COLLEGE OF EDUCATION
Department of Leadership and Counseling
Educational Leadership Program

DOCTORAL STUDENT
HANDBOOK

Eastern Michigan University
Ypsilanti, MI
2017 - 2018
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. Individual departments offer more than 200 programs with 20 degree and non-degree 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.

The EDLD Doctoral Program is committed to serving the state of Michigan and other locations as needed or requested. We take great pride in the services we are providing for our Grand Valley State University and northern Michigan Gaylord cohorts. These programs are possible due to EMU’s commitment to off campus programming through the Division of Extended Programs and Educational Outreach at EMU.

Key Numbers

- 22,430 students (18,340 undergraduate; 4,090 graduate)
- 1,138 international students from 65 countries
- 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
- $90 million science complex renovation and expansion is underway featuring unique spherical classroom/planetarium
- $42 million modernization/renovation of the Pray-Harrold classroom building was completed fall 2011
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.

GRAND VALLEY STATE COLLEGE (GVSU)

Grand Valley State University and Eastern Michigan University jointly bring to students the Cooperative Doctoral Program in Educational Leadership. Courses are offered in compressed weekend formats at the GVSU/Eberhard Center. Situated 12 miles west of Grand Rapids, the GVSU main campus is in Allendale Michigan and was established in 1960.

Grand Rapids is located on the Grand River and is the second largest city in Michigan, after Detroit. Grand Rapids is home to five of the world's leading office furniture companies and is nicknamed the "Furniture City". The city and surrounding communities are economically diverse with health care a major industry in the area.

THE EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM

The Doctor of Education 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 the expansion of the doctoral program to extended site locations in southeastern, northern, central and western Michigan.

In the spring of 2013, EMU requested to move this Ed.D program to a Ph.D program. This reflects a nation-wide movement to 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 (ie: 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 13 full-time faculty and a department administrator with a continuing commitment to teaching, research, and service.

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<tbody>
<tr>
<td>James A. Barott, Ph.D. University of California</td>
<td>Raul Leon, Ph.D. University of Wisconsin</td>
<td>Jaclynn C. Tracy, Ph.D. Michigan State University</td>
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<tr>
<td>Elizabeth A. Broughton, Ed.D. University of Florida</td>
<td>William J. Price, Ph.D. Michigan State University</td>
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<td>Ella M. Burton, Ph.D. Wayne State University</td>
<td>Rema Reynolds, Ph.D. University of California</td>
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As appropriate, we also have adjunct faculty who hold teaching and/or administrative positions in other educational organizations complement the full-time 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. Off-campus locations require students to remain together throughout the core curriculum offerings.

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 statistics courses and in the development of research topics and methodology.

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 vitae 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](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 of which at least 37 **new** graduate hours after the last degree must be earned at EMU. 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 be necessitate enrolling for independent credits to bridge the gap between candidacy and non-candidacy. These independent study credits are **NOT** included on the students program of study. Student may **NOT** take dissertation credits until he or she has passed the 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.
If the internship is included on the student’s program of study it must be completed prior to the comprehensive qualifying examination. Internships are typically arranged with the Director of Internships one semester before the internship begins.

(See department website (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.
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., 2011/2012 cohort. Program offerings for the new student cohort generally begin the following fall term.

Appointment of Program Advisor

Upon admission to the doctoral program each student will be assigned a faculty program advisor. The 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 a program 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. 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. Another committee member can be from the cognate area of the student’s program and The Graduate School appoints one member. 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 program 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.

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**

**ALL coursework and “I” grades (incompletes) must be completed prior to the completion of the 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.

If students are not enrolled in EDLD 893, the students must still be enrolled in the university during the semester he/she engages in the Comprehensive Qualifying Examination process. This may necessitate enrolling for independent study credits to bridge the gap between candidacy and non-candidacy. These independent study credits are *NOT* included on the student’s program of study.

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.

**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 dissertation credits is 10. This does not include the three-credit hour dissertation seminar (EDLD 893). Many students exceed this amount when delays interfere with timely program completion.
Preparation and Approval of Dissertation Proposal

Students MUST be enrolled in dissertation credits in order to work with their faculty chair through the dissertation process.

**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/](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 doctoral student must prepare a dissertation proposal following the successful completion of EDLD 893: Dissertation Research Seminar and successful passing of the Comprehensive Qualifying Examination.

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.

At this point, the doctoral student might be directed by the chair to complete an additional research course.

**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 894 Dissertation Research Seminar. 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 Course Sequence

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<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3a</th>
<th>Stage 3b</th>
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<tbody>
<tr>
<td>(prereqs for next stage)</td>
<td>(Introduction to Dissertation Research)</td>
<td>(Comprehensive Examination)</td>
<td>(Advanced Research Methods)</td>
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This stage may be done BEFORE 3a – this is left to the discretion of the chair.

**Methods courses**
(EDST 805 & 806)

(Concentration Courses will also be completed, but not required)

Note: Students must have completed a course on Research Design equivalent to EDPS 667/677.

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.

**First EDLD Research course** (EDLD 812 – 3 credits)

In this seminar, students complete a “concept paper”/prospectus and literature review.

See sample syllabus.

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.

Until this course is completed, faculty should support students in thinking about their research topics, but not formally agree to be their chair.

**Second EDLD Research Course**
(EDLD 893 – 3 credits)

Students complete their comprehensive examination under the direction of their dissertation chair.

Students will register for this course as a “directed study” with their Chair.

Note: The chair may give an “IP” if the student cannot complete the comps in one term.

This addresses the continuing problem of students needing to be enrolled during comps.

**Third EDLD Research Course**
(EDLD 894 – 3 credits)

The fulfillment of these 3 credits is determined by the chair, based on each student’s need for advanced training in either qualitative or quantitative methods.

There are two options:

1. The Chair directs the student to take an advanced methods course in EDST or at another university.

OR

2. The chair uses these credits for an independent study of advanced methods with the chair.
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 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 faculty advisor?
A: Essentially, your faculty 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 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 faculty 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 though 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) and RefWorks (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) 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). 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
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

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
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

**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 faculty 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.


**Websites**
- Complete Your Dissertation: www.completeyourdissertation.com
- Academic Ladder: www.AcademicLadder.com
- Phinished.org: www.Phinished.org
- Phi Delta Kappa: www.pdkintl.org

Many thanks to the doctoral students who contributed to this section: Inna Gorlova (06/07 Cohort), Jeremiah Shinn (02/03 Cohort), William Ssozi (05/06 Cohort), Tamara Stevenson (05/06 Cohort) and Linda Foran (2011/12 Cohort). Also, a special acknowledgement goes to Ron Williamson, Ed.D. (94/95 Cohort and EDLD faculty member) for initiating this section of the Handbook.
APPENDIX A

Educational Leadership Course Offerings
Traditionally, the above courses are offered on campus 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

1Graduate 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
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.
## Proposed Assessment Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Exceeds Expectation</th>
<th>2 Meets Expectation</th>
<th>1 Does Not Meet Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question and Conceptual Framework</td>
<td>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.</td>
<td>The student presented adequate evidence that she/he is able to conceptualize a framework for addressing a clear researchable question/problem.</td>
<td>The student failed to present adequate evidence that she/he is able to conceptualize a framework for addressing a clear researchable question/problem.</td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Approval of Dissertation Proposal
Eastern Michigan University
Graduate School
Doctoral Dissertation Proposal 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.

Description of deficiencies __________________________

COMMITTEE SIGNATURES

Chair __________________________

External Member Representing the Graduate School __________________________

Member __________________________

Member __________________________

Member __________________________

Member __________________________

ACKNOWLEDGEMENT OF PROPOSAL APPROVAL

Date __________________________ Director of Clinical Training/Dept. Head __________________________

Date __________________________ Graduate School __________________________

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

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

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

APPENDIX F


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

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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 __________

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
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

☐ Go to The Graduate School website for Degree and Document Completion Instructions
  www.gradschool.emich.edu/student/student_subdir/stud_res/capstone/capstone_subbd/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/
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/

**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.
DISSEPTION 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

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
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APPENDIX H

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