

Title of Your Research Idea

by

Your Whole Name

(Descriptive, Experimental, or Qualitative) Prospectus

Submitted to the College of Technology

Eastern Michigan University

Dissertation Candidacy Qualifying Examination Committee

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

Candidacy Qualifying Examination Committee:

Faculty Name, PhD (Note: This is your potential dissertation chair)

Faculty Name, PhD (Note: This is your potential research methods representative)

Faculty Name, PhD (Note: This is your potential academic advisor or concentration adviser)

Month Day, Year

Ypsilanti, Michigan

Table of Contents

(Delete this text; include only the TOC.) The wording of headings in the Table of Contents must correspond exactly to the wording of those headings in the text. Include a listing of the preliminary pages with page number references (except for the title page and the Table of Contents pages themselves). Ellipsis marks (also called “dot leaders”) to page number references are required.

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List of Figures

(Delete this text. Include only the Table of Figures.) If your prospectus contains two or more tables, you must create a List of Tables. Likewise, if you have two or more figures, create a List of Figures. Format these lists as you would a Table of Contents. All lists should be referenced in the Table of Contents in the preliminary pages section. Double check all titles to make sure they are identical from text to table.

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Introduction

(Replace the following text with your introduction.)

Begin with a short opening statement that introduces and generally describes your prospectus. This should be one to three short succinct paragraphs that will lead into your specific statement of the problem, given in the next section. The format for the paper requires that it:

- (a.) Have 1" top, bottom, and right side margins with 1.25" left margin;
- (b.) Be typed and double spaced using a serif (e.g., Times) 12 point font with no right margin justification
 - a. Tables, figures, and block indented quotes may be single or one-and-one-half spaced
 - b. Table of Contents, List of Tables, List of Figures, and References must be double spaced
 - c. Captions must be double spaced; captions associated with figures have single spacing between the figure and the caption (Note: tables have captions above and figures have captions below)
 - d. Table notes are single spaced with single spacing between the table and the notes;
- (c.) Show bottom centered page numbers, using small Roman numerals for the preliminary pages and after inserting a section break use Arabic numerals for the body of the text, counting but not numbering the first page of text or the cover page; and
- (d.) Be formatted to utilize three or four levels of headings (Eastern Michigan

University, 2012a).

Utilize American Psychological Association (APA) style (American Psychological Association, 2009) or the most current edition throughout. Do not place in a binder, use just one staple in the upper left corner of the prospectus.

Pagination can be tricky. The following guidelines should be followed.

- (a.) The title page is page one, but it is not numbered.
- (b.) Preliminary pages (after the title page and up to and including the List of Tables and/or List of Figures pages) are numbered in lower-case Roman numerals.
- (c.) After inserting a section break, the body of the text and supplementary pages are numbered with Arabic numerals. The first page of text is p.1, but it is not numbered.
- (d.) All chapters or major sections should begin on a new page.
- (e.) A subsection heading should not be the last line at the bottom of a page.

Use of the features available in your word processor is highly recommended to ensure proper formatting holds across different screen resolutions, printers, etc. Note that all of these features are already built into this template, which is designed for use with Microsoft® Word® 2007 and later. Particularly valuable features include:

- (a.) Use of headings and captions to facilitate Table of Contents, List of Tables, and List of Figures creation.
- (b.) Citation manager to simplify ensuring that all citations have reference list entries and vice versa (Cautionary note: citation managers are not perfect and may not conform to APA in some instances).

- (c.) Tabs rather than multiple spaces for indentation.
- (d.) Widow control so headings are on the same page with the associated text.
- (e.) Links to connect referenced material within the document (e.g., Table 1 shows . . . – use a link to Table 1 rather than typing it) to make sure they stay connected and in proper order during editing.

In addition, when saving your document as a PDF file, it is very helpful to readers to maintain the links (aka “bookmarks”). This is an optional setting when saving the file to PDF format.

The following are a few reminders regarding the prospectus.

- (a.) Any points that you want to make in the prospectus must be supported by citations of research efforts and/or theory.
- (b.) References should include classic texts and seminal research efforts as well as current sources that have been published within the past five years. Literature should represent all relevant aspects of the topic.
- (c.) Secondary citations/sources are not appropriate. If the writer cannot find and verify the primary source of an original quote or passage, the citation may not be used.
- (d.) Popular magazines, such as *US News and World Report*, *Newsweek*, and *Time*, are inappropriate sources to cite.
- (e.) Popular Web sites, such as *Wikipedia* and *Cliffs Notes*, are also inappropriate sources to cite.
- (f.) People are referred to as “who” and not “that.”
- (g.) Commas and periods are inside quotation marks (e.g., “. . . documentation

provided.”).

(h.) “et al.” ends with a period.

(i.) Single quotation marks are used ONLY within double quotation marks.

Statement of the Problem

(Replace the following text with your statement.)

This should be a clear, precise, formal statement of the problem. This is not the objective of the study, hypothesis, or research question, but the underlying problem or gap in knowledge that has caused a need for research.

Nature and Significance of the Problem

(Replace the following text with your nature and significance.)

This section should provide background information about the research problem and its relative significance. Develop a synthesized presentation of information obtained from an initial review of the literature, using at least eight (8) solid references related to the problem, and provide citations and/or quotations referring to the sources of the information you use. Note how past research has addressed the problem, and identify similarities or differences in their methodology or findings that have drawn you to study the problem. Possible causes of the problem and its effects, and possible results or benefits of research on the problem should be discussed. Give specific reasons why this proposed research is important and how it will contribute to the discipline. If the theoretical framework has been selected or created for your study, explain why it is appropriate and how it will be used. It is better to keep your introductory statement relatively short as long as the key definitions and stage has been set for the problem, and elaborate on the background of the study in this section.

Objective of the Research

(Replace the following text with your objective.)

With regard to the problem, and its nature and significance, precisely and concisely state the objective(s) of your prospective research project. Briefly state the task or tasks that you hope to address with your research.

Hypothesis and/or Research Question(s)

(Delete this paragraph; include only the question(s) and/or hypothesis(es).) This section should very precisely state the hypotheses and/or research questions that will be specifically investigated by your proposed research design. This is a result of carefully analyzing your statement of the problem and research objectives, in consideration of available background information and information obtained from your preliminary review of the literature.

Research Question:

Hypothesis 1:

Hypothesis 2:

Hypothesis 3:

Limitations and Delimitations

(Replace this paragraph with your limitations and delimitations.)

Specify aspects of the study and methodology or conditions imposed by the design itself or not under the control of the researcher that may limit findings and outcomes. Also identify delimitations or conditions imposed by the researcher that may limit findings or outcomes.

In many qualitative studies, the boundaries of the study may be integrated into the discussion of context and framing of the issues and need not constitute a special chapter or section of the dissertation.

Definition of Terms

(Delete this paragraph; include only the definitions.) Create a glossary to define the terms used in your study.

Term 1:

Term 2:

Term 3:

Assumptions

Assumption 1:

Assumption 2:

Assumption 3:

Methodology

(Replace this paragraph with your introduction to the section.) Begin here with a short introductory statement that leads to the research design subsection and identify the general category of research to be used. Describe your proposed methodology/procedure in the following subsections. Describe the proposed research design and include the reasons for selecting each element of the methodology, identifying the advantages and disadvantages.

Research Design

(Replace the following text with your design.)

Name and describe the generic research design to be used (see Appendix B: Taxonomy of Research Frameworks), based on cited references about that research design,

and explain why that design is appropriate for the research problem. The design must utilize either a qualitative, descriptive, or experimental methodology (see Appendix C: Taxonomy of Research Designs by T. Tillman). Although mixed-model methods may be utilized, the research must still be fundamentally classified as a qualitative, descriptive, or experimental design (Tillman, 1998) for the purposes of your candidacy qualifying examination (Eastern Michigan University, 2012b). Describe how any threats to internal validity will be minimized.

Population, Sample, and Subjects

(Replace this text with a description of your data sources and in appropriate, a description of the desired population.)

Specifically state the population the study is trying to describe or generalize to, the sample taken from that population, and the sampling technique to be used. Specify how threats to external validity are being controlled if generalization to a population is a goal. However, not all types of research use populations and/or samples. If a population and/ or sample will not be used, state why not, and what or who is being investigated in order to collect data.

Human subjects approval (if applicable)

(If you plan to collect data or information from human subjects in any part of your research project (Eastern Michigan University, 2012a), you must obtain Human Subjects Review Committee approval. Include the following language or equivalent as appropriate for your research.)

Approval for this research is required from the University Human Subjects Review Committee, and the request for approval will be included in the dissertation proposal. The researcher has completed CITI training (if true at this point; required before proposal).

Data Collection

(Replace the following text with your collection plan along with the procedures that will be used to create any instruments or treatments needed for the purposes of the study.)

Describe how the generic research design will be specifically applied to your research situation. Describe the research environment, conditions, treatments (where applicable), and data collection instrumentation and techniques to be used. Describe how any instruments and/or treatments will be created. Describe how threats to construct validity will be minimized.

Data Analysis

(Replace the following text with your analysis plan.)

Describe how the data will be analyzed in order to gather meaning from the data. Typically this section will begin with descriptive statistics for the data and be followed by the inferential analyses that are paired with each hypothesis for a quantitative effort. If using statistical analysis, you do not need to provide the actual formulas in the prospectus (actual formulas will be required in the formal dissertation proposal).

Personnel

(List and describe the people needed to conduct and/or support the research project.)

Resources

(List and describe the materials, equipment, and facilities needed.)

Budget

(Provide a breakdown of the estimated total costs for the project.)

Table 1 contains a breakdown of the expected budget requirements for this research.

Table 1
Budget Components

Component	Expected Cost
Component 1	Cost 1
Component 2	Cost 2
Component 3	Cost 3

Note: Use this section for citations, explanations, etc. Every table must be referenced in the body of the document. Tables should stretch the full width of the text.

Comments on tables and figures. Give each table or figure a specific and informative title. All tables and figures should be self-explanatory; any abbreviations should be explained in a legend, caption, or footnote beneath the table or figure according to the method and format prescribed by APA. Refer to each table or figure in the main text. Insert the table or figure shortly after the reference. Tables and figures should fit on a single page if possible. Place tables and figures as near as possible to the text that refers to them, rather than at the end of the section. The order of both the tables and figures must follow the sequence of your textual references. (Label tables and figures as described in the APA style guide.)

Timeline

(Provide a research project schedule for the start, major steps, and finish dates of the project. This may consist of a Gantt chart or a list (work breakdown structure) of the major tasks to be completed with the start and finish dates listed for each major task.)

As shown in

Figure 1, this project is expected . . . (Note: Every figure must be referenced in the body of the document.)

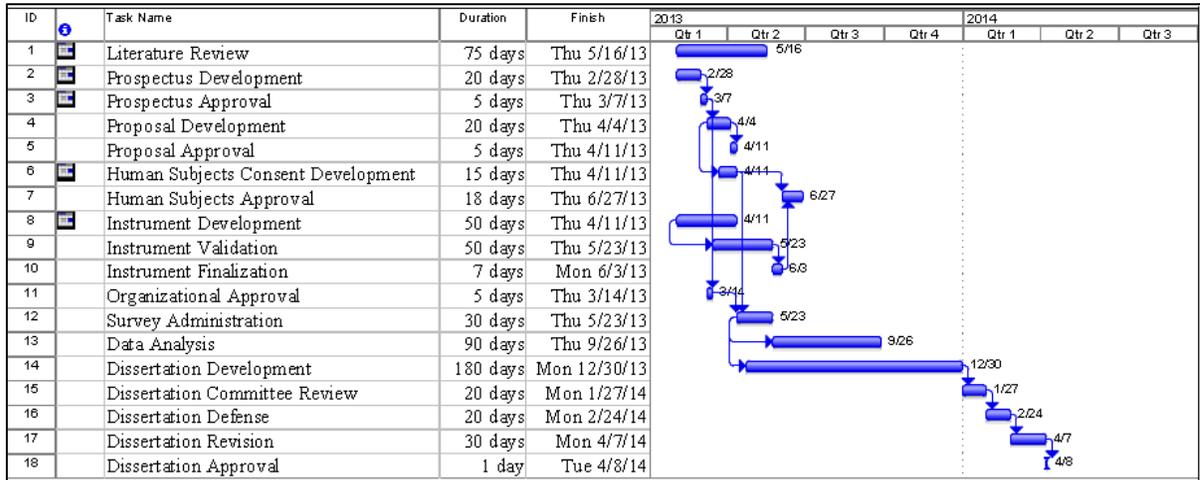


Figure 1. Project Timeline

(This is an example of the formatting of a figure. Figures should span the entire width of the text. The caption should be double spaced.)

Conclusion

(Replace the text below with your conclusion.)

This section should be a summary and concluding statement about your research idea, including the possible benefits that may result from the successful completion of the study. Appendix D: COT PhD Dissertation Candidacy Qualifying Examination Policy is attached as a reference to guide you. Do not include it as part of your prospectus.

The final steps in creating your prospectus include spelling and grammar-checking the document, and refreshing all fields (to make sure page numbers, figure numbers, etc. have been correctly updated).

References

(Remove the following text. Include only your reference list.) Begin the References section on a new page. The use of ten or more cited references will be expected by your examination committee. Eight or more should be used to provide evidence in support of the nature and significance of the problem described in your prospectus and at least one or two should be used in support of naming and describing your generic research design. You must list all the references you cite in the text of your prospectus, and you must reference every source you cite (American Psychological Association, 2009; Eastern Michigan University, 2012a).

While the following is an example of the format and spacing for your reference list, you should not include style manuals in your list; include only references related to the technical content of your prospectus.

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

Eastern Michigan University. (2012a, Fall). *Dissertation Manual*. Retrieved August 1, 2013, from <http://www.emich.edu/graduate/students/doctoral/forms.php>

Eastern Michigan University. (2012b). *Ph.D. in technology program: Student Handbook*.

Ypsilanti, MI: Author. Retrieved August 1, 2013, from

<http://www.emich.edu/cot/phd/main/resources.html>

Tillman, T. (1998). *Taxonomy of research designs*.

Appendices

(This page should only have the title “Appendices” on it.)

Appendix A: Levels of Headings

Level 1:

Centered, Boldface, Uppercase and Lowercase Heading

Then your paragraph begins below, indented like a regular paragraph.

Level 2:

Flush Left, Boldface, Uppercase and Lowercase Heading

Then your paragraph begins below, indented like a regular paragraph.

Level 3:

Indented, boldface, lowercase paragraph heading ending with a period. Your paragraph begins right here, in line with the heading.

Level 4:

Indented, boldface, italicized, lowercase paragraph heading ending with a period. Your paragraph begins right here, in line with the heading.

Level 5:

Indented, italicized, lowercase paragraph heading ending with a period. Your paragraph begins right here, in line with the heading. (Tip: this works best if you create the entire paragraph in normal font, then paint in the formatting for the heading.)

Note: For headings at Levels 3-5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase, except for proper nouns and the first word to follow a colon. Also, it works best if you create the entire paragraph in normal font, then paint in the formatting for the heading.

Figure 2. Sample levels of headings, APA Style Headings, 6th Edition

Appendix B: Taxonomy of Research Frameworks

Will be added by the first class.

Appendix C: Taxonomy of Research Designs by T. Tillman

- I. Qualitative Research (Naturalistic Inquiry, Field Research) – Uncovers information about a phenomenon in its natural context in order to examine complex behaviors and interactions and to derive grounded theory directly from the data.
 - A. Historical Research
 - B. Grounded Theory Studies
 - C. Ethnographic Studies
 - D. Anthropological Studies
 - E. Case Studies
 - F. Delphi Studies

- II. Descriptive Research – Describes the characteristics or relationships of past or existing phenomenon chosen by the researcher, but not under the researcher’s control.
 - A. Sample Survey Research
 - 1. Opinion Survey Studies
 - 2. Descriptive Statistical Survey Studies
 - B. Mathematical Modeling
 - C. Correlational Research
 - 1. Relationship Studies
 - 2. Prediction Studies
 - D. Causal-Comparative Research
 - E. Meta-Analysis

- III. Experimental Research – Examines cause-and-effect relationships where the researcher controls (a) the group assignment of subjects, (b) conditions, and/or (c) treatments in order to determine the effect upon criterion variables.
 - A. Pre-Experimental Designs
 - 1. One-Shot Case Study Design
 - 2. One Group Pretest-Posttest Design
 - 3. Static Group Comparison Design

- B. Quasi-Experimental Designs
 - 1. Weak Quasi-Experimental Designs
 - a. Single-Subject Repeated Measurements Design –
 - (1) Case Study Design
 - (2) Baseline Design
 - (3) Withdrawal Design
 - (4) ABAB Designs
 - (5) ABAC Designs
 - (6) Multiple Baseline Designs
 - b. Interrupted Time Series Designs
 - c. Cross-Sectional (Regression-Discontinuity) Design
 - 2. Strong Quasi-Experimental Designs
 - a. Nonrandomized Group Multiple Time Series Design
 - b. Nonrandomized Group Pretest-Posttest Design
- C. True Experimental Designs
 - 1. Posttest Only Control Group Design
 - 2. Pretest-Posttest Control Group Design
 - 3. Solomon Four Group Design
 - 4. Randomized Group Multiple Time Series Design
 - 5. Factorial Designs
 - a. 2x2
 - b. 2x3
 - c. 3x3
 - d. other

6. Taguchi Designs

Appendix D: COT PhD Dissertation Candidacy Qualifying Examination Policy

Candidacy qualifying exam. The student must complete a candidacy examination prior to begin working on their dissertation research proposal. To be eligible for the examination, the student must have completed the following four research courses: COT 710, COT 711, COT 712 and COT 795. The COT 795 class has been designed specifically to prepare students for their candidacy examination. Once a student has passed COT 795 (Note: the student and committee chair may also determine that a portion of all cognate or specialization courses must be completed as well). he or she may register for the candidacy seminar course – COT 894 – with the approval of their dissertation chair. The student may ask their academic adviser to serve as their dissertation chair, or they may ask another faculty member to fill that role. The purpose of this examination is to determine the student’s ability to:

- (a.) Identify research problems in technology and apply a range of different research methods that could be used to collect and analyze data and/or information to resolve those problem(s);
- (b.) Find, analyze, integrate, synthesize, and evaluate literature related to their research problem(s);
- (c.) Document research plans clearly and formally in writing using EMU PhD dissertation format and APA style requirements; and
- (d.) Coherently present and defend his/her research plans in a formal academic setting that is fundamentally based on a format similar to the dissertation proposal and final dissertation defense environment.

During the candidacy examination, the student is required to write and present three different types of prospecti reflecting the three different research methodologies (qualitative, descriptive, and experimental), as described in Appendix C: Taxonomy of Research Designs by T. Tillman.

Each prospectus report may be on the same topic or different topics, but must follow the template provided in this document.

Forming the candidacy examination committee. The candidacy examination committee is formed by the student with guidance from the PhD Program Coordinator. All members of the Candidacy Examination Committee must be members of the COT faculty. The committee should consist of the following members:

- (a.) Student dissertation chair (committee chair)
- (b.) Two research methods faculty

Scheduling and conducting the candidacy exam. After the student's three written research prospecti have been reviewed and approved by his/her dissertation chair, the student will distribute copies to the rest of the candidacy examination committee members no later than 10 days prior to the scheduled candidacy examination meeting. Scheduling a room for this meeting is the responsibility of the student, with the help of the PhD program associate in 109 Sill Hall. At the meeting, the student will present a 10-minute PowerPoint® presentation on each prospectus. The remainder of the exam meeting will consist of questions from the committee to determine if the student's ideas are viable, and to ensure that the student understands basic research techniques to initiate doctoral level research.

At the end of the candidacy examination, the student will be asked to leave the room so the committee may discuss the outcome and make a recommendation. The committee may recommend that the student:

- (a.) Pass and be recommended for candidacy and proceed to writing a fully developed dissertation proposal;
- (b.) Retake the examination (either partially or totally) after a remediation plan has been developed and implemented; or
- (c.) Withdraw from the PhD program.

The chair of the candidacy exam committee submits the Candidacy Qualifying Examination Committee Report to the PhD Program Coordinator and communicates the committee decision.

Students who fail the exam may be dismissed from the program. Students who fail may appeal the decision in writing to the Coordinator of the PhD Program within 30 days of the failure of the examination. Once an appeal has been received, the Coordinator will forward the appeal to a standing review committee to review the appeal.

If the recommendation of the committee is to provide a second opportunity for examination, the second exam may not take place until at least three months have elapsed, but must occur within one calendar year. The results of the second examination will be final.

If a student is dismissed from the PhD program, the student may investigate the option of being admitted and graduating from a master's degree program in the COT using a portion of the completed PhD course credits.