

**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**

**Revised May 12, 2011**

**Revised May 3, 2012**

**Revised June 6, 2013**

**Revised September 9, 2017**

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.

# 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.

**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 or faculty

*Presentations and Publications*

Present results of research, or a practitioners’ or parents’ workshop at a national, state

or local venue

Develop and submit scholarly or practitioner manuscripts on your own or in

collaboration with others

*Grant Writing*

Apply for funding to support scholarly or practitioner work at national, state, or local

levels

*Teaching*

Participate in a Teaching Apprenticeship (RDG 6993)

Teach or co-teach a course or clinic

Develop new teaching materials or syllabi for a course

*Organizational Service*

Serve a national, state, or local organization through conference planning, peer review

of conference proposals or manuscripts, committee

membership, etc.

**PROFESSIONAL ENGAGEMENT REQUIREMENT**

The professional engagement requirement is one way to ensure that all students engage in some of the activities listed in “Planning Your Professional Future”. To fulfill the professional engagement requirement, the student will need a letter from a faculty member stating that any one of the following has been completed. Students cannot receive course credit *and* professional engagement credit for the same work. This requirement must be fulfilled before graduation.

1. Co-teach a course with a faculty member,
2. Engage in a research project with a faculty member,
3. Involved in planning, preparation and co-presentation at a local, regional, or national conference with a faculty member,
4. Involved in planning, preparation and co-presentation of a literacy-related workshop with a faculty member, or participate on the Doctoral Student Advisory Board or similar ongoing committee work.

**PROGRAM PLAN**

The Ph.D. program consists of five components: the reading and language arts courses, the research courses, the planned sequence courses, a qualifying examination, and the dissertation. 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-master’s 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. An initial program plan should be completed upon entry into the program (see Appendix A for the program plan template) and then should be updated each subsequent semester in the program. The student should always retain an updated copy, as should his advisor, and a paper copy should be housed in the student’s program file in Claudia Mihalick’s office.

**Reading and Language Arts Courses**

The reading and language arts courses consist of the following four advanced courses (16 credits):

RDG 7204 Perspectives in Literature

RDG 7205 Perspectives in Writing

RDG 7307 Theoretical Models and Historical Perspectives

RDG 7949 Doctoral Seminar in Reading & Language Arts

**Research Courses**

The research courses include the following four core research methods courses, and a fifth advanced research methods course.

Core Research Methods Courses

RDG 7106 Critical Inquiry in Reading & Language Arts

RDG 7110 Educational Research in Reading & Language Arts

RDG 7220 Qualitative Research Design & Methods in Reading & Language Arts

RDG 7225 Quantitative Research Design & Methods in Reading & Language Arts

Some Examples of Advanced Research Methods Course Options

RDG 7430 Advanced Qualitative Research Design & Methods

RDG 7435 Advanced Quantitative Research Design & Methods

DLL 7270 Advanced Research Methods: Video Data Analysis

**Planned Sequence Courses**

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. Each course in the planned sequence must be initialed by the student’s adviser on the program plan (see Appendix A). 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 course requirements and has developed the background and expertise needed to support continuing progress toward the dissertation. Before admission to candidacy, each student must pass a 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 one additional faculty members to serve on the SQEC. Normally, the 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 third 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:* Students will 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**

The dissertation 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. You have a choice of two dissertation formats.

*Selecting a Dissertation Format*

Graduate students pursuing a Ph.D. in The Department of Reading and Language Arts may choose one of two dissertation formats: (1) traditional five-chapter dissertation or (2) five-chapter manuscript-style dissertation. Table 1 presents a comparison of these formats.

Table 1.

*Comparison of Dissertation Content by Chapter*

|  |  |  |
| --- | --- | --- |
|  | Traditional Dissertation | Manuscript-style Dissertation |
| Chapter 1 | Introduces how the topic is situated in existing research to frame the research question/s | Introduces how the manuscript topics are interrelated in a research agenda |
| Chapter 2 | Reviews the relevant research related to the research questions | Final draft of manuscript 1 at the time of the first submission for publication |
| Chapter 3 | Presents the methods used for the dissertation research | Final draft of manuscript 1 at the time of the second submission for publication or letter of accepted for publication |
| Chapter 4 | Presents the findings of the dissertation research | Final draft of manuscript 2 submitted for publication |
| Chapter 5 | Presents discussion and conclusions of the research findings | Discussion of the completed studies and future prospects for this research agenda |

The traditional dissertation is designed to guide doctoral candidates through one research experience that culminates in a 5-chapter document. By contrast, the manuscript-style dissertation guides students through multiple research experiences that culminate in two different manuscripts each submitted for publication, wherein the dissertation committee provides support in the submission *and* revision process for one of these manuscripts if the manuscript is not accepted outright.

It is the shared responsibility of the student and dissertation advisor to choose the format that best fits the student’s program areas and needs, which must be made by the student’s qualifying exam. Table 2 presents the benefits of each format

Table 2.

*Benefits of Each Dissertation Format*

|  |  |
| --- | --- |
| Traditional Dissertation | Manuscript-style Dissertation |
| Allows students to focus on one research experience, wherein a particular idea can be explored fully. | Allows students to have more than one research experience, wherein several ideas can be explored. |
| Allows students to develop expertise in a given area. | Prepares students to write for an authentic audience in the field using appropriate style based on the target journal. |
| Prepares students to write at length on one given topic, giving potential rise to publishing a book from the completed chapters. | Increases students’ job marketability. |
| If students wish to submit their work to journals that do not use the peer-review process or publish in languages other than English, then submitting a traditional dissertation in English that can be subsequently converted into the desired manuscripts is probably the best way to meet the student’s goals. | Increases the potential for RLA/OU graduate publications. |

The dissertation requirements for these two formats are listed below.

*Traditional Dissertation Requirements*

The traditional dissertation includes a five-chapter description of a research study conducted by the student (see Table 1 for content of each chapter) and must represent a unique contribution to the field.

The student’s *proposal defense* includes the following:

* Submission of drafts of chapters two and three
* Presentation of the proposed research at the dissertation proposal defense.

The student’s *final defense* includes the following:

* Submission of drafts for all chapters required in the traditional dissertation (see Table 1).
* Presentation of the research study at the dissertation defense.

For graduation, it is the shared responsibility of the dissertation chair and dissertation committee to ensure that the student’s dissertation reflects sufficient quality for graduation. The student’s dissertation title will be submitted for announcement at the graduation ceremony, subject to approval by the dissertation chair.

*Manuscript-style Dissertation Requirements*

The manuscript-style dissertation must include two submitted manuscripts that represent a unique contribution to the field and meet the following criteria:

* + One manuscript must be empirical;
  + A second manuscript may be an empirical, theoretical, practitioner, or review/synthesis piece, and
    - the student must be the sole author on one manuscript,
    - if a second manuscript is co-authored, the student must be the first author
    - both manuscripts must have been submitted to blind peer-reviewed journals,
    - at least one is accepted OR revised and resubmitted OR rejected but revised and submitted elsewhere.

The student’s *proposal defense* includes the following:

* One completed draft of a manuscript ready for submission to a peer-reviewed scholarly journal to be presented for approval by the committee;
* The names of the two initial target journals to which the manuscripts will be submitted for approval by the committee; and
* A proposal for a second research study that addresses the design of the study, identification of any proposed co-authors and a description of the contributions all authors will make to the study if the proposal is co-authored, and a timeline for completing the study and preparing the manuscript that will be presented for approval by the committee.

The student’s *final defense* includes the following:

* Evidence that one manuscript was (1) submitted and accepted, OR (2) revised and resubmitted, OR (3) revised and submitted to another journal (both the revised manuscript and the journal’s response letter or the letter of acceptance must be presented),
* Presentation of a second manuscript to the committee that has been prepared and submitted to a peer-reviewed scholarly journal, and
* The student must be the first author on both manuscripts (i.e. primary responsibility for conceptualizing the research and writing the manuscript); other authors are allowable based on the permissions of the committee members.

For graduation, it is the shared responsibility of the dissertation chair and dissertation committee to ensure that the student’s manuscripts and the journal to which they are submitted reflect sufficient quality for graduation. Ultimately the committee must approve the manuscripts independent of the journal reviewers for the dissertation to be accepted. The student will create the title to be submitted for announcement at the graduation ceremony, subject to approval by the dissertation chair. The final title may integrate critical elements from both manuscripts, or rely on the title of one of the two manuscripts defended at the dissertation defense.

## 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 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

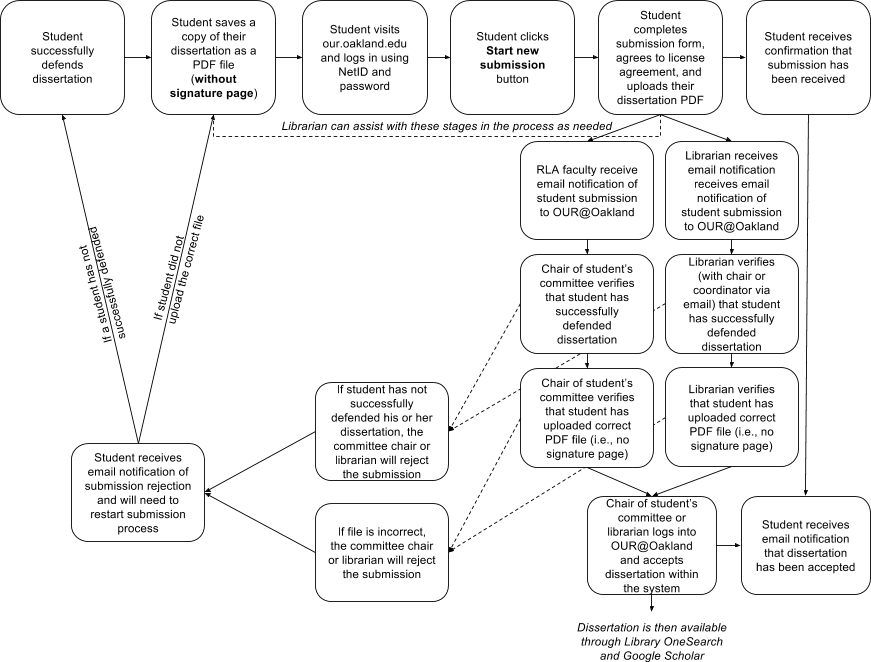
At the point when the Candidate and the Dissertation Committee believe that the dissertation is complete, the Candidate is responsible for scheduling a Dissertation Defense. The defense will be announced to the SEHS and University communities two weeks before the scheduled defense, following University 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. This step may require extra time. The Candidate is responsible for binding fees for the bound copy to be delivered to Kresge Library (see the Graduate Study Web Site for fees). The Candidate is expected to provide a digital copy as well, uploaded to the OUR@Oakland database (access through Kresge Library). The workflow plan for this submission is detailed as follows.



Instructional videos are available to support this process.

* [Logging into OUR@Oakland for the first time](https://research.library.oakland.edu/sp/subjects/tutorial.php?faq_id=255" \t "_blank)
* How students should upload their dissertations
* [How faculty should review and approve or reject students' dissertations](https://research.library.oakland.edu/sp/subjects/tutorial.php?faq_id=256" \t "_blank)

# 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.

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# 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 IRBNet (<https://www.irbnet.org)>.

# FINANCIAL AID, ASSISTANTSHIPS, FELLOWHIPS, 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 (<https://oakland.edu/financialservices/available-financial-assistance/grad/>).

*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. (Click the KPC tab for the URL above.)

*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 limited number of assistantships are available. Procedures regarding these positions, including application, review, and feedback procedures are in Appendix B.

*Internal Research and Travel Grants*

The Provost’s Office offers competitive funding to support graduate student research (<https://oakland.edu/research/student-funding/)>, as does the Department of Reading and Language Arts (<http://ucmcms.oakland.edu/apps/scholarshipsearch/?sid=504&join=504&with-layout=1>).

**OTHER GENERAL INFORMATION**

Registration

Students should register online via SAIL. Registration and withdrawal deadlines are posted on the Registrar’s Calendar (<https://oakland.edu/registrar/important-dates/>). 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 (<https://oakland.edu/uts/student-services/email/>).

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. For an orientation or support searching for reference materials, please contact librarian Amanda Hess (nichols@oakland.edu).

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**

*Program Planning Adviser*

At the time of admission, the Department will designate a faculty member as an Initial Program Planning 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 (see Appendix A for program planning template). Any time 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 form of a letter from the advisor assuming this role) in the student’s program file in Claudia Mihalick’s Office. The student is not obligated to choose advisors as chair of her/his qualifying exam or dissertation committee.

*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 ask a full time RLA faculty member to serve as Chair of the SQE. The faculty member is not obligated to accept this role. The faculty member who serves as SQE chair will then, in conjunction with the student, request a second full time faculty member’s service to this committee. Again, the faculty member is not obligated to accept.

*Dissertation Adviser and the Dissertation Committee*

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. 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. This must be a full time, non-visiting, tenure-track member of the department (in alignment with Graduate Studies Office requirements).
2. The Dissertation Committee, chaired by the Dissertation Adviser, also consists of a second full time, non-visiting, tenure-track member of the department (including emeritus faculty or those who have left within 12 months; in alignment with Graduate Studies Office requirements), and a third qualified member of the professional community with a doctoral level credential. Committee members should be selected by joint decision of the dissertation advisor and student.
3. If a committee member leaves the University, a new committee member will may be selected in consultation with the committee chair, or that member may continue to serve up to 12 months after leaving. In the event a committee chair leaves the university, then the department will work with the advisee to identify a replacement.
4. 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.

**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 on the Registrar’s Calendar (<https://oakland.edu/registrar/important-dates/>). 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 theOakland 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.

## 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.

**Appendix A: RLA Doctoral Program Course Plan**

|  |  |  |
| --- | --- | --- |
| Required Courses | Date Planned to Be Taken | Completion Date |
| READING AND LANGUAGE ARTS COURSES | | |
| RDG 7204 Perspectives in Literature |  |  |
| RDG 7205 Perspectives in Writing |  |  |
| RDG 7307 Theoretical Models and Historical Perspectives |  |  |
| RDG 7949 Doctoral Seminar in Reading & Language Arts |  |  |
| RESEARCH COURSES | | |
| RDG 7106 Critical Inquiry in Reading & Language Arts |  |  |
| RDG 7110 Educational Research in Reading & Language Arts |  |  |
| RDG 7220 Qualitative Research Design & Methods in Reading & Language Arts |  |  |
| RDG 7225 Quantitative Research Design & Methods in Reading & Language Arts |  |  |
| Advanced Methods Course:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (e.g., RDG 7430 Advanced Qualitative Research Design & Methods; RDG 7435 Advanced Quantitative Research Design & Methods; DLL 7270 Advanced Research Methods: Video Data Analysis) |  |  |

|  |  |  |
| --- | --- | --- |
| PLANNED SEQUENCE COURSES (write in course numbers) | | |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| DISSERTATION CREDITS REQUIREMENT  (designate how many credits will be registered for each semester for a total of 12 credit hours) | | |
| RDG 7999 |  |  |
| PROFESSIONAL ENGAGEMENT REQUIREMENT | | |
| How the professional engagement requirement will be fulfilled: |  |  |

**Appendix B: RLA Graduate Assistant (GA) Procedures**

**GA Call for Applications and Explanation of Procedures**

* The Doctoral Program Coordinator will send an email call for GA applications once per year during the winter term. The call will explain the application and decision-making process.

**GA Applications**

GA applications will include the following questions:

1. Are you seeking to maintain your position working with a specific faculty member from the previous year?
2. What are your areas of interest? (This might be specific literacy content, research methods, specific experiences or opportunities to learn that you would like to have, etc.)
3. What special skills do you have that would pertain to your GA work?
4. Please briefly describe what stands out in terms of your academic performance, community service, or academic honors that are potentially relevant to a GA position?
5. Please provide the following information about your availability. (Note that a position that fits your availability may not be an option.)
   1. Prefer to work ON or OFF campus?
   2. Prefer to work weekdays, evenings, or weekends?
   3. No specific work preferences

**Decisions About Who Gets GA Positions**

* The doctoral coordinator and doctoral program executive committee (2 members) will convene to review the GA applications at the end of the winter term and make decisions about GA positions that will be offered.
* The following rubric will be used to rate the applications.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **High** | **Moderate** | **Description of Exceptional evidence of meeting criteria** |
| Previous year’s GA evaluations (if available) |  |  |  |
| Academic performance (GPA, publications, presentations, other scholarly endeavors) |  |  |  |
| Community service |  |  |  |
| Academic honors (awards, scholarships, grants) |  |  |  |

**GA Performance Evaluation Procedures**

* All GAs will engage in self-evaluation, as well as be evaluated by each faculty and peer with whom they work in their GA position, at the end of each semester, using the following rubric that will be provided at the onset of the GA position.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **High** | **Moderate** | **Low** |
| Setting and completing expected goals |  |  |  |
| Willingness and effort to perform well |  |  |  |
| Adaptability  (adjusting to change to ensure the successful completion of the work) |  |  |  |
| Team spirit and cooperativeness  (ability to work effectively with faculty/peers) |  |  |  |
| The quality of work |  |  |  |

* The RLA Doc Coordinator will collect all evaluations and write a summary of the evaluations that will be shared with the GA. All original evaluations will be available to the faculty team who review the GA applicants the following year.

**Graduate Assistant Informal Feedback about Faculty Mentoring**

* Students will email informal feedback about their experience working with faculty at the end of each semester. This feedback will be aggregated by the doctoral coordinator and shared to provide potential insights about what they do well, and how they can improve, mentoring and collaboration with GAs.

**Appendix C: RLA Doctoral 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 (2 people minimum per committee – 3 people maximum, if one member is outside the Department of Reading and Language Arts)

Chair/Advocate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RLA committee member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outside 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 (3 minimum per committee)

Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RLA committee member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outside 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 1 bound copy must be presented to Graduate Studies to be housed in Kresge library, and a digital copy without the signature page must be uploaded to OUR@Oakland

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

(Student signature and date)

# Appendix D: 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:

1. 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix E: Graduate Studies Documentation Forms

See the graduate studies website for most recent forms:

<https://oakland.edu/grad/current-graduate-students/doctoral/>