



Oakland University

School of Education and Human Services

**DEPARTMENT OF READING AND LANGUAGE ARTS
DOCTOR OF PHILOSOPHY IN READING EDUCATION**

**Doctoral Student Handbook
September 13, 2005
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WELCOME TO NEW STUDENTS

The faculty of the Department of Reading and Language Arts congratulates you on having been admitted to doctoral study and welcomes you. Your work over the next few years will be both challenging and exciting. We hope that the relationships you develop during your doctoral study will continue beyond graduation as you move into positions of leadership in the field.

PLANNING YOUR PROFESSIONAL FUTURE

Graduate students often enter a doctoral program with long-range goals in mind. Some see their future in college or university settings, some see their future in positions of leadership within their school districts or at a local intermediate school district, and some chose to come for the pure pleasure of learning with no specific end goal in sight. Long-range planning is especially important for people who have specific goals in mind.

As a student participates in coursework and other events throughout her program, one step that can be taken to help achieve long-term goals is to build a professional portfolio. Listed below are some suggested activities or competencies a student might wish to build into a program. It is by no means comprehensive. Use this list to help you achieve your goals by talking about it with your faculty adviser.

Research Projects

- Participate in a faculty member's research project
- Participate/Collaborate on a peer's research project
- Lead your own research project with peers and/or faculty
- Present results of research at National, State or Local Research Conference(s)

Publications

- Develop and submit scholarly manuscripts on your own or in collaboration with others.
- Juried Journals or Edited Books: International, National, State, & Local
- Non-Juried: Book Review, International, National, State, & Local

Grant Writing

- Apply for funding to support scholarly work at national, state, or local levels.

Teaching

- Participate in a Teaching Apprenticeship (RDG 565)
- Teach or co-teach an undergraduate course
- Develop new teaching materials or syllabi for a course
- Develop a new course for the Reading & Language Arts Department
- Manage a reading clinic

Conferences or Workshops for Practitioners or Parents

- Present a practitioners' workshop at a national, state, or local level.
- Present a parents' workshop

Organizational Service

- Conference planning, working at a conference, or for an organization through committee work at a national, state, or local levels
- Reviewing manuscripts for a professional journal (e.g., Michigan Reading Journal)

PROGRAM PHILOSOPHY

The Ph.D. identifies an individual as having developed a high level of professional autonomy and the ability to work in collaboration with others--qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university with the knowledge, skills, attitudes, and professional affiliations that will support the goals of a doctoral level professional. Our departmental goal is that every doctoral graduate will demonstrate scholarly achievement, confidence, curiosity, and commitment to the profession.

Oakland University's doctoral program in Reading Education is designed around a vision of providing doctoral-level challenges within the context of collaborative relationships between the doctoral students and the faculty. The Department of Reading and Language Arts faculty is committed to involving our doctoral students in the process of scholarly inquiry. Students have the opportunity to relate to a variety of faculty members who have different areas of expertise.

With a small ratio of doctoral students to department faculty, faculty members can give significant individual attention to the students. Specific examples of this attention may include encouraging and helping students participate in conference presentations, special assignments that involve developing or extending research skills, and working collaboratively with professors and fellow students on projects that may lead to publishable outcomes.

CODE OF ACADEMIC AND STUDENT CONDUCT

Oakland University students are expected to practice civility and uphold the highest standards of academic and personal integrity. These campus community values are reflected through campus standards and regulations. The purpose of Oakland University's Code of Student Conduct and Academic Conduct Regulations is to assist in creating an educationally supportive environment and to protect the well-being of the campus community. The judicial system provides a timely and orderly process for investigation and adjudication of alleged academic and nonacademic violations of community standards.

Students whose actions or behaviors violate the conduct code, university rules or regulations, or disrupt or threaten to disrupt the campus community will be subject to disciplinary sanctions. Such sanctions help to promote the student's educational, personal and social development, to protect the university community and/or to maintain order and stability on campus.

PROGRAM OVERVIEW

The Ph.D. program consists of five parts: the reading and language arts component, the research component, the planned sequence component, qualifying examinations, and the dissertation component. Required course credits include 16 credits in reading and language arts, 20 credits in research, 20 credits in the planned sequence, and 12 dissertation credits. Post-masters credits applied to the Ph.D. program from Oakland University or another institution or degree program are subject to the same university requirements such as course expiration limits applied to courses completed within the program. Depending on previous professional experiences and training, doctoral students

may be asked to take a limited number of courses prior to the 700-level courses of the core program.

Reading and Language Arts Component

The reading and language arts core and research components consists of 4 advanced courses (16 credits) taught in seminar fashion. The reading and language arts seminars cover topics that include theoretical models of reading, comprehension, cognitive psychology, children's literature, composing processes, and instructional technologies.

Research Component

The research component includes 5 research seminars (20 credits). Seminars cover topics such as systematic inquiry, research design, qualitative and quantitative approaches to research, methods and tools of research, and video data analysis. Seminars also routinely engage students in conducting research.

Planned Sequence Component

The planned sequence component consists of 20 semester hours of study that will enable a student, with the advice of an adviser, to create a plan that serves that student's needs and interests. The planned sequence must be approved and signed by the student's adviser. The planned sequence may include study in related disciplines such as linguistics, psychology, English, instructional system's technology, school administration, children's literature, teacher education, composition, or guidance and counseling.

Qualifying Examination

Admission to candidacy signifies the faculty's recognition that the student has completed certain degree requirements (e.g., course requirements) and has developed the background and expertise needed to support continuing progress, particularly as related to the dissertation. Before admission to candidacy, each student must pass a written and oral qualifying examination. The examination is taken after the bulk of course work is completed. Successful completion of the qualifying examination will result in the student's admission to doctoral candidacy. As a doctoral candidate, the student will be eligible to assemble a dissertation committee and begin the dissertation.

Students must apply to and receive permission from the Doctoral Coordinator to initiate the process of taking Qualifying Examinations. The student must choose a faculty advocate once they have obtained permission to take the Qualifying Examinations. The faculty advocate will serve as Chair of the Student Qualifying Examination Committee (SQEC.) The SQEC Chair and the Doctoral student will then identify two additional faculty members to serve on the SQEC. Normally, the two additional members will be full-time faculty members of the Reading and Language Arts Department. However, in an instance where the student has pursued a minor outside of the RLA the student *may* select a faculty member from another Oakland University department. The SQEC will counsel, assist, and evaluate doctoral students' work as they move through the stages of completing Qualifying Examinations. Note: The SQEC and the Dissertation Committee are separate entities. However, SQEC members may serve on the student's dissertation committee.

Nature of The Doctoral Qualifying Examination: The Qualifying Examination will consist of two papers written, presented, and orally defended in the presence of the Student Qualifying Examination Committee. Although the qualifying examination papers are

designed to align with the student's dissertation, the examination candidate will not be obligated to pursue a dissertation topic that coincides with the two papers required for the Qualifying Examination. The Qualifying exam will consist of **two of the following three paper options** to be determined by the SQEC in collaboration with the doctoral student.

Option One: The candidate will write a review of the research literature on a topic mutually approved by the SQEC and the doctoral student. Ideally, the review topic will align with the student's intended dissertation topic. In such an instance, the student will have completed a *potential* draft of Chapter 2 of a dissertation. Although the SQEC will determine the adequacy of the paper with respect to the Qualifying Examination process, the student's dissertation committee will make all final decisions regarding the modification of the paper for inclusion in the dissertation. The format of the review must be must be agreed upon by the student and the SQEC.

Option Two: The candidate will write a research proposal. Such a paper will follow the general outline appropriate for the third chapter of a typical research dissertation. Ideally, the review topic will align with the student's intended dissertation topic. In such an instance, the student will have completed a potential draft of Chapter 3 of a dissertation. As indicated in Option One, the student's dissertation committee will make all final decisions regarding the modification of the paper for inclusion in the dissertation. The format of the research proposal must be must be agreed upon by the student and the SQEC.

Option Three: The candidate will write a publishable article connected to literacy. It should follow the requirements of a journal for literacy educators. A student who publishes a peer-reviewed article in a literacy journal during their doctoral program prior to the Qualifying Examination will have fulfilled this component of the Examination.

Qualifying Examination Time Schedules: Students will write, present, and orally defend two papers over the course of no more than 90 calendar days. However, the SQEC may adjust the time schedule to suit the circumstances relevant to the needs and exigencies of individual examination candidates.

Dissertation Component

The dissertation component consists of course work guided by the student's dissertation chair and committee members and is designed to assist the student in the research and writing process involved in successful completion of the dissertation. A dissertation proposal (written paper) and oral proposal defense are required as well as a dissertation and oral defense of the dissertation. Dissertations may investigate any faculty-approved theoretical or practical issue in reading and language arts and literacy related issues in instructional technology.

Required Courses

Reading and Language Arts Core Component (16 credits)

RDG 704	Perspectives in Literature
RDG 705	Perspectives in Writing
RDG 707	Theoretical Models and Historical Perspectives
RDG 709	Doctoral Seminar in Reading & Language Arts

Research Component (20 credits)

RDG 706	Critical Inquiry in Reading & Language Arts
RDG 710	Educational Research in Reading & Language Arts
RDG 720	Qualitative Research Design & Methods in Reading & Language Arts
RDG 725	Quantitative Research Design & Methods in Reading & Language Arts
RDG 730*	Advanced Qualitative Research Design & Methods
RDG 735*	Advanced Quantitative Research Design & Methods
IST 770*	Advanced Research Methods: Video Data Analysis

*Students must select one advanced research methods course as part of their research program of study.

Courses may be substituted for required courses with the approval of a petition to do so. Both the petition and a statement by the student indicating the nature of, and rationale for, the substitution must be retained in the student's doctoral folder.

DOCTORAL RESIDENCY

The doctoral residency is intended to provide opportunities that augment academic preparation in scholarship, teaching, and service. Upon consultation with a Doctoral Adviser, doctoral students may structure their residency in a way that best suits their personal situations. Options include completing the residency as a

- full-time experience;
- part-time experience;
- combination of full-time and part-time experience.

This requirement is designed to enable graduate students to interact with faculty, colleagues, and other professionals across settings and separate from the regular curriculum. Thus, the doctoral residency should amplify existing student preparation and provide for more rounded development and student enrichment.

The faculty believes that important intangible benefits accrue from residency when students are free from outside commitments to spend time in informal interactions with faculty and other students. If employment is necessary, students are encouraged, whenever possible, to seek work arrangements that complement their programs of study. Residency experiences should be from a variety of settings during the time of residency. The student is encouraged to be involved in activities on the Oakland University campus, i.e. attendance and presentations at professional conferences, theses and dissertation defenses, invited speakers. However, in some cases other institutions and settings may be more appropriate for residency activities, i.e. attendance and presentations at professional conferences. Consult your adviser for approval before beginning residency experiences.

Requirements

Doctoral students in the Department of Reading and Language Arts can complete their residency requirements in three ways:

1. Two consecutive academic year semesters (i.e., fall and winter), or
2. An academic semester and a contiguous spring-summer semester, or
3. Three consecutive summer semesters.

To meet residency requirements, the student must be enrolled as a full-time student or otherwise engaged in full-time teaching or scholarly work in the department. Courses

suited for meeting the residency requirement include RDG 750 and other courses that emphasize independent work (RDG 780 & RDG 790). Courses that focus specifically on developing teaching expertise (RDG 565) or teaching classes for the RLA Department are also appropriate activities during the residency. Students must complete a Doctoral Residency form and secure approval from their adviser. Residency credit is contingent on certification by the adviser that all residency requirements for the term were successfully completed. Adviser certification for each term of the residency must be retained in the student's doctoral folder.

Other Policies Concerning Doctoral Residency

1. Review Doctoral Residency policies described in this document and consult with adviser.
2. Complete a Doctoral Residency form and secure adviser approval prior to the semester in which residency is to begin.
3. If Full-time Doctoral Residency is impossible, submit a formal letter stating all relevant reasons. Complete Alternative Residency Form and secure adviser approval.
4. Arrange for an Internship with one of the full-time faculty as part of your Full-Time Residency requirements.
4. With adviser, plan activities to be completed during each semester of full-time or alternative residency.
5. At the end of each semester of residency, document completion of Doctoral Residency objectives in the student's doctoral folder. In addition, secure adviser signature certifying completion of residency objectives at the end of the semester.

PROGRAM GOVERNANCE AND ADMINISTRATION

In 1979 The Board of Trustees at Oakland University approved the Ph.D. in Reading Education on the recommendation of the Oakland University Faculty Senate. Program decisions are made by the departmental faculty and are implemented by the Doctoral Program Coordinator. Doctoral study in the School of Education and Human Services is conducted under SEHS guidelines approved by the Graduate School and the University Graduate Council.

ACCREDITATION

The North Central Association of Colleges and Schools accredits Oakland University and its programs. The International Reading Association accredits Oakland University's MAT and Ph.D. programs.

ACADEMIC CONDUCT/ETHICS

Students are expected to adhere to the "Academic Conduct of Graduate Students" standards in the Graduate Catalog. In addition, all research involving the participation of human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects (IRB). This is done by submitting an application using the Research Application Manager available on the OU Grants, Contracts, and Sponsored Research web site.

FINANCIAL AID, ASSISTANTSHIPS, FELLOWSHIPS, AND GRANTS

Oakland University participates in a variety of financial aid programs, including the Perkins Loan program, the Federal College Work Study program and the William Ford Federal Direct Loan program. To learn more about financial aid, visit the OU Financial Aid

web site.

KCP Future Faculty Fellowships

The King-Chavez-Parks Future Faculty initiative is a State of Michigan program aimed at assisting students from underrepresented minority groups in becoming faculty members at Michigan post-secondary institutions. Additional information is available at the Office of Graduate Study web site.

Graduate Assistantships

Doctoral students are also eligible for research and teaching assistantships. These assistantships not only provide financial help; they also offer students unique opportunities to be involved in research, instruction, or services to students and the community. Assistantships pay a stipend and may exempt the student from paying tuition during the time of the award. A graduate student who is interested in a Graduate Assistantship should contact the Doctoral Coordinator or Department Chair.

Competitive scholarships and research awards may also be available either within the Department or from external sources such as the Preparing Future Faculty Program or the Spencer Dissertation Fellowships Program.

What are the qualifications for an assistantship in the Reading Education PhD program?

- The student must possess a master's degree from a regionally accredited institution prior to admission to graduate study and to the appointment of an assistantship. Academic credentials for all international students must be evaluated by the National Association of Credential Evaluation Services (NACES).
- Graduate students must be admitted to a degree program, and be in good standing, to receive an assistantship.
- International students must have the appropriate student status with the United States Immigration and Naturalization Service. While school is in session, international students cannot exceed the 20-hour per week maximum service level during the academic year. During spring, summer and other school breaks there is no hour limitation.

How do I find out if I will receive an assistantship?

Academic departments inform recipients of assistantships through a "letter of offer" and "Graduate Assistant Agreement." The "Agreement" includes the amount of stipend and tuition reduction included in the award.

Accepting an Offer

Students wishing to accept the assistantship should sign, date and return the "Agreement" to the academic department. Newly hired assistants will be required to fill out necessary employment paperwork through their academic departments before stipend or tuition reductions can be made.

Stipends

All graduate assistantships have a service obligation for which the student receives a stipend. Stipends vary according to program level (doctoral and masters) and discipline. Graduate Assistants receive their stipends at the end of each month, in four equal payments, over the semester. Since graduate stipends are intended to support part-time employment by individuals who are also engaged in full-time study, any additional

employment outside of the assistantship must be approved by the department and university.

Tuition Reductions

- An accompanying tuition reduction is awarded to the student for graduate course work. Students with assistantships are expected to be full-time at Oakland University during the semester(s) for which they are appointed.
- The tuition reduction is equal to the full amount of tuition (including general services fee, activities/recreation fee, and course fees other than "special course fees") for each semester during the term of the appointment, up to the maximum number of credits per semester identified in the signed agreement.
- The tuition reduction will be applied on a per semester/session basis to graduate credits that satisfy degree requirements and are completed. It will not pay the assessment for undergraduate credits, for audited classes, or for courses from which a student has withdrawn. Any remaining fees are the obligation of the Graduate Assistant.

Detailed information regarding Graduate Assistants is available in the Graduate Assistant Policy Guidelines. Interested students should contact the Doctoral Program Coordinator for information about departmental assistantships, as well as read current postings on the Financial Aid page of the Office of Graduate Studies.

Research and Travel Grants

Oakland University offers research grants in support of student work. In addition, both the Department of Reading and Language Arts and Oakland University offer travel grants for students to present the results of their research at professional conferences. Information about OU grants is available on the Grants, Contracts, and Sponsored Research web site. Students interested in learning more about Departmental grants should contact the Department Chairperson or Doctoral Coordinator.

OTHER GENERAL INFORMATION

Registration

Students can register online, by telephone, or in person at the Registrar's office. Registration and withdrawal deadlines are posted in the Schedule of Classes. Students should note that during the spring and summer semesters deadlines are compressed.

E-mail

As of March 2003, Oakland University instituted a policy of sending all official communications to students addressed to university e-mail accounts. This policy has been adopted in the Ph.D. program and will be enforced. Students who make use of a primary email address other than the one provided by the University must configure their university account to forward all communications to the primary address. Doctoral students are required to regularly check their Oakland University email for information about program events, schedules, and deadlines. Instructions for activating an e-mail account, resetting a password, and other related email topics are on the UTS web site.

All students are also eligible to use Kresge Library and, through reciprocity agreements, certain other area libraries. Kresge Library also maintains extensive online resources in addition to print and microform media. Students are strongly encouraged to schedule an orientation to the Library.

ID card

A Student ID/Spirit Card is available from the ID Card office, 112 Oakland Center. The Spirit Card can be used as a debit card at University facilities, and is needed for access to the Library and the Recreation Center and other student functions. The ID office can be reached at 370-2291.

Copying and printing

Copying and printing in Kresge Library requires a Spirit Card with cash value. Spirit Card credits can be purchased at the ID Card office, 112 Oakland Center.

ACADEMIC ADVISING

Initial and Subsequent Adviser

At the time of admission, the Department will designate a faculty member as an Initial Adviser. The purpose of the Initial Adviser is to help students become familiar with department policies and practices and guide them in developing a preliminary program of study. After the first semester a student may choose to remain with the original advisor or may ask another full-time RLA faculty member to be her/his advisor. The faculty member is not obligated to accept this role. If there is a change in advisor, the change must be communicated to the doctoral coordinator and recorded in the student's folder.

The student should consider in conjunction with their advisor, a person who will advise and direct the student's work in their area of specialization. This person may be a full-time faculty member outside of RLA. This specialization advisor will be responsible for writing the question(s) for this section of the qualifying examination.

The student is not obligated to choose either of the earlier advisors as chair of her/his qualifying exams or dissertation committees.

Faculty Advocate and Student Qualifying Examination Committee

The SQE is the student's primary source of guidance and support in preparing for and successfully completing the doctoral Qualifying Examination. The student will nominate a Faculty Advocate to serve as Chair of the SQE, which is appointed by the Department until the student successfully completes Qualifying Examinations and becomes a Candidate.

Dissertation Adviser and the Dissertation Committee

The Dissertation Adviser and the Dissertation Committee are the student's primary source of guidance and support after the student successfully completes Qualifying Examinations and becomes a Candidate.

1. The Dissertation Adviser is selected from the full-time faculty in the Department.
2. The Dissertation Committee, chaired by the Dissertation Adviser, consists of at least three faculty members from the Department and one faculty member from outside the department. Because the planned sequence usually represents a major area of emphasis within the dissertation, one committee member is usually selected on the basis of specialized expertise in this area (see Program Overview above).

3. During the first semester in the program, a new student should begin thinking about a dissertation topic and consult with department faculty who will assist the student in exploring topics. The student is encouraged to learn about the faculty in the department and identify individuals who might serve as a Dissertation Adviser or Dissertation Committee member. Prospective chairs should be consulted to determine their interest and availability. Once a student has obtained a commitment from the desired chair of the committee they should jointly discuss possible additional committee members.
4. No later than the semester immediately following successful completion of the Qualifying Examination, the student will identify a Dissertation Adviser and assemble a Dissertation Committee.
5. If a committee member leaves the University, a new committee member will be selected in consultation with the committee chair. If an individual invited to serve on the committee accepts appointment, that member is bound by previous committee agreements. In the event a committee chair leaves the University, the Department will work with the advisee to identify a replacement.
6. Dissertation Committees will meet with Candidates at least once during the Fall or Winter term of each academic year for an Annual Review. The Candidate is responsible for scheduling the Annual Review.

Required Coursework

The Ph.D. program consists of five parts: the reading and language arts component (16 credits), the research component (20 credits), the planned sequence component (20 credits), qualifying examinations (0 credits), and the dissertation component (12 credits).

Reading and Language Arts Core Component (16 credits)

RDG 704	Perspectives in Literature
RDG 705	Perspectives in Writing
RDG 707	Theoretical Models and Historical Perspectives
RDG 709	Doctoral Seminar in Reading & Language Arts

Research Component (20 credits)

RDG 706	Critical Inquiry in Reading & Language Arts
RDG 710	Educational Research in Reading & Language Arts
RDG 720	Qualitative Research Design & Methods in Reading & Language Arts
RDG 725	Quantitative Research Design & Methods in Reading & Language Arts
RDG 730*	Advanced Qualitative Research Design & Methods
RDG 735*	Advanced Quantitative Research Design & Methods
IST 770*	Advanced Research Methods: Video Data Analysis

*Students must select one advanced research methods course as part of their research program of study.

Planned Sequence Component (20 credits)

The planned sequence component consists of courses specifically selected to address individual needs and interests.

Dissertation Component (12 credits)

The dissertation component includes course work guided by the student's dissertation chair and committee members and is designed to assist the student in the research and writing process involved in successful completion of the dissertation.

Sample Doctoral Course Schedules

Part-Time Schedule A (even year admission)

* Only one advanced research methods course is required.

	Fall	Winter	Spring	Summer
Year 1	RDG 706	RDG 704	PS 1	PS 2
Year 2	RDG 710	RDG 705	PS 3	PS 4
Year 3	RDG 709	RDG 725	Adv Rsch*	PS 5
Year 4	RDG 707	RDG 720	Adv Rsch*	Quals
Year 4	RDG 799	RDG 799	RDG 799	RDG 799
Year 5	RDG 799	RDG 799	RDG 799	

Full-Time Schedule A (even year admission)

* Only one advanced research methods course is required.

	Fall	Winter	Spring	Summer
Year 1	RDG 706	RDG 704	PS 1	PS 2
	RDG 709	RDG 725	Adv Rsch*	PS 3
Year 2	RDG 710	RDG 720	Adv Rsch*	PS 5
	RDG 707	RDG 705	PS 4	Quals
Year 3	RDG 799	RDG 799	RDG 799	RDG 799

Part-Time Schedule B (odd year admission)

* Only one advanced research methods course is required.

	Fall	Winter	Spring	Summer
Year 1	RDG 710	RDG 705	PS 1	PS 2
Year 2	RDG 706	RDG 704	PS 3	PS 4
Year 3	RDG 707	RDG 720	Adv Rsch*	PS 5
Year 4	RDG 709	RDG 725	Adv Rsch*	Quals
Year 4	RDG 799	RDG 799	RDG 799	RDG 799
Year 5	RDG 799	RDG 799	RDG 799	

Full-Time Schedule B (odd year admission)

* Only one advanced research methods course is required.

	Fall	Winter	Spring	Summer
Year 1	RDG 710	RDG 720	Adv Rsch*	PS 2
	RDG 707	RDG 705	PS 1	PS 3
Year 2	RDG 706	RDG 725	Adv Rsch*	PS 5
	RDG 709	RDG 704	PS 4	Quals
Year 3	RDG 799	RDG 799	RDG 799	RDG 799

DISSERTATION

The dissertation is generally seen as the defining element of doctoral study. In a dissertation the doctoral candidate refines academic skills and demonstrates scholarly collegiality, creativity, rigor, ethics, and responsibility in the process of conceptualizing and implementing a scholarly study that makes a significant contribution to the discipline. Every step in this process is conducted in collaboration with a faculty committee.

The Department encourages doctoral students to be aware of the dissertation project throughout their program; effective planning and coordination of learning experiences prior to completing comprehensive examinations and achieving candidacy can reduce the stresses involved in the dissertation process. Dissertation coursework (RDG 799) is intended to provide students with guidance and support, but relies on the student to define needs and initiate contact with faculty who can support student work.

Dissertation Committee

Following the successful completion of Qualifying Examination, the Candidate is eligible to assemble a Dissertation Committee. The committee will consist of four members and does not have to include members who have served as an initial adviser or on the student's SQE.

The Candidate should begin by identifying a Dissertation Committee Chair and then work with that Chair in selecting additional committee members. The Candidate recruits potential members, obtains signatures indicating the individuals' willingness to serve, and submits the form to the Doctoral Coordinator.

The chairperson must be a faculty member within the department, two other members must be full time faculty within the department, and a fourth member will be an "external" committee member who is a part-time faculty member from within the department, another faculty member at Oakland University, or a qualified member of the professional community. All committee members must have doctoral level credentials.

The candidate is encouraged to develop and maintain close working relationships with the committee members. The committee is charged to ensure that the dissertation meets acceptable standards of scholarly originality and rigor. To this end, the committee may encourage a doctoral candidate to participate in seminars, study groups, or research teams to refine specialized knowledge and skills.

Continuous Registration on Attaining Candidacy

A candidate is required to remain continuously registered during each fall and winter semester until the dissertation is completed and accepted by the University. The candidate may also be required to register during the spring and summer terms if the Chair expects that the student will be working closely with the chairperson and/or committee during these terms. A student must be registered for a minimum of 1 credit of RDG 799 during the semester in which graduation occurs.

Proposal

The first step in the dissertation process, after the formation of the dissertation committee, involves developing a proposal. Candidates are encouraged to participate in an orientation conducted by the Office of Graduate Study as soon as possible in the proposal development process to become familiar with formatting expectations and the

production, binding, and graduation schedule. The Office of Graduate Study will work with the student to ensure that the completed dissertation meets OU formatting rules. The student is encouraged to initiate contact with the Office of Graduate Study early to reduce problems as the dissertation defense nears.

The proposal stage is a collaborative process in which the candidate clarifies his or her areas of interest and theoretical orientation(s), conducts comprehensive reviews of the substantive, theoretical, and methodological literature, and identifies a methodology appropriate for the project. It is expected that each committee member will contribute to the candidate's thorough and scholarly development of a proposal.

The formal proposal follows the guidelines for Dissertations. The candidate may be expected to submit draft copies of the proposal to other committee members, as directed by the Chairperson, for comment. Once the Candidate and the Dissertation Committee are satisfied with a draft dissertation proposal (usually Chapters 1-3) and the candidate demonstrates adequate familiarity with methods, the Candidate is responsible for scheduling a Proposal Defense. All committee members should have copies of the Proposal for review two weeks prior to the scheduled meeting.

Proposal Defenses are announced within the Department of Reading and Language Arts and may include observers at the discretion of the dissertation adviser. Proposal defenses are not usually announced outside of the Department. Completion of the proposal defense stage requires completing a Proposal Defense Form that is signed by the Dissertation Committee Chair and submitted by the Candidate to the Doctoral Coordinator after the successful proposal defense. The Proposal Defense is a working meeting consisting of an oral presentation by the Candidate followed by a discussion with the committee regarding research goals, committee concerns, and any additional recommendations. The candidate is expected to answer committee concerns, negotiate changes in the proposal, and demonstrate readiness to conduct the proposed study.

The committee may approve the proposal at the time of the proposal defense, may approve it with specified changes, or may require another meeting if extensive revisions are required. The results of the Proposal Defense are recorded on the Proposal Defense Form. In the case of approval with changes, all Dissertation Committee members but the Chair can sign the form and the chair will separately verify and initial each change and approve the proposal as modified. When the dissertation proposal is approved, it serves as a "contract" specifying the nature of the dissertation research that will be conducted. In the event a successfully defended and approved proposal requires changes, a written statement outlining all proposed changes must be submitted to and approved by the student's Dissertation Committee.

IRB Approval

The proposal may not be defended until the proposed research has undergone a human subjects review by the Institutional Review Board (IRB) of Oakland University and any other institutional review boards that may be required (e.g. school district boards). Oakland University IRB guidelines and forms are available in the Office of Graduate Study and online. In addition, no data collection may take place until an approved dissertation proposal and a letter of approval from the IRB are signed and on file in the Department.

Research Ethics

Research conducted by Candidates must adhere to the same standards applied by all other university researchers: participants must be clearly informed of the procedures involved in the study, including any risks to which they may be exposed. Research participants, especially in the case of clients and students, must participate voluntarily and researchers must not exploit dual/multiple relationships. Identifiable participant information cannot be used in written documents or presentations without the participants' review of, and expressed written consent to, the specific information that will be used.

Presentation and Publication of Partial Results.

Dissertation projects move through several phases. The products of a literature review or a pilot study may be appropriate for presentation despite the incomplete nature of the project as a whole. Students are encouraged to make use of appropriate forums, such as poster sessions at professional conferences (e.g., Michigan Reading Association, International Reading Association, National Reading Conference), to present the products of early phases of the dissertation project. Any presentations based on partial analyses or incomplete data must be clearly identified as such in proposals and manuscripts.

Completed Dissertation

The completed Dissertation is expected to describe the scholarly project in detail, including its strengths and weaknesses and its implications for future scholarly work. The document must follow guidelines established by the Graduate School at Oakland University. The candidate may be expected, as directed by the Chairperson, to ensure that the dissertation meets committee members' content, writing, and formatting expectations before a Dissertation Defense is scheduled.

Dissertation Defense

At the point when the Candidate and the Dissertation Committee believe that the dissertation is complete, the Candidate is responsible for scheduling a Dissertation Defense. The defense will be announced to the SEHS and University communities two weeks before the scheduled defense, following University guidelines; members of the OU faculty and other doctoral students are welcome. A Dissertation Defense Form should be signed by the Dissertation Committee Chair and submitted to the Doctoral Coordinator following the Defense. Members of the Dissertation Committee must be provided final copies of the dissertation at least two weeks before the dissertation defense. The defense may not take place if more than one member of the dissertation committee is absent at the time scheduled for the defense.

The Dissertation Defense consists of a public presentation by the Candidate followed by audience questions; a private discussion with the faculty committee regarding their concerns; a closed Committee session in which the Dissertation is either approved or not; and a meeting between the candidate and the Committee to discuss any required changes. Approval and acceptance of the doctoral dissertation requires a favorable vote of the Dissertation Committee with no more than one (1) dissenting vote. The Dissertation Committee may permit re-examination if the initial dissertation defense is deemed inadequate.

Results of the Proposal Defense are recorded on the Dissertation Defense Form, indicating approval, disapproval, or approval with changes. In the case of approval with changes, all Dissertation Committee members but the chair may sign the form, with the

chair subsequently verifying changes and approving the proposal as modified. In the event the dissertation committee disapproves the dissertation defense or the candidate fails to make changes required for approval of the final dissertation, then the candidate has failed to complete the program and is subject to dismissal.

Submission of Final Dissertation

The Candidate is not certified for graduation until the final copy of the dissertation is formatted and accepted for binding. This step may require extra time. The Candidate is responsible for binding fees (see the Graduate Study Web Site for fees). The Candidate is expected to provide three copies to Office of Graduate Study, three copies to the Department of Reading and Language Arts, and one copy to each dissertation committee member.

APPLYING FOR GRADUATION

The student is responsible for applying for graduation and paying appropriate fees during the semester of degree completion. Graduate application deadlines are published in the Schedule of Classes each semester and available in document posted to the Office of Graduate Study web site. Candidates should carefully monitor deadlines to allow completion of all steps for the desired graduation date. Students who intend to graduate at the end of the semester must fill out an application to graduate when registering for the last term or by the dates published in the Graduate Catalog and the Schedule of Classes. A candidate who does not graduate in that semester must re-apply. See the current Graduate Catalog for additional information on policies, procedures, and tuition.

OTHER POLICIES AND PROCEDURES

Grading

Oakland University's grading system ranges from 0 to 4.0 in 1/10th increments. Some courses (independent studies and dissertation credits) may result in a "P" (work in progress) grade if requirements are not yet complete at the end of a semester. In extreme cases, an "I" grade may be issued to permit completion of course requirements during the following semester. All "I" grades must be resolved by mid-term of the following semester and they must be resolved before a student can be admitted to candidacy. A "P" grade is permitted to continue through the dissertation process but must be resolved prior to graduation. Doctoral students are required to maintain a 3.25 grade point average, which is consistent with the Oakland University requirement for doctoral students.

Academic Support

A doctoral student will receive academic support upon receiving a grade below 3.0 or when the student's GPA falls below 3.25. When the doctoral coordinator is notified of either situation, the coordinator will call a meeting that will include the coordinator, the student's advisor, and either the course instructor (in the first case) or a full-time RLA faculty member selected by the coordinator (in the second case). This committee is charged with forming a set of requirements necessary for the student to demonstrate necessary competencies. These requirements may include courses, papers, or a course of counseling and supervision. These requirements will be written and transmitted to the student by the committee or its designee. Once a student has been placed on academic support and notified in writing, performance reviews by the committee are to be held every semester and removal of the support will depend on satisfactory performance on all criteria identified in the notification letter. A student may be terminated from the program after two semesters if they fail to satisfy the requirement set by the academic support committee. A second grade below 3.0 or a GPA below 3.25 for two consecutive

semesters may be cause for dismissal from the doctoral program. See “University Graduate Grading Policy” in the Graduate Catalog.

Annual Review

The Department is committed to the successful performance and degree completion of graduate students. An Annual Review of all students ensures that students are making satisfactory progress or they receive appropriate attention to the areas where they are experiencing difficulty. Prior to candidacy, the student must meet with her/his advisor and planned sequence advisor at least once each year. (If this is the same person, a second full-time RLA faculty member should be designated by the doctoral coordinator to participate in the annual review). Ph.D. candidates are required to convene their Dissertation Committee at least once during the Fall or Winter term of each academic year for an Annual Review. Should the committee decide that the student is not making adequate progress, the student may be placed on academic support. In the case of a doctoral candidate, the dissertation committee would replace the support committee used prior to candidacy.

Residency Requirement

The Department and the School of Education and Human Services require that students fulfill a residency requirement as part of their enrollment in the doctoral program. This residency consists of completing 16 hours of graduate credit (excluding dissertation hours) during two consecutive semesters or one academic year prior to applying for the Comprehensive Examination. The purpose of the residency requirement is to encourage a period of concentrated study fostering close and continuous contact with faculty, professionals in the field, and other graduate students.

Time Limit for Completion

Oakland University requires students to attain candidacy (complete the qualifying examination) within six years of the first course taken in the program. The dissertation must be completed within ten years of admission of the first course taken.

Grievance Process

Grading and other faculty evaluations or disciplinary actions are subject to appeal. Students are encouraged to attempt to settle complaints and problems at an informal level initially. Students should communicate with the appropriate faculty member(s) directly about the actions, decisions, or sanctions with which they disagree or find inappropriate. If the problem is not resolved following this initial communication, the student may follow grievance procedures defined by the Department of Reading and Language Arts and Oakland University.

Office of Graduate Study

In addition to the departmental guidelines described in this handbook, it is essential that students be familiar with timelines and requirements defined by the Office of Graduate Study. These timelines and requirements become increasingly important as students progress through the program toward the dissertation phase. Graduation applications and dissertation process submission dates, for example, are specified by the Office of Graduate Study to assure they adhere to the Oakland University calendar. Doctoral students should plan to review the Graduate Study web site each semester to assure familiarity with current deadlines, requirements, and calendars.

Department of Reading and Language Arts Doctoral Student – Program Progress Form

Name _____
 Admission Date _____
 Initial Adviser _____
 Minor Area _____
 Semester Reading Core courses completed _____
 Semester Research Core courses completed _____
 Semester Panned Sequence courses completed _____
 Planned Sequence Adviser _____

Qualifying Exam Committee (3 people minimum per committee – 4 people maximum, if one member is outside the Department of Reading and Language Arts)

Chair/Advocate _____
 Committee member _____
 Committee member _____
 Committee member _____
 Paper 1 title/topic _____
 Paper 2 title/topic _____

Qualifying exam decision

Passed (date) _____ Chair (signature) _____

Conditional pass (date) _____

Briefly state conditions & what needs to be done.

Failed exam (date) _____

Student (signature and date) _____

Chair/ Advocate (signature and date) _____

Dissertation Committee (4 minimum per committee)

Chair _____
 Committee member _____
 Committee member _____
 Committee member _____

(External) Committee Member _____

Institutional Review Board (IRB) Form (e.g. – from Office of Grants and Research)

Date filed _____

IRB Approval # _____

Other (explain & date) _____

Proposal Dissertation Defense (date) _____

Chair (signature) _____

Doctoral Candidate (signature) _____

Dissertation Defense (date) _____

Chair (signature) _____

Doctoral Candidate (signature) _____

Post Proposal Defense changes with signature approval of Chair and / or Committee as determined by the committee as a whole

Chair (signature) _____

Committee member (signature, if required) _____

Committee member (signature, if required) _____

Committee member (signature, if required) _____

UMI Filing (date) _____

UMI File Number _____

Student understands 10 or 11 bound copies must be presented as follows:

Three copies to Office of Graduate Study

Three copies to the Department of Reading and Language Arts

Four or five copies so that each committee member receives a copy

(Student signature and date)

Department of Reading and Language Arts

The Dissertation Process

The following represents a recommended sequence of steps for faculty and students to follow as they proceed through the dissertation process. Dissertation chairs are, of course, free to develop and implement their own procedures. If a dissertation chair defines another process, a written description of the process adopted should be submitted to the Doctoral Coordinator so that there is a departmental record concerning the student's plan, especially as this plan deviates from the recommended process described in this document.

1. During the course of her/his program, each doctoral candidate should be thinking about which faculty member would be a good chair for the dissertation. As s/he develops topics of interest, s/he should meet with potential chairs to discuss the topics and the possibilities for a study. As the idea becomes more defined, the candidate should meet with a potential chair and move to the next step. Candidate meets with possible chair to discuss possible dissertation topic.
2. The potential chair suggests additional steps (e.g., courses, readings) for the student to more fully explore possible topic.
3. Student composes a five to seven page "Concept Paper," specifying:
 - Problem statement,
 - Importance of study: Rationale and brief literature review (seminal studies),
 - Overview of data analysis procedures (or alternative procedures).
4. At this point the candidate and the potential chair discuss the concept paper and both the candidate and the faculty member decide if they want to proceed-the candidate deciding that s/he wants to work with this topic and with this particular faculty member as chair. The dissertation chair must be a member of the Department of Reading and Language Arts.
5. Candidate submits concept paper to members of the faculty (determined by the candidate and the chair) that might be able to give useful feedback about the topic, methodology, and formatting. (undetermined) number of faculty members for reactions and suggestions.
6. Candidate meets individually with faculty members to receive their reaction to the concept paper and "interview" them for possible position on the Ph.D. committee.
7. Student and dissertation chair cooperatively determine whom to invite to serve on the Ph.D. committee. There must be at least four members on the dissertation committee: three from the Department of Reading and Language Arts and one person from outside the Department who has want to consider roles that each committee member might play such as methodologist, editor, topic expert, skeptic, and so on.
8. Dissertation chair meets individually with potential committee members to request their services and to specify the processes and procedures to be utilized throughout the experience. Procedures that should be discussed include whether or not the candidate will submit drafts of dissertation chapters to members or whether those drafts must first be approved by the chair before distribution; whether the candidate will meet with members committee or whether the contact will be through the chair; and so on.
9. Candidate composes dissertation proposal: Penultimate drafts of chapters 1, 2, and 3 of the dissertation.
10. Candidate submits proposal to committee.

11. Dissertation committee meets without the candidate to discuss modifications in the proposal.

- a. Committee members submit changes in writing in advance to chairperson under two categories: "Absolutely necessary" and "important, but optional." Additional changes may occur as a result of discussion.
- b. Chair carefully and judiciously determines which hill or very limited number of hills s/he is "prepared to die upon." Committee members defer to chair on such point(s).
- c. Chair and the committee agree on potential dates for the defense of the dissertation proposal. (Any dates set earlier than this are to be considered informal and potential targets, not deadlines by which candidates and faculty are bound.

12. The committee's recommendations for changes in the proposal are placed in a memorandum and:

- a. Reviewed by committee members to be certain the points expressed conform to their understanding of the meeting, and if so are
- b. Transmitted to the student.

13. Student revises chapters 1, 2 and 3 of the dissertation proposal and submits revision to chair for final editing.

14. Revised copies are distributed to committee.

15. Student defends the dissertation proposal. (It should be noted that if the above procedures are followed, no student will be allowed to defend her/his proposal without being sure that it will be acceptable.) The recommendations of the committee (which should not be major at this point) are noted and provided to the candidate in written form. This proposal is now considered a "contract" between the candidate and the department. The components of the dissertation are not subject to change and the review of the literature that is submitted as chapter two will be considered complete except in cases where the study design requires other arrangements.

16. Candidate successfully completes the dissertation study.

17. Student (under chair's direction) completes penultimate drafts of chapters 4 and 5.

18. Penultimate drafts of chapters 4 and 5 are distributed to committee along with final drafts of chapters 1, 2, and 3.

19. Dissertation committee meets without the candidate to discuss modifications in the in the dissertation—primarily chapters 4 and 5.

- a. Committee members submit changes in writing in advance to chairperson under two categories: "Absolutely necessary" and "important, but optional." Additional changes may occur as a result of discussion.
- b. Chair carefully and judiciously determines which hill or very limited number of hills s/he is "prepared to die upon." Committee members defer to chair on such point(s).

20. The committee's recommendations for changes in the dissertation (primarily chapters 4 and 5 are placed in a memorandum and:

- a. Reviewed by committee members to be certain the points expressed conform to their understanding of the meeting, and if so
- b. Transmitted to the student.

- c. Chair and the committee agree on potential dates for the defense of the dissertation.
(Any dates set earlier than this are to be considered informal and potential targets, not deadlines by which candidates and faculty are bound.)

21. Student revises dissertation.

22. Student defends dissertation. Notices of that defense must be posted for the members of the Department of Reading and Language Arts at least two weeks prior to the defense.

REPORT OF ANNUAL REVIEW MEETING

Name of candidate _____ Date _____

The committee met with the student and conducted an annual review of progress in the doctoral program.

We have reviewed the following areas and have circled the evaluative summary that best reflects the tone of the review. (Both positive and negative evaluations should be accompanied by specific comments.)

1. Formation of a dissertation committee and progress on the proposal or dissertation:

(generally positive) (some concerns) (major concerns) (not applicable)

Comments:

2. Potential for completing the degree within the coming year:

(generally positive) (some concerns) (major concerns) (not applicable)

Comments:

Committee Chair _____

Committee Member _____

Committee Member _____

Committee Member _____

Candidate _____

Proposal and Dissertation Documentation Form

PROPOSAL DEFENSE RECORD

Candidate: _____ Date: _____

This student's dissertation committee met today for the defense of his/her proposal.

The committee voted as follows:

_____ RECOMMEND APPROVAL _____ RECOMMEND DISAPPROVAL

COMMENTS:

Chair, Dissertation Committee

Member, Dissertation Committee

Member, Dissertation Committee

Member, Dissertation Committee

DISSERTATION DEFENSE RECORD

Candidate: _____ Date: _____

This student's dissertation committee met today for the defense of his/her proposal.

The committee voted as follows:

_____ RECOMMEND APPROVAL _____ RECOMMEND DISAPPROVAL

COMMENTS:

Chair, Dissertation Committee

Member, Dissertation Committee

Member, Dissertation Committee

Member, Dissertation Committee