

STUDENT HANDBOOK

Ph.D. Program in Educational Studies

Department of Teacher Education

College of Education



Eastern Michigan University

Note: The contents of this handbook are subject to change. Every effort will be made to communicate changes in a timely manner to all stakeholders. University policies relevant to doctoral students can be found in the EMU [Graduate Catalog](#) and the [Graduate School's web site](#). This is the November 2021 edition of the handbook.

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The purpose of this handbook is to supplement information provided in EMU's [graduate catalog](#) and the [Graduate School's policy documents](#). This handbook serves as a guide for students as they proceed through the doctoral program in Educational Studies. The handbook includes information about the program and its history, clarifies requirements and expectations, and includes links to various forms.

Program Mission

To Create a Community of Scholars

The mission of the Ph.D. program in Educational Studies is to create a community of scholars, where working professionals come together to study the complexities of teaching/ learning relationships in a variety of educational and community contexts. These relationships are critical elements in the creation of sustainable and viable communities—places where the healthy development of all people is fostered, where professionals serve their institutions and communities effectively, and where citizens and community members make decisions that promote the best interests of their communities. In order to create sustainable communities, teachers and learners come together in many contexts: public and private schools, colleges and universities, non-profit organizations, healthcare organizations, businesses, etc. The work of educators in all of these varied contexts is critically important, especially in economically impoverished communities. The mission of the Ph.D. program is closely aligned with the mission of both the [College of Education](#) and [Eastern Michigan University](#).

The Ph.D. program in Educational Studies is both theoretically rigorous and grounded in best practices. Doctoral students in education must understand, analyze and use a broad spectrum of epistemological perspectives in order to address problems in education. Doctoral students draw on a broad base of scholarship-learning theories, curriculum theories, social theories and philosophy, and pedagogical theories to examine educational structures, policies, practices, technologies, and the role of education in developing and sustaining healthy communities. A major focus of the program is the development of research skills and lines of professional inquiry. Doctoral students develop their reasoning skills in both qualitative and quantitative research methods and apply those skills to real world problems in education.

EMU Mission Statement

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

College of Education Mission

The mission of the College of Education is to inspire, educate, and prepare professionals to be outstanding educators, leaders, and scholars in urban, global and diverse educational and community settings. The faculty and staff of the College work together to create an exemplary educational environment that allows students to develop their intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities, so that they may become ethical, productive, and contributing participants and leaders in a democratic and diverse society.

Program History

The first cohort of students was admitted to the program in the summer of 2009. Since then, a new cohort has been admitted for each year. Cohorts range in size from 4 to 18 and have averaged 11 students. Program alumni have taken on various teaching and mentoring roles in higher education, earned leadership roles in various educational organizations, and become advocates for their schools and communities.

Program Goals

The goals of the Educational Studies Ph.D. program are:

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

Program Faculty

The following faculty members from the Department of Teacher Education constitute the program faculty (i.e. faculty affiliates) for Educational Studies. Their profiles can be found on the [College of Education web pages](#).

- Joe Bishop, Ph.D. University of Iowa, joe.bishop@emich.edu
- Brigid Beaubien, Ph.D. Wayne State University, bbeaubi1@emich.edu
- Wendy Burke, Ph.D. University of Illinois @ Urbana-Champaign, wburke1@emich.edu
- Robert Carpenter, Ph.D. University of Michigan, rcarpen1@emich.edu
- Imandeep Grewal, Ph.D. Eastern Michigan University, igrewal@emich.edu
- Linda Lewis-White, Ph.D. East Texas State University - Commerce, llewiswh@emich.edu

- Ethan Lowenstein, Ph.D. New York University, elowenstein@emich.edu
- Rae Oviatt, Ph.D., Michigan State University, roviatt@emich.edu
- Paul (Joe) Ramsey, Ph.D. Indiana University, pramsey1@emich.edu
- Shawn Quilter, Ph.D. University of South Carolina, squilter@emich.edu
- Christopher Robbins, Ph.D. Penn State University, crobbin2@emich.edu

Degree Requirements

Following are the degree requirements for the Ph.D. in Educational Studies.

- A minimum of 60 graduate semester credit hours beyond the master's degree
- Nine semester credit hours in the coursework from the Education Core.
- Nine semester credit hours in the coursework from the Research Core.
- A minimum of 24 credit hours in coursework in the urban education concentration, of which 15 credit hours are required courses and nine credit hours are electives approved by an advisor. Six of the nine credit hours of electives may come from prior graduate coursework if they are: 1) relevant to urban education, 2) from an accredited institution, 3) beyond the first master's degree (i.e. additional credit hours, specialist degree), and 4) recent.
- A three-credit hour internship.
- A minimum of 15 credits of Comprehensive Examination, Dissertation Proposal, and Dissertation. Students must complete at least nine credit hours of dissertation
- At least 30 credits of graduate coursework in the program must be at the 700 level and above.
- At least 48 semester credit hours of graduate coursework must be at EMU

Program Matriculation

Students have seven years to complete the Ph.D. program. Students may [petition the Graduate School](#) for an extension of no more than three years beyond the initial seven. There is a [Specialist of Arts degree in Educational Studies](#) option for students who do not complete their Ph.D. degree complete within the required timeframe.

The Educational Studies doctoral has five sequential components:

1. Coursework
2. Internship
3. Comprehensive exam
4. Dissertation proposal
5. Dissertation

The general steps to move through the program include the following.

1. Application and admission into the doctoral program
2. Meeting with academic advisor to develop a program of study

3. Completion of Education Core, Research Core, and Concentration courses
4. Completion of internship
5. Selection of comprehensive exam chair and committee members
6. Writing a comprehensive exam prospectus (supervised by chair)
7. Prospectus approval
8. Comprehensive examination (written then oral)
9. Selection of dissertation committee chair and members
10. Preparation of dissertation proposal
11. Defense of dissertation proposal (successful defense confers "doctoral candidacy" status)
12. [Dissertation](#) research and writing
13. [Dissertation](#) defense
14. Submission of revised document to the Graduate School for final review (November 1 deadline for December graduation, March 1 deadline for April graduation, and July 1 deadline for August graduation. EMU invites summer graduates to the December commencement since there is no summer commencement at EMU.)
15. [Graduation application](#) through my.emich.

Students follow the [dissertation manual](#) for completion of dissertation edits, publication with ProQuest, and the Survey of Earned Doctorates

Program Elements

Structure and Curriculum

Two sets of core courses and an internship ground the work students do in the urban education concentration. The two sets of core courses include the Education Core (9 credit hours) and the Research Core (9 credit hours). All students complete 24 credit hours of urban education concentration courses. The dissertation core requirements are completed at the end of the program. These requirements include three credit hours of comprehensive examination (EDST 815), three credit hours of dissertation proposal (EDST 895), and at least nine credit hours of dissertation (EDST 896/7/8/9). All courses listed below are three credit hours each except for dissertation, which is variable credit.

Pre-Candidacy

Education Core

EDST 800	Seminar I: Introduction to Educational Studies: Scholarship, Teaching and Learning
EDST 801	Seminar II: Education, Democracy and Social Thought
EDST 802	Seminar III: Education, Communities and Globalization

Research Core

EDST 805	Quantitative Methods I
EDST 806	Qualitative Methods

One of the following:

EDST 807 Advanced Quantitative Methods
EDST 808 Advanced Qualitative Methods

Internship

EDST 889 Internship (may focus on research, teaching, program development, or community service)

Pre-Dissertation

EDST 815 Comprehensive Exam (includes prospectus development)

Candidacy

Dissertation

EDST 895 Dissertation Proposal Seminar
EDST 896/7/8/9 Dissertation (minimum of nine credit hours)

Core Courses

There are three seminars in the Education Core for a total of nine credit hours. These seminars comprise: a) Seminar 1: an introduction to research in education, and guidance into doctoral studies b) Seminar 2: a strong foundation in the major paradigms of social theory and philosophical thought regarding education's role in developing a democratic society, and c) Seminar 3: a grounding in the impact of cultural and economic globalization on schools and communities in the US and worldwide, and the role of education in addressing the consequences of these forces. Course substitutions must receive the approval of the student's advisor and the program coordinator(s). The Research Core consists of a sequence of research methods courses for a total of nine credit hours. Students take the Quantitative Methods I course and the Qualitative Methods course. When these are completed, students then choose either Advanced Quantitative Methods or Advanced Qualitative Methods, depending on the focus of their dissertation research.

Urban Education Concentration

The urban education concentration prepares students for various leadership roles in urban school districts, curriculum supervision and coordination, public policy and advocacy, teacher education, higher education and school-related community work. In keeping with EMU's tradition of fostering the ties between theory and practice, the focus of this concentration is knowledge about urban education and the collaborative partnerships necessary to address the significant challenges that face urban areas in the 21st Century. Students develop a deep understanding of the impact of poverty, racism, immigration, ecological crises, and shifting global economic forces on education across diverse geographical contexts.

Goals

Students completing this concentration will be able to do the following.

- Engage in advanced study and original research from a variety of theoretical perspectives to advance understanding of urban education.

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

Urban Education Courses

The urban education concentration requires 24 credit hours. Fifteen credit hours are required courses while the remaining 9 credit hours are electives.

Required Courses

URED 811	An Exploration of Urban Education: History, Theory, Policy and Practice
URED 816	Knowledge, Learning, and Pedagogy (formerly URED 815)
URED 817	Children and Families in Poverty (formerly URED 812)
URED 818	Teacher Development (formerly URED 814)
URED 819	Schools as Agencies of Community Collaboration (formerly URED 813)

Elective Courses

The remaining nine credit hours in the concentration are selected from courses in Curriculum and Instruction (CURR), Early Childhood Education (ECE), Educational Media and Technology (EDMT), Educational Psychology (EDPS), Reading (RDNG), and Social Foundations and Community Education (SFCE) in the Department of Teacher Education or other departments at EMU if approved by the student's advisor. Depending upon the professional interests, and the availability of urban education-related courses in other departments/schools, students may choose elective courses from such departments/schools as sociology, history, psychology, social work, special education, counseling, etc. Six of the nine credit hours of electives may come from prior graduate coursework if they are: 1) relevant to urban education, 2) from an accredited institution, 3) beyond the first master's degree (i.e. additional credit hours, specialist degree), and 4) recent. Electives at the 500 level must be approved by the student's advisor and the program coordinator. Students can take elective courses any semester (i.e. fall, winter, or summer) based on their needs. Some students take elective courses during the summer semester, though this is not requirement or expectation of the program.

Course Rollout and Sequence

Students take three years of coursework together as a cohort. Urban education electives must be approved by an advisor before enrollment. Some students use the summer semester(s) to take urban education electives as needed.

Year 1	Fall <ul style="list-style-type: none"> EDST 800 (Introduction to Educational Studies: Scholarship, Teaching and Learning) URED 811 (An Exploration of Urban Education: History, Theory, Policy, and Practice) Winter <ul style="list-style-type: none"> EDST 806 (Qualitative Methods) URED 816 (Knowledge, Learning, and Pedagogy)
Year 2	Fall <ul style="list-style-type: none"> EDST 801 (Education, Democracy and Social Thought) EDST 805 (Quantitative Methods I) Winter <ul style="list-style-type: none"> EDST 802 (Education, Communities, and Globalization) One of the following: EDST 807** (Advanced Quantitative Methods), Elective*, or EDST 889 (Internship)
Year 3	Fall <ul style="list-style-type: none"> URED 817 (Children and Families in Poverty) One of the following: EDST 808** (Advanced Qualitative Methods), Elective*, or EDST 889 (Internship) Winter <ul style="list-style-type: none"> URED 818 (Teacher Development) URED 819 (Schools as Agencies of Community Collaboration)
Year 4	Fall <ul style="list-style-type: none"> EDST 815 (Comprehensive Examination) If needed: EDST 889 (Internship) Winter <ul style="list-style-type: none"> EDST 895 (Dissertation Proposal Seminar)
Year 5	EDST 896-899 (Dissertation)
Year 6	EDST 896-899 (Dissertation if/as needed)
Year 7	EDST 896-899 (Dissertation if/as needed)

Following is a list of all EDST and URED courses offered each semester.

Fall Semesters	Winter Semesters
EDST 800	EDST 802
EDST 801	EDST 806
EDST 805	EDST 807 (typically only in odd years)
EDST 808	URED 818
URED 811	URED 816
URED 817	URED 819

Internship

The internship in Educational Studies is a three-credit course designed to develop scholars who are prepared not only to develop knowledge but also to apply it. During the doctoral internship, students work closely with one or more faculty member (or more) to obtain experience in an area where they may need to develop skills: teaching at the college level, teacher education, research and evaluation, professional writing, and/or service (e.g., consulting, work with professional organizations, program development). The specific field-based placement is based on the student's interests and future professional aspirations, and is intended to provide experience in areas in which a student previously had limited professional experience. The intern is expected to engage in original projects or other activities related to research, teaching, administration and/or outreach. Internship credit is not awarded for any work completed previously. The following are guidelines to follow for the Internship:

1. Completion of all EDST courses (800, 801, 802, 805, 806, and 807 or 808) prior to enrollment in EDST 889.
2. Hours: The student will complete a minimum of 45 clock hours during one semester
3. Supervision: Faculty who supervise the internship should have an active research agenda and qualify as a PhD affiliate.
4. Proposal: The student should create an internship proposal for approval by their internship supervisor and instructor of record. This will serve as a contract for the internship. See guidelines in the Appendices
5. Final Product: A written product is required, such as:
 - a. A reflection essay
 - b. A paper submitted for publication
 - c. Conference presentation

Comprehensive Exam

Students register for the Comprehensive Exam (EDST 815) after the completion of all coursework and the internship; students may only register for EDST 815 during the semester in which the Comprehensive Examination will be taken. The Comprehensive Examination is designed to provide evidence of a student's mastery of coursework and readiness to write the dissertation proposal. Successful completion of the Comprehensive Exam and subsequent Graduate School admission to candidacy are necessary prerequisites for the dissertation. Typically, the Comprehensive Exam process occurs in one semester. Students assemble their Comprehensive Examination committee before they enroll in the Comprehensive Exam (EDST 815) course because a prospectus for the examination must be approved prior to taking the exam.

Requirements

The Comprehensive Exam requires students to: a) utilize knowledge learned in the Education Core, Research Core, and Urban Education concentration to ground a specific problem or question in a larger set of political, theoretical, and social issues, and b) argue for an appropriate research methodology based upon a clear and

coherent understanding of a variety of perspectives and approaches to research. The Comprehensive Exam is intended to prepare students to write the dissertation proposal.

The Comprehensive Exam consists of five stages.

- I. Choosing a Comprehensive Exam Committee
- II. Developing a Prospectus (15 pages)
- III. Developing of a Bibliography
- IV. Written Examination
- V. Oral Defense

I. Choosing a Comprehensive Exam Committee

The Comprehensive Exam committee must have at least three and not more than six members, including the chair. At least half of the committee members must be from the Department of Teacher Education. This committee does not require, but could include, the external member who is a Graduate School representative.

II. Developing a Prospectus

The student writes a prospectus before or during the term for which she/he registers for Comprehensive Exam (EDST 815) credits and submits it to the Comprehensive Examination committee for approval before sitting for the exam. The prospectus should reflect the student's level of readiness and preparation to write the Comprehensive Exam. Familiarity with the literature pertaining to the topic area(s), and APA style and formatting, should be clearly indicated in the prospectus. Following are the required elements for the prospectus.

1. Introduction: Introduce the topic and situate it within the broader Educational Studies context with a focus on impoverished communities (.5 to 1 page).
2. Literature Review: In a concise literature review, briefly synthesize the specific and salient concepts and theories that have shaped your topic. This review should give the committee an idea of the primary content knowledge informing the dissertation and thus potential areas for the comprehensive questions. This review should also consider briefly the methodological approach planned and a short description of literature informing that choice (10-12 pages).
3. Three Exam Questions: Draft three questions that address the topic from Macro, Micro and Methodological points of view. The Macro question should consider your question from a broad scholarly and socio-cultural context. The Micro question should focus more specifically on the particular question you are raising and ask you to review the literature surrounding that question. The Methodological question should focus on why a particular approach/method should be taken in lieu of other options from methodological, epistemological and ethical points of view. This question should also require a brief explanation of the proposed methodology for the dissertation (1-2 pages). The total length of the prospectus is 16 pages excluding the bibliography.

After approval of the prospectus, the Prospectus Approval Form should be completed, signed, and placed in the student's file.

III. Developing a Bibliography

The student will prepare a bibliography in consultation with the committee.

1. A first draft will be shared at the Prospectus Meeting to be added to by each committee member as they see fit in accordance with the content areas of each comprehensive exam question.
2. The sources included will represent the committee's expectation for the literature and ideas that each member expects the student to be able to address in the Comprehensive Exam.
3. In addition, the bibliography may include course readings from Core courses relevant to the questions on the exam as suggested by committee members.
4. It is each committee member's responsibility to send by email full bibliographic information for required sources to the student with a copy to the chair within one week of the Prospectus Meeting.
5. The student will prepare the full bibliography and send it to the chair and committee members for approval.

IV. Written Examination

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

1. Macro issues that ground the topic in social, political, economic, and educational contexts;
2. Micro issues that describe and analytically position the topic within a relevant body of literature; and
3. Methodology(ies) relevant to the topic.

After the prospectus meeting with the student, the committee will finalize the three questions and the chair will send the final version of the three questions to the student via e-mail with copies submitted to all committee members and the concentration coordinator. The student has 30 calendar days to answer the questions and must submit a written response via e-mail to the committee chair and all members by midnight of the 30th day. No extensions will be granted.

Notification of Written Results

1. Each portion of the written Comprehensive Examination will be assessed by the committee as either "Satisfactory" or "Unsatisfactory."
2. In order to proceed to the oral defense, all committee members need to agree that the written examination responses are Satisfactory.
3. The student will be notified in writing by the committee chair of the results including areas of strength and weakness.
4. If any section is deemed Unsatisfactory the student and committee members meet to identify areas of weakness and determine the next steps. Next steps could range from rewriting a response to one question to rewriting the entire comprehensive exam. If rewriting a response to one or more

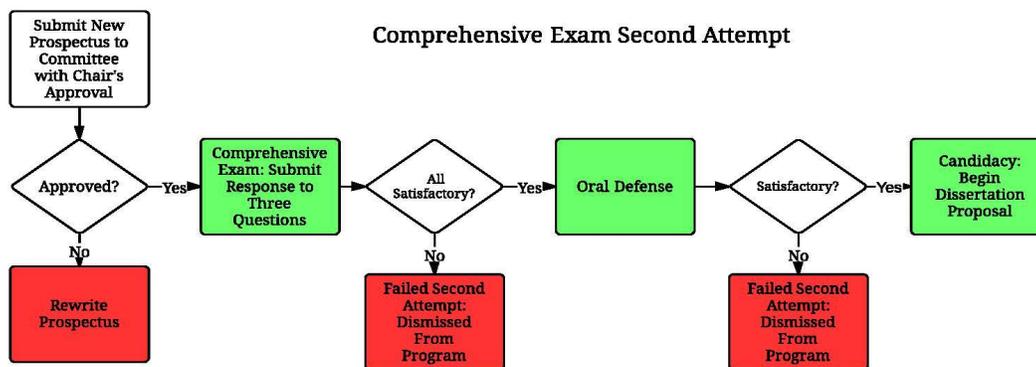
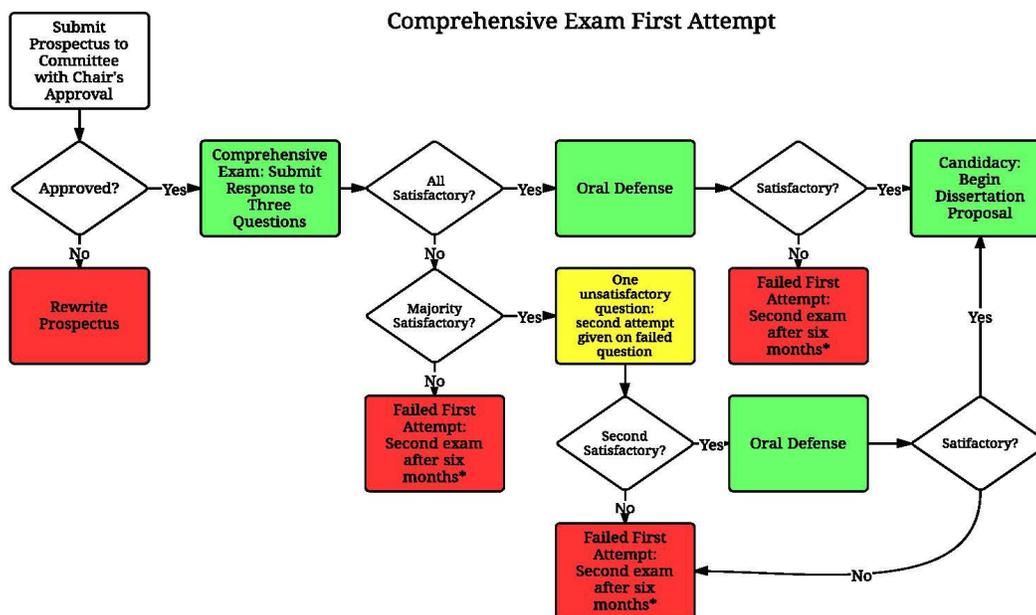
questions is deemed an acceptable next step, the student will be granted 10 calendar days per question for the rewritten response. Two unsuccessful attempts on the written portion of the exam will result in dismissal from the program.

V. Oral Defense

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

Notification of Oral Results

If the oral defense is deemed Satisfactory, the committee signs that portion of the Comprehensive Exam Committee Report, a copy is given to the student, and another copy is placed in the student's file. The completed form is sent to the Registrar's Office. The student is considered a Ph.D. candidate and is allowed to register for Dissertation Proposal Seminar (EDST 895). If the oral defense is deemed Unsatisfactory the student and committee members meet to identify areas of weakness and determine an appropriate timeline for a re-examination. Two unsuccessful attempts on the oral portion of the exam will result in dismissal from the program. Although the student will be dismissed from the Educational Studies Ph.D. program, the student may apply to receive a Specialist of Arts degree in Educational Studies. The following flowcharts represent the Comprehensive Examination and oral defense process.



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

Dissertation Proposal

The dissertation proposal is an overview of the problem or issue that will be pursued in the dissertation, clearly describing the research focus and process, and serves as the basis for the first three chapters of the dissertation in a concise 20-30-page document. The dissertation proposal provides the committee with the necessary information to determine whether or not the topic is researchable, that the student have extensive knowledge in the topic sufficient for the research, and has chosen a research methodology that will answer the primary research questions. Students use EMU's [Dissertation Manual](#) to guide their dissertation research.

Dissertation Committee

The dissertation committee must have at least three and no more than six members, including the chair. At least half of your committee members must be from the Department of Teacher Education. The committee must also include one faculty member from outside the Department of Teacher Education, typically from a cognate field of study, and approved by the Graduate School. Students should choose committee members who represent aspects of the dissertation research (e.g., the major theme, minor elements, the research design methodology). One member may be outside of EMU (e.g., faculty from another institution, alumni, community members, corporate partners, internship supervisors, emeritus faculty). Persons external to the University must have a master's degree but preferably a doctorate. Voting members must hold a doctorate. The final committee members, as well as any subsequent changes in the committee roster, must be approved by the chair, the department head or school director, and the Graduate School.

Dissertation

The dissertation is an independent research project where students demonstrate their knowledge and skills in academic research and writing by adding to the body of knowledge in a chosen area of interest. The dissertation research can only begin once the dissertation committee has approved the dissertation proposal [and IRB \(Institutional Review Board\) approval](#) has been obtained if the research involves human subjects. Once all data are analyzed and all chapters are completed to the satisfaction of the committee the candidate schedules a public oral defense. Students follow the guidelines for the oral defense and dissertation completion outlined in the [Dissertation Manual](#). As of November 2021, the Educational Studies program is developing a three-article dissertation option as an alternative to the traditional dissertation. Once the requirements for this option have been determined, they will be shared with students.

Community of Scholars

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

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

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

Responsibilities of Doctoral Students

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

Maintain Contact with Advisor

Each student will be assigned an academic advisor by the end of the first semester in the program. This advisor will be selected on the basis of shared academic interests and will help guide the student through the core courses of the program. Students should meet at least quarterly with their advisor. An annual review of student progress should be conducted with the advisor each summer. When it is time for the student to take the Comprehensive Examination, students can work with their advisor or choose another faculty member in the program whose research interests closely align with the student's dissertation topic or methodology.

Maintain Academic Integrity

All students are expected to adhere to the principles of academic integrity. This includes avoiding cheating or plagiarism. A student convicted of a felony that undermines his or her integrity may be dismissed from the program. All students should follow [EMU's Student Handbook](#) where the code of conduct and community standards are articulated.

Engage in Meaningful Self-Transformation

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

Retention Requirements and the Annual Review

There are several levels of continuous review to ensure students are progressing at an appropriate pace and in a way that encourages successful completion of doctoral degree. Given the shift from professor-directed coursework to student-directed independent research, successful completion of coursework does not ensure successful completion of the program.

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

- Students submit an annual report of their activities with a one-page reflective analysis of their progress in the program. These review materials will be placed in the student's file and reviewed by the student's advisor each year. They will also be made available to all faculty members who are doctoral affiliates of the program.
- A doctoral student must receive a B or higher grade for all courses, including URED, EDST, and elective courses. If a doctoral student receives a grade lower than B in any of the URED or EDST courses, the faculty member who assigns this grade must notify the program coordinator who will facilitate a meeting between the student and the assigned academic advisor.
- A retention review of the student's file will be conducted at the end of each year by the student's advisor. Students who have not maintained a minimum GPA of at least 3.0 in required courses will be requested to meet with their advisor and the program coordinator to discuss problems, concerns, and

issues. Students are expected to maintain a 3.0 grade point average throughout the program.

Satisfactory Annual Review

A satisfactory review, as determined by the advisor in conversation with the student, means that the student is free to continue in the program in the following academic year.

Unsatisfactory Annual Review

A student's annual review may be determined to be unsatisfactory if the following occur:

- The student received a grade of B- or below in one or more courses.
- The student has two or more Incomplete or In Progress grades.
- The student has not attended classes regularly during an enrolled course.
- The student has entered the program but has not enrolled in courses during the academic year.
- The student submits plagiarized work.
- There are reports of consistent incidents of disruptive or disrespectful behavior toward another student, staff member, administrator, or professor.
- The student's GPA is below a 3.0 overall

Disruptive or disrespectful behavior is defined as follows.

- Behavior that consistently disrupts class procedures or other campus events in a manner unwarranted by the content or pedagogy of the course or event.
- Unprofessional interactions with faculty, other students, or staff, including for example, dishonesty, name-calling, bullying, or harassment in person or on social media.

Probation and Remediation

If the student's progress is found to be unsatisfactory, he or she can be put on probation for up to a year with a plan for remediation. The advisor is required to meet with the student and the program coordinator to determine this outcome and the remediation plan. If a student's GPA is below a 3.0 overall, he or she has three semesters on probation before dismissal. A student may receive lower grades in individual courses as long as the overall and program of study GPA remains above a 3.0 for graduation.

Dismissal

If no action has been taken by the student on the remediation plan, and the problems persist after the probationary period, or are found to be severe during the Annual Review process, a student can be dismissed from the program. The advisor is required to meet with the student and the program coordinator to determine whether a recommendation of dismissal is warranted. If so, the recommendation will be taken to the Educational Studies Faculty Committee for a final decision. Dismissal requires a majority vote by the Educational Studies Faculty Committee.

Appeal Process

A student whose progress has been found to be Unsatisfactory or who has been either recommended for probation/remediation or dismissal by the Educational Studies Committee may appeal the decision. The formal grievance process is detailed in the next section of this handbook. Individual [grade grievances](#) are handled through a different process and are not considered to be part of the grievance process articulated herein.

Incomplete and In Progress Grades

Students who have more than two Incomplete (I) or In Progress (IP) grades on their transcript will not be permitted to register for additional coursework until the final letter grades are recorded with the Registrar's Office.

Grievance and Appeal Policies and Procedures

EMU's [grade grievance](#) and [student employment grievance](#) processes are handled outside of the Educational Studies program area. The following process is appropriate for students enrolled in the Educational Studies Ph.D. program who wish to grieve or appeal a decision made within the program.

Grievance/Appeal Process

While the Educational Studies program fosters open communication and resolution between parties, we recognize that in some instances this is not possible and formal procedures need to be followed. In most instances, a grievance or appeal may be resolved to everyone's satisfaction informally between the individuals involved. The informal process involves only those people directly impacted; there is no written grievance or appeal filed, and the resolution of the problem is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and to protect the rights and needs of each individual. The following steps must be followed in cases where an informal resolution cannot be found and the student wishes to pursue the grievance/appeal process further.

Step 1

To initiate a formal procedure, the student submits a written grievance or appeal within 20 working days following the situation or decision in question. The statement should be a full and concise statement of the facts. It will be shared with the department head and program coordinator(s). The grievance or appeal must state that a grievance or appeal is being initiated and articulate the nature of the grievance or appeal. The program coordinator (if the grievance or appeal does not involve him or her) and the department head attempt to resolve the issue by meeting with each party. Program coordinators will recuse themselves from the process if there are party to the grievance or appeal. Another member of the Educational Studies will replace the coordinator if needed for this process.

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

of the grievance or appeal.

Step II

If the student is not satisfied with the decision in Step I, she or he can submit a written appeal of the Step I decision to the department head within ten working days of receiving the Step I response. In this document the student will identify an EMU faculty member to represent him or her on the Grievance Committee, at which time the program coordinator will ask the faculty member involved in the grievance to select an EMU faculty member to sit on a Grievance Committee. If the grievance is related to a committee decision, program coordinator will select one EMU faculty member to represent the committee. The program coordinator will direct the two committee members (one chosen by the faculty involved; one chosen by the student) to arrange a meeting. At that meeting, the two members will select a third member to complete the Grievance Committee. The Grievance Committee members must be free from bias and able to render a just and fair decision. A member not able to do so should disqualify him or herself from the grievance review. The three representatives will meet with those involved separately or collectively to resolve the grievance and render a decision in writing within ten working days after all the information has been collected and the necessary parties interviewed. At a minimum, the committee must interview the student and may choose to interview others as needed (either side may suggest witnesses). Note that the student may be accompanied by an advocate who is a member in good standing of the University community (i.e., an EMU student, faculty or staff member) during the Grievance Committee meetings. Attorneys are not allowed to be present during the Grievance Committee meetings.

A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept, that record shall be signed by all members of the Grievance Committee attesting to the fact that the written record is a true record of the hearing proceedings. The Grievance Committee will determine the grounds for the grievance. Typically, this will include determining if the previous decision involved a lack of due process, was arbitrary and capricious, or contributed to unfair treatment of the student. Note that the Grievance Committee is not charged with resolving the problem that led to the grievance, but will determine if there are grounds to support it. The Grievance Committee shall make recommendations if they find there are grounds to support the grievance.

Step III

The student may appeal the Grievance Committee decision in writing to the dean of the College of Education within ten regular working days after receipt of the Step II decision if the student claims that established procedures for Step II were violated. The notice to appeal must include the (1) grounds for the appeal; (2) original grievance; and (3) Grievance Committee's report from Step II. The dean of the College of Education may request other documentation to decide if the established procedures for Step II were violated. A decision will be rendered within ten regular working days after all the information has been gathered. This decision shall be final; no further appeal is possible.

It is a violation of EMU policy to take action against a student for filing a grievance.

Financial Assistance: Financial Aid, Scholarships, Graduate Assistantships, and Doctoral Fellowships

Financial assistance is available to graduate students through federal financial aid, scholarships, graduate assistantships and doctoral fellowships. For complete information regarding federal financial aid, please refer to the [Office of Financial Aid web site](#). Each year, the College of Education has a limited number of [scholarship opportunities](#) for existing students. Scholarships are awarded by the College of Education and each department. Scholarship applications for any given academic year (September – April,) are due at the beginning of the calendar year. For example, scholarship applications awarded during the 2022-2023 academic year are due in January-March of 2022 (see web site for specific deadlines). A limited number of graduate assistantships are available each year through various departments and offices across campus. Graduate assistantships come with a limited stipend and some tuition reimbursement. If you are interested in applying for a graduate assistantship, visit the Graduate School's [web site for application information](#). Each year, the Educational Studies doctoral program offers a doctoral fellowship to one student. All students are considered for the doctoral fellowship based on their interest and availability to do 20 clock hours of work per week. [Departmental doctoral fellowships](#) include a stipend and tuition reimbursement. These fellowships can last up to four years depending upon the quality of work provided by the fellow. Doctoral students may also apply for the [King-Chavez-Parks Future Faculty Fellowships](#) in May of each year for the following academic year.

Program of Study

EASTERN MICHIGAN UNIVERSITY
College of Education, Department of Teacher Education, PhD in Educational Studies

Name _____ EID # _____ Admission semester Fall

Education Core (total of 9 credits)

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

Research Core (total of 12 credits)

Course	Title	Credits	Planned	Taken	Grade
EDST 805	Quantitative Methods I	3			
EDST 806	Qualitative Methods	3			
EDST 807 or 808	Advanced Quantitative Methods or Advanced Qualitative Methods	3			
EDST 889	Internship	3			

Urban Education Concentration (total of 24 credits)

Course	Title	Credits	Planned	Taken	Grade
URED 811	An Exploration of Urban Education: History, Theory, Policy, and Practice	3			
URED 817	Children and Families in Poverty	3			
URED 819	Schools as Agencies of Community Collaboration	3			
URED 818	Teacher Development	3			
URED 816	Knowledge, Learning and Pedagogy	3			
	Electives (minimum of 9 credits) must be approved by advisor before enrollment				
		3			
		3			
		3			

Dissertation Core (15 credits minimum)

Course	Title	Credits	Planned	Taken	Grade
EDST 815	Pre-dissertation Comprehensive Exam (minimum 3 credits)	3			
EDST 895	Dissertation Proposal Seminar	3			
EDST 896/7/8/9	Dissertation (minimum 9 credits)	9			

Note: Minimum of 60 credit hours. Letter grades should be B or higher.

Student Signature

Date

Advisor Signature

Date

Internship Contract for EDST 889

Student name and EID: _____

Semester and year: _____

Internship site: _____

Faculty of record (must be from Educational Studies): _____

Supervisor for internship (if different than faculty): _____

Goal(s) or objective(s) (describe what responsibilities/projects will be completed during the internship):

Students must synthesize what they learned in order to complete the Internship. Based on the goal(s)/objective(s) of the Internship, the student will produce a paper that reflects learning that resulted from the Internship experience. The product can be a reflective essay, publication, conference paper, or other formal piece of writing. The student must cite relevant scholarship or research and include a bibliography.

Description of final product: _____

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Comprehensive Exam Committee Report

Student name and EID: _____

Topic/Problem Area for Prospectus:

Prospectus Approval Date: _____ Comp. Exam Semester: _____

Decision (Satisfactory, Unsatisfactory, or Deferred): _____

Comments/Recommendations:

Committee Membership

Chair name: _____

Chair signature: _____

Date: _____

Member name: _____

Member signature: _____

Date: _____

Member name: _____

Member signature: _____

Date: _____

Member name: _____

Member signature: _____

Date: _____

Comprehensive Exam Evaluation

Component	Description	Rating (Satisfactory or Unsatisfactory)
Macro Content	Macro issues that ground the topic in social, political, and educational contexts are critically and comprehensively discussed.	
Macro Syntax	Essay is coherently organized and uses contextually relevant grammar, syntax, and APA style to communicate effectively.	
Micro Content	Micro issues describe and analytically position the topic comprehensively within a relevant body of literature.	
Micro Syntax	Essay is coherently organized and uses contextually relevant grammar, syntax, and APA style to communicate effectively.	
Methodology Content	Methodology(ies) relevant to the topic are critically and comprehensively discussed.	
Methodology Syntax	Essay is coherently organized and uses contextually relevant grammar, syntax, and APA style to communicate effectively.	
Overall Evaluation	Overall quality of the written examination	
Comments:		

Dissertation Manual and Forms

All dissertation forms and the Dissertation Manual can be found at the [Graduate School's Forms page](#). Following are links to the manual and forms all students use.

- [EMU's Dissertation Manual](#)
- [Dissertation Committee Approval Form](#)
- [Dissertation Proposal Approval Form](#)
- [Dissertation Document Approval Form](#)
- [Dissertation Oral Defense Approval Form](#)