to meet and talk and hold study groups, which have been found to be especially helpful during the statistics courses. (Hint: statistics is challenging but don't get behind in the homework!) It is helpful to discuss potential research topics, talk about research methodology, and generally stay connected with other students. Take advantage of the food/drinks found in the Student Center. Porter has snack machines and Health and Human Services has a small café. There are also other Eagle Cafes on campus and in the Halle Library.  
[www.emich.edu/dining/eaglecafes/eagle\\_cafe.php](http://www.emich.edu/dining/eaglecafes/eagle_cafe.php)

**Q14: How can I remain updated about the doctoral program as a current student and alumnus?**

**A:** Your "my.Emich" email account is a primary communication tool for the faculty, department, and the University. Be sure to access your "my.Emich" email account regularly. The only form of registration is through this account. All EMU financial information is forwarded via this email address. Paper bills and grades are not sent to your home. You may have your "my.Emich" email account pointed (or forwarded) to another address if that is more convenient. Go to the "Settings" section in the "Options" tab after opening your "my.Emich" Inbox.

**Q15: What has been the biggest fear of the doctoral program?**

**A:** One student shared that his most significant fear was to overcome "not being perfect. For far too long, I hesitated to submit anything to my dissertation chair for fear that I might be judged by what I did not yet know, rather than what I did know. I came to realize that if I had the knowledge and ability to write sections of my dissertation correctly the first time, there would be no need for me to engage in the process. Though it has always been a struggle for me, I would advise anyone to develop comfort around existing in a constant 'write - submit - receive feedback - edit' cycle. The feedback is the most important component of learning during this process. Without a significant leap of faith and a healthy dose of vulnerability, learning cannot occur."

**Q16: What's the point of it all?**

**A:** In the words of one student: "Now that I've had the opportunity to engage fully in the process, I always chuckle a bit when someone says "I'm going to go and get my doctorate" as if it's as simple as just showing up, checking off the boxes and graduating (as with many bachelor's and master's degrees). For me, the point of doctoral work is not the degree...nor is it necessarily the research. The point is to "re-wire" ones brain to think in new ways. The experience of writing a dissertation is not about "doing", rather it is about "being". The point is to *become* a researcher, which is distinctly different than simply *conducting* research. If one is not willing to challenge previous modes of thinking and be enthusiastically willing to challenge oneself to *be* different as a result of the process, it can be a long and difficult process." Remember, if it was easy then everyone would be in a doctoral program. The struggles you are facing are the same struggles others before you have felt and successfully overcome.

**Q17: What do I do when I need help? Where do I go for help?**

**A:** The first thing to do when you realize you are in need of help is to **SPEAK UP!!!** As you proceed through the program, talk to those in your academic surroundings. *Talk with your academic advisor, other faculty member or another student about your concerns.* We all feel a certain level of stress as deadlines approach, but be sure to avoid sleepless nights or skipping meals. High levels of stress can lead to medical issues that will only impact your productivity and enjoyment of life. It is more than likely that the questions, issues, even the anxiety that you are experiencing, other students have been there, done that, and have figured out how to get through it, and they are more than willing to provide support. Coffee and chocolate are not major food groups! Be sure to find time to exercise, spend time with your family and release some of the stresses of being in a doctoral program. We all survive, but have to figure out what works best for us to “de-stress” so we can enjoy this journey. Also, learn about the doctoral process by asking to view questions from previous examinations. **Attend dissertation defenses.** Read dissertations. Examine dissertation proposals. Take time to familiarize yourself with the process and product of completing your degree.

The following is a brief list of books and websites that may be helpful to your doctoral study.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: a guide to starting, revising, and finishing your doctoral thesis*. New York: Henry Holt and Co.

Bryant, M. T. (2003). *Portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

Creswell, J. W. (2002). *Research design: qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Glatthorn, A. A., & Joyner, R. L. (Eds.). (2005). *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Levasseur, R. E. (2006). *Student to scholar: the guide for doctoral students*. Annapolis, MD: MindFire Press.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: a guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, CA: Sage Publications.

Roberts, C. M. (2004). *The dissertation Journey: a practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press.

Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: a comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Sternberg, D. (1981). *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's Press.

#### **Websites**

- All-But-Dissertation Survival Guide: [www.abdsurvivalguide.com](http://www.abdsurvivalguide.com)
- Complete Your Dissertation: [www.completeyourdissertation.com](http://www.completeyourdissertation.com)
- Academic Ladder: [www.AcademicLadder.com](http://www.AcademicLadder.com)
- Phinished.org: [www.Phinished.org](http://www.Phinished.org)
- Phi Delta Kappa: [www.pdkintl.org](http://www.pdkintl.org)

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## APPENDIX A

### Educational Leadership Course Offerings

**Department of Leadership and Counseling**  
**Educational Leadership Program – Course Offerings**

<b>EDLD COURSES</b>	<b>FALL</b>	<b>WINTER</b>	<b>SUMMER A</b>	<b>SUMMER B</b>
509A Educational Leadership in a Pluralistic Society (K-12)	X	X	X	
517 Leadership for School Improvement	X	X		X
518 Multimedia Technology for School Administrators 3 hrs	X	X		
550 Introduction to Student Affairs in Higher Education 3hrs	X			
551 Contemporary College Students 3 hrs		X		
552 Introduction to Academic Advising	X			
553 Career Advising		X	X	
590 Special Topics	X	X		
611 Introduction to Adult Cont. Ed 3 hrs		X		
613 Introduction to Higher Education 3 hrs	X			
622 Organization and Administration of Higher Education 3 hrs		X		
629 Leadership Perspective in Comparative Int'l Education 3 hrs	X			
* 631 Human Relations Skills for Educational Leaders 3 hrs			X	
* 632 Community College Leadership 3 hrs		X		
* 633 History of Higher Education 3 hrs			X	
* 634 Higher Education Finance 3 hrs				X
* 635 Policy Analysis in Higher Education 3 hrs				X
636 Legal, Ethical and Prof. Issues in Student Affairs 2 hrs				X
638 Assessment and Program Evaluation in Higher Ed 3 hrs	X		X	
655 College Student Development Theory 3 hrs	X			
660 Grantwriting 2 hrs				X
709 Ed Leadership Perspectives on the Scho of Diversity 3 hrs	X			
710 Leadership Theory 3 hrs		X		
713 FieldBased Research 4 hrs	X	X	X	
714 Data Driven Decision Management 3 hrs		X		
740 Advanced Organizational Theory 3 hrs	X			
894 Advanced Research Methods 3 hrs				X
812 Analysis of Research in Administration 3 hrs			X	
810 Ethics and Policy Analysis for Educational Leaders 3 hrs	X			
820 The Politics of Educational Leadership 3 hrs				X
<b>EDST COURSES</b>				
805 Inferential Statistics 3 hrs		X		
806 Qualitative / Interpretive Research 3 hrs	X			

Traditionally, the above courses are offered in the semesters denoted. Please note, however, that neither the university nor the department can guarantee that these courses will run any given semester. Please use only as a guide and refer to the appropriate semester schedule for a complete list of offerings, times, and locations. \*Often offered in weekend college (Ypsilanti) and at off-campus locations.

\*EOY – Every Other Year

APPENDIX B

Dissertation Committee Approval Form

**EASTERN MICHIGAN UNIVERSITY**  
**Graduate School**  
**DISSERTATION COMMITTEE APPROVAL FORM**

Student: \_\_\_\_\_ Date \_\_\_\_\_

Program of Study \_\_\_\_\_ ID# E \_\_\_\_\_

Email address \_\_\_\_\_

Phone (work) \_\_\_\_\_ (home/cell) \_\_\_\_\_

Dissertation Topic/Tentative Title \_\_\_\_\_

---

**PROPOSED COMMITTEE MEMBERSHIP**

**PLEASE PRINT/TYPE NAMES**

Committee Chair \_\_\_\_\_ E-mail \_\_\_\_\_

Proposed Member Representing the Graduate School \_\_\_\_\_

(Attach vitae/resume of any off-campus appointee.)

Committee Members:

Name \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

**APPROVALS**

Date \_\_\_\_\_ Program Director/Coordinator/Dept. Head \_\_\_\_\_

Date \_\_\_\_\_ Graduate School \_\_\_\_\_

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

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<sup>1</sup>Graduate School policy requires that committee chairs be tenured or tenure-track full-time faculty with a completed doctorate in the student's specialty. In addition to the chair, committees must consist of from three to six members (normally faculty from within the degree-granting school). At least half of the committee members must be from the student's home school. At least one member must be from outside the student's home school and serves the committee as the Graduate School representative. One committee member may be from outside the pool of graduate faculty (e.g., faculty from other institutions, alumni, community members, corporate partners, internship supervisor, and emeritus faculty). All committee members should be experts in at least some aspect of the student's dissertation topic area. The final committee roster and any subsequent changes in committee membership must be formally approved by the committee chair, department head or school director, and the Graduate School.

APPENDIX C

Qualifying Examination Committee Report

Doctoral Comprehensive Qualifying Examination Assessment Rubric

**EASTERN MICHIGAN UNIVERSITY**  
**Graduate School**  
**Qualifying Examination Committee Report**

**EXAMINING COMMITTEE REPORT**

Candidate \_\_\_\_\_ Program \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Decision:     PASS             FAIL             DECISION DEFERRED

VERIFICATION OF CANDIDATE:

Signatures of Examining Committee:

Chair: \_\_\_\_\_ Member \_\_\_\_\_

Member \_\_\_\_\_ Member \_\_\_\_\_

Member \_\_\_\_\_ Member \_\_\_\_\_

Member \_\_\_\_\_ Member \_\_\_\_\_

Recommendations:

---

For Graduate Studies and Research Only

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

**DOCTORAL COMPREHENSIVE QUALIFYING EXAMINATION**  
Proposed Assessment Rubric

<b>Standard</b>	<b>3 Exceeds Expectation</b>	<b>2 Meets Expectation</b>	<b>1 Does Not Meet Expectation</b>	<b>Score</b>
Research Question and Conceptual Framework	The student presented exemplary evidence that she/he is able to conceptualize a framework for addressing a clear researchable question/problem. The student clearly identified and analyzed the research tradition underlying the conceptual framework.	The student presented adequate evidence that she/he is able to conceptualize a framework for addressing a clear researchable question/problem.	The student failed to present adequate evidence that she/he is able to conceptualize a framework for addressing a clear researchable question/problem.	
Literature Review	The student presented exemplary evidence that she/he can analyze existing literature and empirical research (including appropriate citations) to support each part of the conceptual framework, and can clearly indicate how the research will add to and advance the extant body of knowledge in the field. The student presented a comprehensive literature review that addressed both theoretical and empirical support.	The student presented adequate evidence that she/he can analyze existing literature and/or empirical research (including appropriate citations) to support each part of the conceptual framework, and can clearly indicate how the research will add to and advance the extant body of knowledge in the field.	The student failed to present adequate evidence that she/he can analyze existing literature and/or empirical research (including appropriate citations) to support each part of the conceptual framework, and can clearly indicate how the research will add to and advance the extant body of knowledge in the field.	
Research Methods	The student presented exemplary evidence that she/he can outline an appropriate research design and analysis approach to address the research question/problem as defined by the conceptual framework. This evidence included a comprehensive analysis of the research tradition underlying the analysis methods.	The student presented adequate evidence that she/he can outline an appropriate research design and analysis approach to address the research question/problem as defined by the conceptual framework.	The student failed to present adequate evidence that she/he can outline an appropriate research design and analysis approach to address the research question/problem as defined by the conceptual framework.	

APPENDIX D

Approval of Dissertation Proposal



**EASTERN MICHIGAN UNIVERSITY**  
**Graduate School**  
**Doctoral Dissertation PROPOSAL<sup>1</sup> 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.<sup>2</sup>

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*

<sup>1</sup>To be completed only after student has been officially notified of having passed the qualifying examination.

<sup>2</sup>After correcting the deficiencies, a new form must be submitted indicating that the proposal is satisfactory and the candidate may proceed.

## APPENDIX E

### Human Subjects Review Process

## Human Subjects (IRB)

The Eastern Michigan University Human Subjects Review Committee (UHSRC) is the Institutional Review Board (IRB). The UHSRC is responsible for oversight of human subject research conducted by EMU investigators to ensure that human subjects in research are protected. This oversight involves the application of ethical principles and federal regulations concerning human subjects in research. All EMU faculty, staff, and students who are conducting human subject research **must** submit an application to the UHSRC for review. All studies must be reviewed and approved **before** beginning any research activities involving human subjects. Studies are either reviewed by the UHSRC or by local College Review Boards.

For more information on the Research Compliance guidelines:

<https://www.emich.edu/research/compliance/index.php>

<https://www.emich.edu/research/compliance/human-subjects/index.php>

## APPENDIX F

Final Report - Dissertation and Oral Defense of Dissertation

Dissertation Document Approval Form

Dissertation Signature Approval Page

**EASTERN MICHIGAN UNIVERSITY**  
**Graduate School**  
**ORAL DEFENSE of the Doctoral Dissertation**  
**Approval Form**

Student Name \_\_\_\_\_

Program of Study \_\_\_\_\_ ID# E \_\_\_\_\_

**TITLE OF DISSERTATION**

\_\_\_\_\_  
\_\_\_\_\_

**ORAL DEFENSE**

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

After review of the dissertation and on the basis of the oral defense of the work presented in the dissertation, the doctoral committee certifies that the candidate:

- Satisfactorily passed the oral defense of the dissertation
- Did not satisfactorily pass the oral defense of the dissertation

Recommendations \_\_\_\_\_

\_\_\_\_\_

**COMMITTEE SIGNATURES**

**I have read and approve the content of this dissertation. FINAL document approval of the written requirement will occur upon review of suggested edits with signatures on the DOCTORAL DISSERTATION DOCUMENT APPROVAL FORM.**

Chair: \_\_\_\_\_

Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Member representing the Graduate School: \_\_\_\_\_

\_\_\_\_\_

**ACKNOWLEDGEMENT OF PASSING THE ORAL DEFENSE**

Date \_\_\_\_\_ Program Director/Coordinator/Dept. Head \_\_\_\_\_

Date \_\_\_\_\_ Graduate School \_\_\_\_\_

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

## **PROCEDURE FOR ORAL DEFENSE**

A public oral defense of the dissertation is required of all doctoral candidates. This final step in the doctoral program focuses on the candidate's research and how it is reported in the dissertation.

### **Preliminary Review**

When the dissertation is completed to the satisfaction of the committee chair, the candidate will submit copies to committee members for their review. Review by committee members will note any errors, with particular focus on the content of the dissertation. The committee chair will arbitrate any disputes over what changes are necessary and will determine its defensibility.

### **Announcement of the Defense**

At least two weeks in advance of the defense, the chair will inform the Graduate School by memorandum, and the University academic community by an announcement in the appropriate media, of the date, time, and place of the oral defense, including an invitation to members of the public. If arrangements for the defense must be changed, the chair will in like manner notify the Graduate School, the candidate, members of the dissertation committee, and the academic community.

### **The Defense**

The chair and all members of the dissertation committee must be present at the defense (in person or by conference call). The defense will be open to the public. The chair presides over the defense and is responsible for the conduct of the oral presentation. The format of the defense must include an opportunity for each committee member, including the chair, to question the candidate. Each committee member must be satisfied that the research problem is of appropriate significance, that the research is appropriately exhaustive, that the research methodology constitutes good practice, and that the conclusions drawn from it are accurate, reliable, and defensible. After completion of questioning by the committee, the chair will invite questions from the audience. If, during the defense, any inappropriate incident occurs, or if any serious controversy develops among members of the committee, or if inappropriate informality is evident, the chair shall intervene, excuse the candidate, resolve the issue, and secure assent as to procedure before recalling the candidate and resuming the presentation. If the issue cannot be resolved satisfactorily, the presentation will be recessed or postponed, and the problem will be resolved in consultation with the department head/school director, college dean, and Graduate School. The student must be informed that the decision has been made to defer, and that resolution of the problem will be communicated within thirty days.

## **Approval of the Defense and Dissertation**

Committee deliberations regarding the quality of the oral defense are in "executive session." After the committee is satisfied that all its questions, and those of the audience, have been answered, the candidate and audience are asked to leave the room. The chair will poll each committee member individually whether the dissertation has been successfully defended. The candidate will not be passed if there are any negative votes. Abstentions will be considered negative votes. The Committee will report its decision by signing the Oral Defense and Dissertation Approval Form, which is then forwarded to the Graduate School. After the committee has made its determination, the candidate will then be recalled and the chair will present the committee's report. If the candidate has failed, the chair will indicate to the candidate and to the Graduate School (under the "Recommendations" section) what additional work the candidate must do before a second presentation is held. The second presentation may not be held until at least one full semester has elapsed, but must be held within one calendar year following the first presentation. The second presentation is final. After a successful defense, the candidate may be required by the chair to make final revisions to the dissertation before submission to the Graduate School for final edit. The Graduate School editor's responsibility is to insure that the manuscript conforms to the guidelines of the Dissertation Manual, the applicable style guide as determined by the chair, and the formal requirements of publication, and will provide suggestions for correcting any stylistic, or mechanical errors. The doctoral degree is formally awarded when the Graduate School has signed the Dissertation Approval Form. Committee chair will send Change of Grade Forms for dissertation credits to the Office of Records and Registration.

**EASTERN MICHIGAN UNIVERSITY**  
**Graduate School**  
**DOCTORAL DISSERTATION**  
**Document Approval Form**

Student Name \_\_\_\_\_

Program of Study \_\_\_\_\_ ID# E \_\_\_\_\_

Academic Department/School \_\_\_\_\_

College \_\_\_\_\_

**TITLE OF DISSERTATION**

\_\_\_\_\_  
\_\_\_\_\_

**DOCUMENT APPROVAL  
COMMITTEE SIGNATURES**

Chair: \_\_\_\_\_ Date \_\_\_\_\_

Members: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Member representing the Graduate School: \_\_\_\_\_ Date \_\_\_\_\_

**ACKNOWLEDGE OF COMPLETED DISSERTATION**

Date \_\_\_\_\_ Program Director/Coordinator/Dept. Head \_\_\_\_\_

Date \_\_\_\_\_ Administrator \_\_\_\_\_

(Dept. Head/School Director/Academic  
Dean)

**GRADAUTE SCHOOL**

DOCUMENT HAS BEEN SUBMITTED AND EDITED – DEGREE MAY BE CONFERRED

Date \_\_\_\_\_ Graduate School \_\_\_\_\_

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



DISSERTATION APPROVAL FORM

Dissertation Title in Upper and Lower Case

Student Name

APPROVED:

_____ Faculty Name Dissertation Chair	_____ Date
---	---------------

_____ Faculty Name Committee Member	_____ Date
---	---------------

_____ Faculty Name Committee Member	_____ Date
---	---------------

_____ Faculty Name Graduate School Representative	_____ Date
---	---------------

_____ Ronald Flowers, Ed.D. Department Head Department of Leadership and Counseling	_____ Date
--	---------------

_____ Wade Tornquist, PhD Associate Provost and Associate Vice President of Graduate Studies and Research (I)	_____ Date
--	---------------

Figure 12. Sample approval form. Submit to the Graduate School with completed dissertation.

APPENDIX G

Graduation Checklist

Apply for Graduation Online

Dissertation Information Sheet

Rights and Permission Form for Electronic Thesis, Dissertation,  
or Capstone Project (ETD) Placement in Digital Commons

## EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM GRADUATION CHECKLIST

### THE FINAL STRETCH....

- Apply for graduation the semester you plan to defend. You will find this application under your student tab in your emich account
- Successful Dissertation Defense
- Meet with Dissertation Chair regarding dissertation revisions
- Chair gives student completed signature page of dissertation and signed Dissertation Approval Form
- Email Final Copy of Dissertation to: [dissertation\\_submission@emich.edu](mailto:dissertation_submission@emich.edu)
- Go to The Graduate School website for Degree and Document Completion Instructions  
[www.gradschool.emich.edu/student/student\\_subdir/stud\\_res/capstone/capstone\\_su\\_bd/deg\\_doc\\_comp.html](http://www.gradschool.emich.edu/student/student_subdir/stud_res/capstone/capstone_su_bd/deg_doc_comp.html), including the completion of the:
  - Dissertation Information Sheet
  - Rights and Permission for Electronic Thesis, Dissertation, or Capstone Project (ETD) Placement in Digital Commons Form
- Discuss graduation audit with your advisor/department head
- Request that your chair/department head change all "I" grades for dissertation credits to "CR"

For up-to-date information regarding graduation deadlines, commencement, and other important information, go to <http://www.emich.edu/registrar/graduation/>

***Note: This process may change as technology changes. Check with your chair regarding these changes.***

- Order EMU Doctoral cap, gown, and hood from EMU Bookstore ASAP  
Eastern Michigan University  
Student Center  
900 Oakwood Street, Ypsilanti, MI 48197-6229  
Phone: 734.483-2850 Fax: 734.483.2840  
[www.bkstr.com/](http://www.bkstr.com/)

- Graduation tickets – Tickets are free to graduating students, but a valid photo ID is required. Students can get up to six tickets for guests. An additional two tickets may be available on a first-come, first-served basis based on the number of tickets that remain after the initial distribution. Ticket distribution information and dates will be provided at [www.emich.edu/commencement/](http://www.emich.edu/commencement/)

**Pickup:** Eastern Michigan University Convocation Center  
799 N. Hewitt Road  
Ypsilanti, Michigan 48197

- Distribute bound copies of your dissertation to your chair and department



## Apply for Graduation Online

The graduation fee is **\$100** and will be charged to your student account.

1. Open any supported browser and go to My.Emich.edu.
2. Log into My.Emich by entering your username and password.
3. Click on the Student Tab
4. Scroll down to "Services Main Menu"
5. Click on Student Services
6. Click on Student Records
7. Click on Apply to Graduate
8. Follow the online instructions as you continue through the graduation application process.

# DISSERTATION INFORMATION SHEET

NAME \_\_\_\_\_ Student # \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Phone (H) \_\_\_\_\_

EMAIL \_\_\_\_\_

Dept/School \_\_\_\_\_ Committee Chair \_\_\_\_\_

Title of Dissertation \_\_\_\_\_

Signature \_\_\_\_\_

Style Guide use (check one):

APA       Chicago       Turabian

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For office use only—Graduate School staff must complete the following:

Is Approval Form sign by all committee members and the department head/school director?

Yes  No

If the research involved the use of human or animal subjects, is evidence of approval from UHSRC or IACUC submitted with the dissertation?     Yes       No

1. If the answers to both the above questions are “yes,” you may accept the dissertation from the student. If not, return it to the student for compliance with the above requirements.

2. Date stamp below. Name of staff person accepting dissertation \_\_\_\_\_

3. Make two copies of this form. One copy goes to student and the other to the reader.

**DATE STAMP HERE**

4. Enter in database and Banner and file original in binder.

5. Name of dissertation reader \_\_\_\_\_

**EASTERN MICHIGAN UNIVERSITY**  
**Rights and Permission Form for Electronic Thesis, Dissertation, or Capstone Project**  
**(ETD) Placement in Digital Commons @ EMU (<http://commons.emich.edu/>)**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Phone:(Wk) \_\_\_\_\_ (H) \_\_\_\_\_

Dept: \_\_\_\_\_

Document Type:  Master's Thesis  Doctoral Dissertation  Capstone Project

Document Title:

**Student Agreement:**

I hereby certify that I have obtained all necessary permission in writing for copyrighted material to be published in my thesis, dissertation, or capstone project. Further, I certify that I have obtained a written permission statement from the owner(s) of any copyrighted matter, property owner(s), organization(s), or institutions to be included in my thesis, dissertation, or capstone project allowing distribution as specified below. Copies of all such permissions are maintained by the author and will be provided if requested.

I hereby grant to Eastern Michigan University and its employees the nonexclusive license to archive and make accessible, under the conditions specified below, my thesis, dissertation, or capstone project in whole or in part in all forms of media, now or hereafter known. This is a license rather than an assignment. I, therefore, retain all other ownership rights to the copyright of the thesis, dissertation, or capstone project. I also retain the right to use in future works (such as articles or books) all or part of this document.

In addition to the unrestricted display of the bibliographic information and the abstract, I agree that the above mentioned document be placed in Digital Commons @ EMU with the following status (**CHOOSE ONE OPTION**):

**Open Access Publishing:** I authorize immediate worldwide open access to the electronic full text of my work through the Eastern Michigan University Library.

**Open Access Publishing – 1 Year Embargo.** I request that the EMU Library embargo (closed - no one can access) the electronic full text of my work for 1 year. If I want to extend the embargo for a second year, I will notify the Eastern Michigan University Library in writing. If I do not request an extension at the end of the embargo, I understand that the electronic full text of my work will default to open access. I understand that my work cannot be embargoed for more than two years.

**Restricted Access.** I request that the EMU Library restrict access to the electronic full text of my work to the Eastern Michigan University campus community. I understand that this restriction will expire after 1 year and that I may request the restriction be extended for one additional year at that time. If I do not request an extension, I understand that the electronic full text of my work will default to open access. I understand that my work may be secured from view for a total of two years only.

I understand that any embargo or restricted access is at my discretion as the copyright holder and that I may request that the Eastern Michigan University Library lift this embargo or restricted access at any time.

I agree to abide by the statements above and agree that this approval form updates any and all previous approval forms submitted.

For a Capstone Project, I understand that the chain of emails to which this form is attached, from Graduate School to myself to faculty member back to Graduate School, indicates approval and permission on the part of all parties involved to post the document on Digital Commons @ EMU or any subsequent technology. Theses and dissertations are approved through ProQuest.

## Final Submission Guidelines

EMU has adopted a policy requiring students to submit their dissertation in a digital/electronic format. The electronic version will allow for unique publication formats, the inclusion of video clips, color graphics, sound, and motion. They also may provide links to related Web sites and may enable electronic searching and navigation of the overall document.

These documents will be uploaded to ProQuest and the EMU Library's **Digital Commons** web site. Students have found their work receives higher acclaim and exposure when available electronically (e.g., one document has been downloaded 8,500 times). What better way to do that than to provide ready access to scholars worldwide rather than the limited access of a bound version sitting on a library shelf.

**The following steps will complete the final phase of your dissertation submission:**

### Final Submission of Dissertation

Once your document has received final approval from the Graduate School, you may pick up a copy of the approval form and your dissertation from the Graduate School, 200 Boone Hall, or provide a self-addressed-stamped envelope for return mail. Lisa Walters will contact you by email with the submission process.

The University no longer requires bound copies for the Library. Note: your committee or department may request bound copies. You **MUST** submit an electronic copy for storage or posting to the University electronic "journal"/ Digital Commons through ProQuest.

Convert your document to PDF. Most Word software packages will allow you to change the format by choosing to "save all" and then select a different "format". Use the toggle switch to change from .doc or .docx to pdf. The ProQuest website has information about document conversion in the Resource material section.

If you have your work saved in more than one pdf document, you will need to merge them into one document for uploading. See tutorial on the Graduate School website.

During the ProQuest submission process, you will be asked about immediate or delayed posting online – the embargo process. This means you can delay posting while you wait for patent to be approved or journal article published, etc. The EMU *Rights and Permission* form will also popup; please print, fill out, sign and send to the Graduate School. You may mail it to 200 Boone Hall, Ypsilanti, MI 48197, or scan and send as an email attachment, or fax to 734-487-0050.

### ProQuest

For dissertations, **ProQuest** assists with copyright and posting to Dissertation Abstract International. Dissertations are submitted as an abstract and full-text. This makes the document electronically searchable and others may purchase a full-text copy of your work through ProQuest. This must be completed online; see tutorial on the Graduate School website.



Log into [www.etdadmin.com/emich](http://www.etdadmin.com/emich) and create an account if you have not done so already. Here you will pay for copyright with credit card, and you may order bound copies. See below information if you want to have copies bound somewhere else.

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### **Survey of Earned Doctorates**

PhD students are required to complete the *Survey of Earned Doctorates*. There is a paper version but the Graduate School prefers you register and complete the survey online at <https://sed.norc.org/doctorate/showRegister.do>. The National Science Foundation gathers and disseminates annual data about doctoral students.

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### **Binding Copies**

The department of Leadership & Counseling **requires two bound copies** (for chair and the department). In addition, you may wish to have copies bound for yourself, committee members, or family. The University is no longer involved in the binding process. Depending on the type of binding desired, there are a number of options from which students might choose.

- FedEx: options for all types of binding  
<http://www.fedex.com/us/office/binding-services.html>
- Staples: four binding options  
[http://www.staples.com/sbd/cre/programs/copyandprint/copies\\_printing.html](http://www.staples.com/sbd/cre/programs/copyandprint/copies_printing.html)
- Thesis on Demand: a site dedicated to thesis and dissertation binding  
<http://www.hfgbinding.com/>
- LuLu: Online manuscript processing options for paperback or hard cover binding  
<http://www.lulu.com/publish/>
- Book1One  
<http://www.book1one.com>
- Smith Printing Company  
<http://www.smithprinting.net/binding.htm>

Students will have complete control over the type of binding, the number of copies, and where the copies are sent upon completion of the binding process. During your ProQuest online submission, you can also purchase bound copies with online payment and direct shipping.

## APPENDIX H

### Qualifying Exam Appeals Process

The Qualifying Examination Appeal process provides doctoral students to formally appeal a Qualifying Examination result. Disagreement with Dissertation Committee's judgement about the academic quality of the written or oral work presented in and of itself is not a basis for an appeal. The quality of scholarship presented by the student to his or her dissertation committee will not be reviewed by Qualifying Examination Appeals committee. This is determined if the results of the examination was on some basis other than relevant performance on the examination or by an unreasonable and or unannounced departure from the processes governing the administration and if a student does not successfully complete the second Qualifying appealed to the EDLD Doctoral Grievance committee. This committee shall consist of 2 EDLD faculty, 2 COUN faculty and 2 Doctoral students who have successfully completed their qualifying examination.

A written grievances must be filed with the Department Head within twenty (20) working days after the completion of the Qualifying Oral Examination.

Within ten (10) working days after receipts of the written grievance, the department head must schedule a hearing before the department Doctoral Grievance Committee.

The committee hearing shall be open unless the student or dissertation chair requests a closed hearing.

The student may bring a support person, but this individual may not actively participate in the meeting.

The EDLD Doctoral Grievance Committee will present its findings in writing to the department head within ten (10) working days.

The department head will forward the committee's written decision to the student and the instructor within five (5) working days of this committee's decision/recommendation.

The student may submit a written appeal of prior decision by the EDLD Doctoral Grievance Committee to the COE Dean within ten (10) working days if at least one of these conditions are met:

1. The dean determines that there is evidence that the established procedures for the qualifying examination were violated; or
2. There was at least one dissenting vote at the department review; or
3. New evidence not previously available at the department level becomes available.

Within twenty (20) working days of the receipt of the appeal, the Dean shall issue a written decision to the student and department head.

## APPENDIX I

### Receipt & Acknowledgement of Materials

**EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM  
RECEIPT & ACKNOWLEDGEMENT OF MATERIALS**

I, ----- (please print) have reviewed the 2019-2020 Educational Leadership doctoral program handbook. I understand that the processes and procedures outlined in this handbook are those put forth by Department of Leadership and Counseling faculty to guide students through the EDLD doctoral program at Eastern Michigan University. I also understand that the most current posted graduate school dissertation manual governs the manuscript requirements for the preparation of the written dissertation. Lastly, I understand it is my responsibility to familiarize myself with these materials and further follow all graduate school academic policies and processes while enrolled in the EDLD doctoral program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**(Please sign, remove this page and submit to department secretary)**