



Educational Evaluation and  
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## **Educational Evaluation & Research (EER) Student Handbook**

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## Educational Evaluation & Research (EER) Student Handbook Table of Contents

Mission Statement of EER .....	4
Degrees .....	4
Ph.D. Advising Tracks.....	4
Minor/Cognate .....	4
Admissions .....	5
Admissions Committee and Chair .....	5
Financial Assistance .....	5
Faculty Information .....	6
Adjunct Faculty Information.....	6
Occasional Doctoral Readers.....	7
Staff .....	7
Academic Dishonesty.....	7
Telephone and Email Policy.....	8
URL's for Information and Forms .....	8
Course Descriptions.....	8
M.Ed. with a Major in EER .....	9
Admission .....	9
Advising .....	9
Plan of Work .....	9
Master's Candidacy.....	9
Academic Progress and Documentation.....	9
Degree Requirements: Plan A (Thesis) .....	10
M.Ed. Thesis .....	10
Spring/Summer .....	11
Binding Requirement.....	11
Time Limitations .....	11
Doctoral Degrees with a Major in EER .....	12
Ph.D. Admission.....	12
Ph.D. Track .....	12
Ph.D. Direct Admit Policy .....	13
Ed.D. Admission.....	13
Transferring from Ph.D. to Ed.D. ....	13
Program Load, Transfer Credit, Directed Study.....	13
Degree Requirements .....	13
Policy Statement on Doctoral Dissertations .....	14
Advising .....	14
Plan of Work .....	14
Ed.D./Ph.D. Curriculum .....	14
Maintaining and Documenting Academic Progress .....	15
Repeating a Course .....	15
Doctoral Qualifying Examinations.....	15
Doctoral Committee.....	16
Registration for Doctoral Dissertation .....	16
Doctoral Dissertation .....	17
Spring/Summer .....	18
Dissertation Format.....	18

Time Limitations .....	19
Residency Requirement .....	19
Binding Requirement.....	20
Additional Policies, Procedures, Guidelines, and Forms.....	20
Appendix 1: EER Course Descriptions, Credit Hours, Schedule (Subject to Change)	
Appendix 2: M.Ed. Plan of Work	
Appendix 3: Outline of Thesis/Dissertation	
Appendix 4: Guidelines for Quantitative Writing	

# Educational Evaluation & Research (EER) Student Handbook

The EER Student Handbook is primarily a continuation and expansion of the expired EER Brochure ver. 17 and serves as its replacement, effective Spring Term, 2017.

## Mission Statement of EER

Evaluation and Research offers concentrated programs for building careers and leadership positions in educational statistics, research, measurement, and evaluation. These programs are designed for students who have training and experience in substantive disciplines in either education or non-education fields. Proficiency and excellence will be acquired in scientific inquiry, quantitative and qualitative research methodology and program evaluation, psychometry and construction of psychological and educational tests, and applied statistical analysis of social and behavioral data, especially using computer technology.

## Degrees

The following degrees are offered:

- *Master of Education (M.Ed.)*
- *Doctor of Education (Ed.D.)*
- *Doctor of Philosophy (Ph.D.).*

## Ph.D. Advising Tracks

In order to provide Ph.D. students with a rigorous course of study, the EER program provides advising tracks as follows:

- Quantitative
- Measurement/Psychometrics
- Qualitative

These advising tracks are not WSU recognized concentrations, and therefore do not appear on the degree. However, in addition to the courses appearing on the transcript, letters of recommendation or other correspondence attesting to the Ph.D. graduate having followed the advising track are available from either the major professor or the EER program coordinator.

## Minor/Cognate

The EER M.Ed. program requires a six-credit hour minor. The Ed.D. and Ph.D. programs permit an optional 12 credit hour and 10 credit hour doctoral cognate, respectively, but is not required to complete the degree.

This M.Ed. minor and doctoral cognate do not appear on the degree. However, in addition to the courses appearing on the transcript, letters of confirmation the minor/cognate were completed are available either from the Master's thesis advisor/doctoral major professor, or from the EER program coordinator.

## **Admissions**

Students are admitted every semester. Admission to the Graduate School requires an earned baccalaureate degree. The Graduate Admissions Application is online at <http://gradapply.wayne.edu> for prospective students. Request for official transcripts from prior colleges and universities are submitted to the address below:

Office of Graduate Admissions  
5057 Woodward, Suite 6304  
Detroit, MI 48202  
Phone: 313-577-4723  
Fax: 313-625-6053  
Email: [gradadmissions@wayne.edu](mailto:gradadmissions@wayne.edu)

Students previously admitted to a graduate program at WSU must apply online at <http://gradapply.wayne.edu>.

## **Admissions Committee and Chair**

All regular faculty are members of the admissions committee. The Chair and staffing of the committee is determined by degree as follows:

1. M.Ed. applicants: Prof. Shlomo Sawilowsky, Chair. Additional members are optional.
2. Ed.D. applicants: Prof. Shlomo Sawilowsky, Chair. If the applicant intends on pursuing a concentration in the qualitative track, Dr. Jasmine Ulmer will serve as Chair. Additional members are optional.
3. Ph.D. applicants: Qualitative track: Dr. Jasmine Ulmer, Chair, and at least one other member of the Admissions Committee.

EER Ph.D. applicants should indicate their intended "advising" track (i.e.,

Quantitative/Measurement or Qualitative) in their personal statement. If none is indicated, the admissions materials will be sent to the EER Program Coordinator, Prof. Barry Markman. He (or his delegate) will contact the applicant to determine the appropriate advising track, and then the application materials be forwarded to the appropriate EER Admissions Committee Chair.

## **Financial Assistance**

Currently, the College of Education does not offer graduate teaching assistantships or graduate research assistantships. For information regarding federal financial aid, contact the Office of Student Financial Aid:

Office of Student Financial Aid  
The Welcome Center  
42 W. Warren Avenue  
P. O. Box 2340  
Detroit, MI 48202-0340  
(313) 577-2100 (Student Service Center)  
[studentservice@wayne.edu](mailto:studentservice@wayne.edu)

as well as the Graduate School at <http://wayne.edu/gradschool/funding/>.

For information regarding scholarships for admitted students that are available through the College of Education, see <http://coe.wayne.edu/student/scholarship.php>

### Faculty Information

**Barry S. Markman**,<sup>1,2</sup> Ph.D., Emory University. Professor of Educational Psychology, and **Program Coordinator of Educational Evaluation and Research**. Room 333, College of Education. (313) 577-1806. Fax (313) 577-5235. Email: [b.markman@wayne.edu](mailto:b.markman@wayne.edu). Areas of specialty: assessing ADHD using continuous performance tasks, test anxiety, introductory statistics, research design.

**Shlomo S. Sawilowsky**,<sup>1</sup> Ph.D., University of South Florida. Professor and WSU Distinguished Faculty Fellow, Room 371, College of Education. (313) 577-1721. Fax (313) 577-5235. Email: [shlomo@wayne.edu](mailto:shlomo@wayne.edu). Areas of specialty: nonparametric, robust, permutation, & exact statistics; Monte Carlo methods; research & experimental design; classical educational & psychological measurement, quantitative and qualitative program evaluation.

**Jasmine Ulmer**,<sup>1</sup> Ph.D., University of Florida. Assistant Professor and **Director of Qualitative Educational Evaluation and Research**, Room 347, College of Education. (313) 577-1427. Fax (313) 577-5235. Email: [jasmine.ulmer@wayne.edu](mailto:jasmine.ulmer@wayne.edu). Areas of specialty: qualitative methodologies, qualitative data analysis, theories of qualitative research, writing qualitative research, visual methodologies, and digital methodologies.

<sup>1</sup>Graduate Faculty status. <sup>2</sup>Additional appointment in a different College of Education Program Area.

### Adjunct Faculty Information

**John Cuzzocrea**, Ph.D. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [jcuzzocrea@hotmail.com](mailto:jcuzzocrea@hotmail.com). Windsor-Essex Catholic District School, Windsor, Canada. Area of specialty: Monte Carlo methods, robust statistics.

**Saverpierre Maggio**, Ph.D. Walk-in Law Firm. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [walkinlaw@on.aibn.com](mailto:walkinlaw@on.aibn.com). Area of specialty: statistics in education, law, medicine, and business; nonparametric, robust, and permutation statistics; research and experimental design; maximum tests.

**Elizabeth Moen**, Ph.D. Wayne State University. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [elizabeth.moen@wayne.edu](mailto:elizabeth.moen@wayne.edu). Area of specialty: institutional research, testing and evaluation.

**Mary Montie**, Ph.D. Wayne State University. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [mmontie@med.umich.edu](mailto:mmontie@med.umich.edu). Qualitative methods.

**Sarah Rose**, Ph.D. Ford Motor Company. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [ak1734@wayne.edu](mailto:ak1734@wayne.edu). Area of specialty: quantitative methods, applied data analysis, big data analytics (SQL, Hive, Java), descriptive analytics (Tableau).

**Julie Smith**, Ph.D. SoundRocket. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: [ax7855@wayne.edu](mailto:ax7855@wayne.edu). Area of specialty: Program evaluation, survey research, quantitative analysis.

### **Occasional Doctoral Readers (Qualifying and Dissertation Committees)**

**Frank Castronova**, Ph.D. Email: [ac1428@wayne.edu](mailto:ac1428@wayne.edu). Blue Cross Blue Shield (retired). Area of specialty: Intermediate statistics.

**Irwin Jopps**, Ph.D. Email: [ijopps@comcast.net](mailto:ijopps@comcast.net). Ford Motor Company (retired). Area of specialty: quantitative methods, research & experimental design, computer use in education.

### **Staff**

Program Secretary: **Sheri Martini**, 3 North, Education Building, Detroit, MI 48202. Tel: (313) 577-1614. Fax (313) 577-5235. Email: [sheri.martini@wayne.edu](mailto:sheri.martini@wayne.edu)

### **Academic Dishonesty**

EER adheres to a strict zero tolerance policy against any form of academic dishonesty, including plagiarism, working with others on graded assignments, and submitted work conducted by others. Consult the American Psychological Association style manual on the proper method for citing the words or concepts of others.

Violations of this policy will result in the assignment of zero for the work in question, a grade of "F" assigned for the course, and/or a recommendation for dismissal from the EER program, solely at the discretion of the instructor. In addition, plagiarism is a violation of the Student Code of Conduct and may result in charges filed with the Dean of Student's Office.

Moreover, it is WSU policy that an awarded degree may be rescinded if a violation of this policy is detected.

## **Telephone and Email Policy**

Each member of the EER faculty has a published WSU telephone number and email account. Students may communicate via either method. Telephone messages are automatically emailed to faculty. Due to various reasons, faculty may elect to have their WSU email forwarded to a private email account.

Students are assigned a WSU email account, and are permitted to forward their email from it to a private email account. However, if this option is elected, it is the students' responsibility to ensure that private email account is (a) capable of receiving email forwarded from their WSU account, and (b) kept active if they have elected to use it to correspond with faculty. Note that WSU deactivates WSU student email accounts after a period of two semesters in which the student was not registered for credits.

## **URL's for Information and Forms**

Applicants and current students should be advised that the URLs for Graduate School and College of Education rules and forms indicated in this handbook are subject to change.

## **Course Descriptions**

The course designation, description, and semester planner (subject to change) appear in Appendix 1.

## **Master of Education (M.Ed.) with a Major in Educational Evaluation and Research**

### **Admission**

See the Wayne State University Graduate Catalog for general requirements. An undergraduate GPA of 3.0 (4.0 scale) is required for unconditional admission.

GRE scores must be dated within five (5) years of the application date. The GPA for international students must be evaluated by World Education Services. In addition, international students must meet all English proficiency requirements set by the WSU Graduate School. There is no exception to the English proficiency requirement, and the conditional acceptance into the M.Ed. program available for certain reasons (e.g., delay in receiving an official transcript) is no exception. For further information on English proficiency requirements, see <https://wayne.edu/admissions/graduate/international/> .

All undergraduate majors are acceptable. Additional admissions information may be found at <http://coe.wayne.edu/admissions/admission-graduate.php> . Newly admitted EER M.Ed. students are expected to attend the College of Education Master's Student Orientation as noted at <http://coe.wayne.edu/admissions/orientation.php> .

### **Advising**

*Academic Advising.* An EER academic advisor will be assigned to the M.Ed. student at the time of being admitted to the program. The student must contact the EER academic advisor early in the first semester to develop the plan of work.

*Thesis Advisor.* In most circumstances, the EER academic advisor will serve as the M.Ed. student's thesis advisor. With the approval of the EER Program Coordinator, academic advisor, and the prospective new thesis advisor, the student may change to any other regular EER faculty member to serve in this capacity.

### **Plan of Work**

A Plan of Work must be completed in consultation with the student's EER academic advisor and submitted to the College of Education Graduate Office, Room #489 Education, prior to the completion of twelve (12) credits. The EER Master's Plan of Work Form is available in Appendix 2.

### **Master's Candidacy**

The EER M.Ed. student attains the status of Candidacy after the plan of work has been approved provided the student is in good academic standing.

### **Academic Progress and Documentation**

Although there is no formal Graduate School or College of Education form that must be submitted on an annual basis, it is the student's responsibility to engage with the academic advisor at least once each semester to ensure and document progress toward degree completion. To remain in good standing, a GPA of 3.0 must be maintained.

If the GPA of a student falls below 3.0, the student will be placed on academic probation. The student must raise the GPA over the course of the next two semesters, or will be dismissed from the EER M.Ed. program.

The student is permitted only one grade below "B-" in EER coursework. A Ph. Student who receives a grade below "B-" in a second EER course will be dismissed from the program.

### **Degree Requirements: Plan A (Thesis)**

Although the College of Education offers various plans for the completion of the M.Ed. (and M.A.) degree, all EER M.Ed. students must elect Plan A (Thesis). A minimum of thirty-two credits is required, including six credits in General Professional courses, six credits in electives chosen in consultation with the advisor, and 8 credits in ED 8999 (thesis). The 12 credits in the major may include:

1. EER 7610 Evaluation and Measurement (3)
2. EER 7630 Fundamentals of Statistics (3)
3. EER 7640 Fundamentals of Quantitative Research (3)  
**OR** EER 7870 Fundamentals of Qualitative Research (3)
4. EER 7650 Computer Use in Research (3)

**Total Credits in the Major: 12**

### **M.Ed. Thesis**

The thesis topic is determined in consultation with the thesis advisor. There are no additional members on the M.Ed. thesis committee.

Although the backdrop may pertain to any academic field, the focus of the thesis must be on a quantitative or qualitative EER topic. This includes, but is not limited to

- replication/comparison/development of research designs
- replication/comparison/development of testing practices/psychometrics
- replication/comparison/development of statistical properties
- replication/comparison/development of evaluation strategies

The thesis must follow the most recent American Psychological Association (APA) formatting guidelines, and the Graduate School's .pdf guidelines for theses and dissertations. Although the .pdf is not amenable for student use, the Graduate School has denied our request to provide these templates in student-friendly format. Fortunately, the Division of Academic Services in the College of Education has provided .doc/.docx templates (see their website to download). A SPSS macro that is useful in formatting statistical tables in APA format is available from the EER program area; please request the latest version from **Ms. Sheri Martini** at (313) 577-1614, or e-mail at [sheri.martini@wayne.edu](mailto:sheri.martini@wayne.edu). Appendix 3 contains guidelines for quantitative writing. Appendix 3 contains a general outline of the dissertation, and Appendix 4 contains tips for quantitative writing style.

## **Spring/Summer**

The College of Education and its faculty are said to receive indeterminate credit for thesis supervision during the Fall and Winter term. However, due to the current WSU budget model, beginning with the Spring/Summer of 2017, neither the College of Education nor the faculty receive credit or compensation for supervising doctoral dissertation credits. (In addition, the current WSU-AAUP collective bargaining agreement states all faculty committee assignments are paused during Spring/Summer.) Supervision includes oversight for students conducting experiments in the schools or other public venues, so in addition to the fiscal policy, there are research ethical issues if students register for dissertation credits, but are unsupervised. Hence, all students must adjust their plan of work to ensure no thesis credits or thesis advisor meetings are scheduled during the Spring/Summer term.

## **Binding Requirement**

After the successful completion of the EER M.Ed. thesis, the student must provide a green and gold bound copy to the thesis advisor within six months of the graduation date. The Graduate School's recommended bindery may be found at <https://wayne.edu/gradschool/phd/publishing/>.

It is recommended to make the thesis available to the general public. This may be accomplished through Digital Commons at WSU located at [https://library.wayne.edu/forms/etd\\_permissions.php](https://library.wayne.edu/forms/etd_permissions.php). Neither the .pdf copy/ facsimile available at Digital Commons, the ProQuest/UMI copy made available to the student via the Graduate School, nor a generic spiral bound copy are a suitable replacement for the green and gold bound copy requirement.

## **Time Limitations**

The student must complete all degree requirements by the end of 6 years from the date of the first semester admitted to the M.Ed. program. Time extensions are possible if a definitive path to completion is acceptable to the advisor, and a petition to the College graduate office is successful.

## **Doctoral Degrees with a Major in Educational Evaluation and Research**

All undergraduate and Master's majors are acceptable for the Ph.D. and Ed.D. programs. There are no conditional acceptance provisions for either the Ed.D. or Ph.D. programs for any reason.

### **Ph.D. Admission**

See the *Wayne State University Graduate Catalog*. In addition, the EER program area requirements include:

- An undergraduate GPA of 3.0 (4.0 scale) and a Master's GPA of 3.5 (4.0 scale) are the minimum required GPA from a regionally accredited (or equivalent) university for consideration of admission to the EER Ph.D. program. Note that meeting the GPA requirement is necessary but insufficient for acceptance into the EER Ph.D. program.
  - Courses taken after a degree has been awarded do not count toward the required GPA whether they served to increase or decrease the overall GPA.
- Three high quality letters of recommendation, two of which are required from the applicant's previous university instructors, academic mentors, or university administrators.
- A personal interview with at least one member of the admissions committee. This requirement may be fulfilled by electronic video conferencing, especially for international students who are applying while abroad.
- International student is required to pass all University English Proficiency requirements and exams PRIOR to submission of the application for admission. There are no exceptions, substitutions, or work-arounds to this EER policy.
- All students are required to submit a three-page personal statement to the EER Program Coordinator immediately after completing the WSU on-line application process. It will be used in part in assigning the academic advisor. The personal statement should address the student's intended choice of doctoral track (i.e., qualitative or quantitative/measurement).
- GRE scores must be dated within five (5) years of the application date.

### **Ph.D. Track**

For internal advising purposes, the EER curriculum is separated into three tracks:

- Quantitative
- Measurement/Psychometrics
- Qualitative

Election of a track is a Ph.D. program requirement. Students may elect to follow the track of their choice. The tracks are not considered by WSU as concentrations, and therefore they do not appear on the transcript.

## **Ph.D. Direct Admit Policy**

A direct admit from the Bachelor's to the Ph.D. is possible with (a) approval of the EER Program Coordinator, (b) approval of the assigned graduate advisor, and (c) a minimum GPA of 3.0 (4.0 scale) from a regionally accredited (or equivalent) university. There are no exceptions to the minimum GPA to be eligible for the direct admit program.

## **Ed.D. Admission**

The Ed.D. program GPA requirements may be more flexible than the Ph.D. requirements. Ed.D. students are not required to follow the curriculum in a track; in consultation with the academic advisor they may mix coursework from the three tracks to suit their needs.

All other application requirements listed in the Ph.D. program must be met. The direct admit program is not available for acceptance into the Ed.D. program.

## **Transferring from Ph.D. to Ed.D.**

In consultation with the academic advisor, a student admitted in the Ph.D. program may transfer to the Ed.D. Program prior to taking the Final Qualifying Exams.

However, once a student has completed an EER course after having been admitted to the EER Ed.D. program, it is a strict EER policy not to permit the student to transfer to the EER Ph.D. program. There are no exceptions to this policy.

## **Program Load, Transfer Credit, Directed Study**

The current WSU Graduate School policies are found at <https://wayne.edu/gradschool/phd/coursework/>. There is no foreign language requirement in order to obtain the doctoral degree in EER.

## **Degree Requirements**

Ph.D. Thirty (30) credits of post baccalaureate work (e.g., Master's degree) are credited toward the minimum post bachelor credit requirements. Students must earn six (6) credits in doctoral seminar courses, ten (10) credits in core courses, and thirty (30) credits in doctoral dissertation (ED 9999). The minimum credits required in course work in the area of concentration for the Quantitative, Qualitative, or Measurement track is twenty-one (21). The total minimum credits required for the Ph.D. is 90. An additional 10 credit cognate in the student's field of choice is recommended.

Ed.D. In addition to thirty (30) credits of post baccalaureate work (e.g., Master's degree), Ed.D. students must select twelve (12) credits in a cognate chosen in consultation with the advisor, six (6) credits in doctoral seminar courses, ten (10) credits in required EER core courses, twenty (20) credits in doctoral dissertation (ED 9989) and a minimum of twelve (12) additional credits of course work in the EER major, selected in consultation with the advisor. Thus, the total minimum credits for the Ed.D. is 90. The Ed.D. student need not choose a specific track (Quantitative, Measurement, Qualitative). The Ed.D. student, in consultation with the academic advisor, may choose courses across all three tracks.

## Policy Statement on Doctoral Dissertations

The Ph.D. requires a dissertation which makes an original contribution to the literature on quantitative or qualitative research design, applied statistics/data analysis, measurement/testing/psychometrics, or program evaluation. Therefore, the Ph.D. dissertation conforms to the rigors of scientific inquiry on theoretical issues, with simulation or empirical demonstrations for illustrative purposes.

The Ed.D. is the practitioner's highest degree. Based on a needs analysis, the Ed.D. dissertation centers on field or applied studies, such as the determination of best practices.

## Advising

The doctoral academic advisor is assigned at admission based on the student's area of concentration and career objectives. Under normal circumstances that academic advisor will also serve as major professor (i.e., Chair of the Dissertation Committee). However, with the approval of the Program Coordinator and current advisor, the student may change to a different major professor.

## Plan of Work

Ed.D./Ph.D. Doctoral students must complete and submit a *Plan of Work* in consultation with their advisors prior to the completion of eighteen (18) credits. Failure to file a *Plan of Work* may preclude further registration at the discretion of the advisor.

The Ph.D. Plan of Work form, as well as the Change in Plan of Work form, may be found at <https://wayne.edu/gradschool/phd/forms/>. The Master's and other post-Bachelor coursework to be used as transfer credit are submitted on the Ph.D. Transfer of Credit form found at the same URL.

The Ed.D. Plan of Work form, as well as the Ed.D. Change in Plan of Work form, may be found at <http://coe.wayne.edu/admissions/forms.php>

## Ed.D./Ph.D. Curriculum

### Required Core Courses for all Ed.D./Ph.D. Majors

1. EER 7630 Fundamentals of Statistics – 3 Credits
2. EER 7650 Computer Use in Research – 3 Credits
3. EER 8800 Variance and Covariance Analysis – 4 Credits

**Total Credits in Core Courses: 10 Credits**

### Ph.D. Quantitative Track

1. EER 7610 Evaluation and Measurement – 3 Credits
2. EER 8720 Advanced Quantitative Program Evaluation – 3 Credits
3. EER 8820 Multivariate Analysis – 4 Credits
4. EER 8840 Structural Equations – 4 credits
5. EER 8860 Nonparametric, Permutation, Exact, and Robust Methods – 4 Credits
6. EER 8992 Research and Experimental Design – 3 Credits

**Total Credits in Quantitative Track: 21 Credits**

### Ph.D. Measurement Track

1. EER 8720 Advanced Quantitative Program Evaluation – 3 Credits
2. EER 8760 Advanced Measurement I – 3 Credits
3. EER 8770 Advanced Measurement II – 4 Credits
4. EER 8820 Multivariate Analysis – 4 Credits
5. EER 8840 Structural Equations – 4 Credits
6. EER 8992 Research and Experimental Design – 3 Credits

**Total Credits in Measurement Track: 21 Credits**

### Ph.D. Qualitative Track

1. EER 7610 Evaluation and Measurement – 3 Credits
2. EER 7640 Fundamentals of Quantitative Research – 3 Credits
3. EER 7870 Fundamentals of Qualitative Research – 3 Credits
4. EER 7880 Fundamentals of Ethnographic Research – 3 Credits
5. EER 8700 Advanced Qualitative Research – 4 Credits
6. EER 8710 Advanced Ethnographic Research – 4 Credits
7. EER 8900 Qualitative Design for School Research – 3 Credits
8. EER 8910 Practicum in Evaluation – 5 Credits

**Total Minimum Credits in Qualitative Track: 21 Credits**

### Ph.D. Electives

1. EER 8880 Monte Carlo Methods – 1 Credit

## **Maintaining and Documenting Academic Progress**

If the GPA of a student falls below 3.0, he or she will be placed on academic probation. The student must raise the GPA over the course of the next two semesters, or will be dismissed from the EER Ed.D. or Ph.D. program. Continuation in the program while on probation requires a consultation with and approval of the academic advisor to register for further coursework.

The student is permitted only one grade below "B-" in EER coursework. A Ph.D. student who receives a grade below "B-" in a second EER course will be dismissed from the program, but may petition the EER faculty to transfer to the Ed.D. program.

The Graduate School requires the Ph.D. student to complete an Annual Progress Report and the Individual Development Plan in consultation with the academic advisor. The IDP is found at <https://wayne.edu/gradschool/phd/idp/>.

The College of Education requires the Ed.D. student complete the Ed.D. Annual Progress Report Form at <http://coe.wayne.edu/admissions/forms.php>.

## **Repeating a Course**

With consent of the academic advisor, a student on probation may retake an EER course with a grade less than "B-". However, no more than one course may be repeated.

## **Doctoral Qualifying Examinations**

Oral and Written Examinations are administered once each fall and winter semester by the College of Education. Currently, Academic Services (489 Education, 313.577.1605) will notify doctoral students of the dates, times, and eligibility for registering and taking the examinations.

Students who have completed a substantial amount of coursework (i.e., all but one EER course, or all EER courses minus elective courses) and are interested in taking the exams should inquire with their academic advisor on the process for obtaining approval from Academic Services.

Within the deadlines established by the College of Education Graduate Office, the student must schedule a date and time for the Oral Examination in consultation with the advisor and all committee members by completing and submitting the *Checklist of Required Information*. The Oral Examination may be taken only after passing the Written Examination. It is the student's responsibility to remind all committee members of the date and time agreed on for the Oral Examination at least one week in advance, and also the day prior to the Oral Examination. Questions regarding the Qualifying Examination process should be directed to **Ms. Sheri Martini** at (313) 577-1614, or e-mail at [sheri.martini@wayne.edu](mailto:sheri.martini@wayne.edu).

## **Doctoral Committee**

The doctoral committee is established with the student in consultation with the major advisor. Ed.D. committees consist of a minimum of three faculty (major professor, one EER faculty member, and one additional member of the faculty from outside of the Theoretical and Behavioral Foundations division--either from another division in the College of Education or outside of the college). At least two members must hold Graduate Faculty Status, based on the roster of eligible faculty located at <https://wayne.edu/gradschool/faculty/graduate-faculty/roster/>. The form to make a change in the Ed.D. doctoral committee is located at <http://coe.wayne.edu/admissions/forms.php>.

Ph.D. committees consist of a minimum of four faculty (major professor, one EER faculty member, one additional member of the College of Education, and one faculty member from outside of the Theoretical and Behavioral Foundations division--either from another division in the College of Education or outside of the college or outside of the university). At least three members must hold graduate faculty status, based on the roster of eligible faculty located at <https://wayne.edu/gradschool/faculty/graduate-faculty/roster/>. It is the student's responsibility to inform the faculty member from outside of WSU to send her/his C.V. to the Division Secretary. The form to make a change in the Ph.D. doctoral committee is found at <https://wayne.edu/gradschool/phd/forms/>.

## **Registration for Doctoral Dissertation**

**Ed.D.** With approval of the academic advisor, the student may then register for up to 8 credits of ED 9989 prior to successfully completing the Dissertation Prospectus (Proposal Defense of Chapters 1 – 3). No further dissertation credits may be taken until the prospectus is successfully defended.

**Ph.D.** With approval of the major professor (an EER Program requirement), it is then the student's responsibility to obtain permission to register for dissertation credits by submitting a written request to the Graduate School at [phdstudents@wayne.edu](mailto:phdstudents@wayne.edu), including name, WSU student ID, course (ED 999x), term, and year. On approval, a CRN (course code) will be emailed, which the student uses to register. If there are any extenuating circumstances (e.g., the student wishes to register for dissertation credits during the same semester taking the qualifying exams), the request to the Graduate School must be preceded by a request to Academic Services in the College of Education.

The normal process is to take ED 999x for 7.5 credit hours each (i.e., ED 9991 the first semester, ED 9992 the second semester, etc.). With approval of the major professor and the

Graduate School, two units (i.e., 15 credits) may be taken in the same semester). If the student has not successfully defended the dissertation, ED 9995, Candidate Maintenance status (a zero-credit hour), is required for the student to continue to use WSU resources, including the dissertation committee.

## **Doctoral Dissertation**

Graduate School Requirements For Obtaining and Maintaining Candidacy and Permission to register for ED 9991 (i.e., the first block of dissertation credits):

- Students who have achieved Ph.D. candidacy should contact the Ph.D. Office in the Graduate School at [phdstudents@wayne.edu](mailto:phdstudents@wayne.edu) to receive permission to register for 9991, Doctoral Candidate Status I: Dissertation Research and Direction in the following term.
- In addition, students who have yet to attain Ph.D. candidacy are permitted to register for 9991 during the semester in which they expect to achieve candidacy. To obtain permission to register, students must email the Graduate School at [phdstudents@wayne.edu](mailto:phdstudents@wayne.edu) with written approval from their advisor and graduate director that explicitly states the student is expected to achieve candidacy that term; this email request must be sent to the Graduate School prior to the census date of that semester. Students who do not make this request by the census and then do achieve candidacy later in the semester cannot retroactively register for 9991 that semester.
- If a student is not able to register for 9991, then the student must register for required coursework or 9990, Pre-Doctoral Candidacy Research, to meet enrollment requirements (8 credits are required for full-time status). If there is any doubt that a student will achieve candidacy, the applicant should register for required coursework or 9990.

Registration requirements for ED 9992, 9993, 9994:

- All other Doctoral Candidate Status credits (9992, 9993, 9994) can be taken by doctoral students who have achieved candidacy in a prior term. To obtain permission to register, please email the Ph.D. Office in the Graduate School at [phdstudents@wayne.edu](mailto:phdstudents@wayne.edu).
- Doctoral Candidate Status credits must be taken in consecutive semesters. However, students who have not yet achieved candidacy, even if they were granted permission to take 9991 as described above, will not be permitted to register for 9992 until they have achieved candidacy.

What to do if a student does not achieve candidacy in the semester they registered for 9991:

- Students who register for 9991 but do not achieve candidacy during that term must notify the Graduate School at [phdstudents@wayne.edu](mailto:phdstudents@wayne.edu) to explain the situation. To meet full-time enrollment requirements, these students must register for required coursework or 9990, Pre-Doctoral Candidacy Research. Up to 8 credits of 9990 can be taken per term; with maximum of 12 credits during the student's degree program. The 9990 is useful for students who were expected but were not able to achieve candidacy in the semester in which they registered for 9991.

## Spring/Summer

The College of Education and its faculty are said to receive indeterminate credit for dissertation supervision during the Fall and Winter term. However, due to the current WSU budget model, beginning with the Spring/Summer of 2017, neither the College of Education nor the faculty receive credit or compensation for supervising doctoral dissertation credits. (In addition, the current WSU-AAUP collective bargaining agreement states all faculty committee assignments are paused during Spring/Summer.) Supervision includes oversight for students conducting experiments in the schools or other public venues, so in addition to the fiscal policy, there are research ethical issues if students register for dissertation credits, but are unsupervised. Hence, all students must adjust their plan of work to ensure no dissertation credits, faculty meetings, or dissertation committee meetings are scheduled during the Spring/Summer term.

## Dissertation Format

The dissertation must follow the most recent American Psychological Association (APA) formatting guidelines, and the Graduate School's .pdf guidelines for theses and dissertations. Although the .pdf is not amenable for student use, the Graduate School has denied our request to provide these templates in student-friendly format. Fortunately, the Division of Academic Services in the College of Education has provided .doc/.docx templates (see their website to download). A SPSS macro that is useful in formatting statistical tables in APA format is available from the EER program area; please request the latest version from **Ms. Sheri Martini** at (313) 577-1614, or e-mail at [sheri.martini@wayne.edu](mailto:sheri.martini@wayne.edu). Appendix 3 contains guidelines for quantitative writing. Appendix 3 contains a general outline of the dissertation, and Appendix 4 contains tips for quantitative writing style.

Proposal (Prospectus) Defense. An oral defense of a prospectus encompassing the first three chapters of the dissertation (i.e., Introduction, Literature Review, & Methodology) is conducted before the dissertation committee. The time, date, and location are determined in consultation with the major advisor. The defense is scheduled for one hour, and is typically held in Room 312 EDUC. Please request the room reservation from **Ms. Sheri Martini** at (313) 577-1614, or e-mail at [sheri.martini@wayne.edu](mailto:sheri.martini@wayne.edu). Also, once the date/time has been triangulated to meet all committee members' schedule (e.g., doodle.com), notify Ms. Deborah Gibson in the Division of Academic Services ([cc5809@Wayne.edu](mailto:cc5809@Wayne.edu)) and request a check to ensure all documentation is complete.

Doctoral Candidacy. Ed.D. Candidacy status is obtained after successfully passing the Written and Oral Examination, successfully completing the Prospectus Defense (i.e., Proposal Defense of Chapters 1 – 3), and the filing of the: Dissertation Outline and Record of Approval Form by the major professor, Memorandum of Approval from the WSU IRB obtained by the student, and submission of a copy of the dissertation proposal to Academic Services.

Ph.D. Candidacy status is obtained after the doctoral committee is established, the written and oral examinations are successfully completed, and the Candidacy Form located at <https://wayne.edu/gradschool/phd/candidacy/> is submitted and approved. The dissertation proposal (prospectus) is submitted post-candidacy and requires the following: The Dissertation Outline and Record of Approval Form by the major professor, Memorandum of Approval from the WSU HIC obtained by the student, and submission of a copy of the dissertation proposal to Academic Services who will in turn submit them to the Graduate School.

**Final Defense.** Prior to the final defense, the student must submit the draft dissertation to the Graduate School for a format check. The instructions are found at <https://wayne.edu/gradschool/phd/publishing/>.

The final oral defense of the dissertation is scheduled in consultation with the major professor and all committee members. The major professor and student must be physically present, but any other committee member may participate via electronic video conferencing.

The final defense is conducted with the dissertation committee under the auspices of the Graduate School for the Ph.D. or the Education Graduate Office for the Ed.D. The Major Professor serves as moderator for the Final Defense. The lecture portion of the defense is open to the academic community. The student must coordinate this defense (date, time, location) to ensure meeting graduate deadlines determined each semester by the University Graduate School.

### **Time Limitations**

Students have a seven-year time limit to complete all requirements for the Ed.D. degree. The seven-year period begins with the end of the semester in which the student was admitted to doctoral study. Extensions are available in consultation with the academic advisor and permission of the college's Graduate Officer. Time Extensions may be granted to candidates in good standing with demonstrable progress towards completion of the dissertation. The request for a time extension must be made within six months of the original 7-year completion deadline and the student's dissertation proposal must have been approved prior to making the request. Students who have not completed the Ed.D. requirements within ten years of their application date are required to re-take the Final Qualifying Examination and may need to complete additional coursework to prepare for the examination. The total time for earning the Ed.D., including all time extensions and any required revalidation, is 12 years. The form for an Ed.D. Time Extension Request is located at [http://coe.wayne.edu/pdfs/edd\\_time\\_extension.pdf](http://coe.wayne.edu/pdfs/edd_time_extension.pdf).

The initial time limitation for the Ph.D. is seven years. Extensions are available in consultation with the academic advisor and permission of the Graduate School. Note that the total time to earn the Ph. D, including all extensions, is 12 years, after which the student is dismissed from the University. Ph.D. student should consult the WSU Graduate Office regarding its time limitations, and policy regarding time extensions. The form for a Ph.D. Time Extension Request is located at <https://wayne.edu/gradschool/phd/forms/>.

### **Residency Requirement**

All doctoral students must meet the following WSU Graduate School Residency requirements:

- At least thirty (30) semester hours beyond the Master's degree must be taken in residence at Wayne State University. Dissertation credits may not be used in fulfilling the thirty (30) semester hour residency requirement.
- At least six (6) semester hours of regular graduate coursework must be completed in each of two successive semesters any time after official admission to the program. Dissertation credits are not considered regular graduate coursework. Successive semesters include the following: Fall and Winter, Winter and Spring/Summer, Winter and Fall, Spring/Summer and Fall.
- A minimum of thirty (30) semester hours, exclusive of dissertation credit, must be elected in coursework open only to graduate students (7000 course level or above).

## **Binding Requirement**

After the successful completion of the doctoral dissertation, the student must provide a green and gold bound copy to the thesis advisor within six months of the graduation date. The Graduate School's recommended bindery may be found at <https://wayne.edu/gradschool/phd/publishing>.

It is recommended to make the thesis available to the general public. This may be accomplished through Digital Commons at WSU located at [https://library.wayne.edu/forms/etd\\_permissions.php](https://library.wayne.edu/forms/etd_permissions.php). Neither the .pdf copy/ facsimile available at Digital Commons, the ProQuest/UMI copy made available to the student via the Graduate School, nor a generic spiral bound copy are a suitable replacement for the green and gold bound copy requirement.

## **Additional Policies, Procedures, Guidelines, and Forms**

Additional doctoral regulations may be found in the WSU Graduate Bulletin and in the College of Education Policies and Procedures for the Doctor of Education Degree and Doctor of Philosophy Degree. This information is also located at <https://wayne.edu/gradschool/phd/> and <http://coe.wayne.edu/admissions/forms.php>.

Most Graduate School forms may be found at <https://wayne.edu/gradschool/phd/forms/>, and most College of Education forms may be found at <http://coe.wayne.edu/admissions/forms.php>.

**Student Handbook Appendix 1**  
***EER Course Descriptions, Credit Hours, Schedule (Subject to Change)***

EER 7610 Evaluation and Measurement. Cr. 2-3

Principles and practices of evaluation and measurement with special focus on behavioral goals. Informal and formal evaluational strategies. Problems of self-evaluation. Logical, philosophical, and linguistic problems of evaluational methods and devices. Metric analyses and standards. Innovations in educational assessment and accountability. Teacher-made tests. (T)

EER 7630 Fundamentals of Statistics. Cr 3

Review of mathematics essential for statistics, sampling, computer use. Basic patterns of statistical inference, confidence estimation and significance testing regarding measures of averages, dispersion, correlation, and selected non-parametric statistics. One-way and two-way analysis of variance. (T)

EER 7640 Fundamentals of Quantitative Research. Cr. 3

Basic skills in educational research; nomenclature, problem, theory, hypothesis formulation; bibliographical and documentary techniques, retrieval systems; development of data-gathering instrumentation; computer orientation and research uses; collection and organization of data; manuscript development; report writing; techniques, methodologies for descriptive and experimental inquiry. (T)

EER 7650 Computer Use in Research. Cr. 3

Prereq. EER 7630. Introduction to computer use in educational research with emphasis on using statistical packages (MIDAS AND SPSS, BASIC programming language); writing statistical programs. (T)

EER 7870 Fundamentals of Qualitative Research. Cr. 3

Fundamentals of epistemological issues, educational perspectives of qualitative research and research design. Readings in qualitative research. Conducting the case study, personal history, and cognitive study. Overview of methods for analyzing talk, text, and interaction. (F, W)

EER 7880 Fundamentals of Ethnographic Research. Cr. 3

Prereq: EER 7870 or approval of instructor. This course provides opportunities to learn about, and practice, collecting, analyzing, and writing up findings from ethnographic data (participant-observation field notes, interviews, and artifacts), and to consider issues of rigor in naturalistic research in education. (F, W)

EER 8700 Advanced Qualitative Evaluation: Theory and Practice. Cr. 4

Prereq: EER 7870. Major paradigms of qualitative evaluation, strategies of inquiry, methods of collecting and analyzing materials, the art of interpretation. Analysis of real data, including pattern coding, data displays, checklist matrices, transcription, explanation prediction within-case vs. cross-case displays, ethical issues in evaluation. Computer use in qualitative evaluation. (F)

EER 8710 Advanced Ethnographic Research. Cr. 4

Prereq: EER 7880. Using fieldwork, this course provides opportunities to learn group interview and video collection and analysis, ethnographic survey, narrative and poetic analysis; and to deepen understandings about culturally sensitive research, rigor, and the politics of representation. (W)

EER 8720 Advanced Quantitative Evaluation: Theory and Research. Cr. 3

Prereq: EER 7630, 7640, 7650. Educational and school program evaluation: alternative approaches; students propose theory-based designs and strategies. (W)

EER 8760 Advanced Measurement I. Cr. 3

Prereq: EER 7610 or equivalent; EER 8800 or equivalent. Classical measurement theory including scaling, measurement error, reliability, validity. Review of strong statistics versus weak measurement debate. Empirical methods of psychometric applications in education and psychology. (Y)

EER 8770 Advanced Measurement II. Cr. 4

Prereq: EER 8760 or equiv. Modern measurement theory. Item response theory, including one and three parameter models, detecting item bias, multi-dimensional scaling. (W)

EER 8800 Variance and Covariance Analysis. Cr. 4

Prereq: EER 7630 with a grade of "B" or better, or equiv. Multiple, partial, canonical correlation: variance and covariance analysis; Models I and II. Statistical analysis in experimental designs; Random Blocks, Latin Squares, Greco-Latin Squares, simple and complex factorials, confounding, fractional and split-plot designs. Supporting topics and techniques; missing observations; adjustment of means; probing the homogeneity of means and variances; study of contrasts; orthogonal polynomials and computer usage. (Y)

EER 8820 Multivariate Analysis. Cr. 4

Prereq: EER 8800 or equiv. Discriminant analysis, profile analysis; placement and classification problems; component and factor analysis. Supporting topics and techniques; transformation of variables, computer usage. (Y)

EER 8840 Structural Equations. Cr. 4

Prereq: EER 8800, EER 8820. Application of structural equation methods to applied educational psychology research. Model specification, estimation, and fit. Confirmatory factor analysis and correlation. (Y)

EER 8860 Nonparametric, Permutation, Exact, and Robust Methods. Cr. 4

Prereq: EER 7630, EER 8800 or equivalent. Application of nonparametric, permutation, exact and robust methods to social and behavioral science data. Techniques of estimation, location, and association for discrete and continuous data. (F,W)

EER 8880 Monte Carlo Methods. Cr. 1

Prereq: EER 7630, EER 8800. FORTRAN 77/90/95 applied to Monte Carlo Methods for the development of new statistics and procedures and the comparison of existing methodologies. Solving data analysis problems via simulation techniques. (F,W)

EER 8900 Qualitative Design for School Research. Cr. 3

Prereq: EER 7870, EER 8700, or EER 7880, EER 8710. EER Majors: Field Placement. All Majors: Integration of theory with practice for conducting, analyzing, and reporting qualitative research or evaluation in the schools. (W)

EER 8910 Practicum in Evaluation. Cr. 2-6 (Max. 6)

Prereq: EER Major. Qualitative methods for action research in schools, including interviewing, field observation, life histories, visual records, and document analysis. (T)

EER 8992 Research and Experimental Design. Cr. 3-4

Prereq: EER 7630, EER 8800. Design of empirical research for students possessing basic knowledge of statistics. Topics include hypothesis construction, sampling theory, experimental and quasi-experimental designs, selection of statistical procedure, and construction of data gathering instruments. (F,W)

ED 8999 Master's Thesis Research and Seminar. Cr. 1-8 (8 required)

Prereq: Consent of thesis advisor. Students must enroll in the section assigned to their thesis advisor. If not in the online WSU class schedule, notify the EER Program Coordinator. Offered for S and U grades only. (T)

ED 9989 Ed.D. Dissertation. (20 Cr. required).

Prereq: Consent of dissertation advisor; Ed.D. candidate in EER program. Offered for S and U grades only. (T)

ED 9991 Doctoral Candidate Status I: Dissertation Research and Direction. Cr. 7.5

Prereq: EER Consent of dissertation adviser; Ph.D. candidate in department. Required in academic-year semester following advancement to Ph.D. candidacy. Offered for S and U grades only. (T)

ED 9992 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5

Prereq: Consent of dissertation adviser; ED 9991. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

ED 9993 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5

Prereq: Consent of dissertation adviser; ED 9992. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

ED 9994 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5

Prereq: Consent of dissertation adviser; ED 9993. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

**Student Handbook Appendix 2**  
*M.Ed. Plan of Work*

**Master of Education with a Major in Educational Evaluation and Research  
Plan of Work and Admission to Candidacy**

Students are responsible for meeting pre-requisite requirements for courses on this Plan of Work. Courses completed for undergraduate credit or in post bachelor status cannot be included in the Plan of Work. Consult the current University Graduate Bulletin and your Academic Advisor for assistance in completing this form.

Name \_\_\_\_\_ WSU ID Number (9 digits) \_\_\_\_\_ E-mail Address \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Work Phone Number \_\_\_\_\_ Cell Phone Number \_\_\_\_\_

**Major Plan A with Thesis (a total of 20 semester hours):**

University	Semester/Year	Course ID	Course Title	Sem. Hrs.	Grade
		EER 7610	Evaluation and Measurement	3	
		EER 7630	Fundamentals of Statistics	3	
		EER 7640 EER 7870	Fundamentals of Quantitative Evaluation <u>or</u> Fundamentals of Qualitative Research	3	
		EER 7650	Computer Use in Research	3	
		ED 8999	Master's Thesis	8	

**General Professional Core: Select three courses from three different areas for a total of six (6) semester hours:**

		CED 6700	The Role of the Teacher in Guidance	2	
		EDA 7600	The Structure of American Education	2	
		EDP 5450	Child Psychology	2	
		EDP 7350	The Learning Process	2	
		EDP 5480	Adolescent Psychology	2	
		EHP 7600	Philosophy of Education	2	
				2	

**Elective Courses (at least 6 semester hours chosen in consultation with the advisor):**


**Total Semester Hours (32 Semester Hours Required):** \_\_\_\_\_

All degree requirements and coursework must be completed by: \_\_\_\_\_  
(Within six (6) years following the date of the first recorded grade used for the Master's Degree)

Petition for admission to candidacy: \_\_\_\_\_  
Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan of Work and candidacy recommended by: \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan of Work approved and candidacy authorized by: \_\_\_\_\_  
Graduate Auditor's Signature \_\_\_\_\_ Date \_\_\_\_\_

The Plan of Work is submitted to the Graduate Education Office (489, Education) for review and approval.

Revised 02/24/2014

Note to Student: One of the last steps you need to take before receiving your degree is to apply for graduation. You must apply for graduation in Academics no later than the end of the fourth week of classes in the semester in which you are completing requirements for the degree.

### **Student Handbook Appendix 3**

#### ***Outline of Thesis/Dissertation***

- A. Title should be clear, concise, and focused on the dependent variable.
- B. Chapter 1 (Introduction)
  - a. Background information should be sufficiently stated, referenced in the literature, and lead to the problem statement
  - b. The dependent variable(s) must be identified.
  - c. The independent variable(s) must be identified.
  - d. The problem statement/research hypothesis(es) should be clearly stated, with key terms operationally defined.
  - e. Important study assumptions should be clearly identified.
  - f. Important study limitations should be clearly identified.
  - g. Technical terms used throughout the dissertation should be defined and referenced.
  - h. (Optional) The importance of the study may be expressed.
- C. Chapter 2 (Review of the Literature)
  - a. The review should be comprehensive.
  - b. Studies should be critically examined.
  - c. Competing schools of thought should be given equal attention.
  - d. Minimize use of long block quotes; all inline direct quotes must be contained within quote marks in proper APA format.
  - e. The review must focus on peer-reviewed journals and periodicals, as well as critical presses. Non-technical sources (e.g., Webster's dictionary, *Encarta*, Wikipedia, *New York Times*, *Cosmopolitan*, blogs, twitter) are not citable resources.
  - f. The flow/segue from one citation to the next must be apparent.
- D. Methodology (Chapter 3)
  - a. The design/layout must be fully described and appropriate for the purpose of the study.
  - b. The target population, accessible population, and sampling frame must be properly identified.
  - c. The sampling plan must be detailed and be appropriate for the purpose of the study.
  - d. Research protocol must be presented in detail.
  - e. Instruments must be properly described, including reliability and validity.
  - f. Plan for non-respondent bias must be explained (where appropriate).
  - g. Scale of measurement must be determined for all study variables.
  - h. Statistical software (version) must be identified.
  - i. Data collection, input, cleansing methods must be described.
  - j. Statistical hypothesis(es) (e.g., hypothesis tests, confidence intervals) must be stated symbolically.
  - k. Choice of statistical procedure(s) must be stated and justified.
  - l. Approach to meeting underlying assumptions, and potential consequences of failure to meeting the underlying assumptions, must be explained.
  - m. Nominal alpha, and rationale, must be given.
  - n. Statistical power analysis must be discussed.
  - o. Missing values imputation (where appropriate) must be discussed.
  - p. Format of the presentation of results must be given.
- E. Results (Chapter 4)
  - a. Annotated results are displayed without referencing conclusions.
- F. Conclusion (Chapter 5)
  - a. Discussion and interpretation of statistical results.
  - b. Tie-in of statistical results to the problem statement/research hypothesis.
  - c. (Optional) Implications for further research
  - d. Conclusion

## **Student Handbook Appendix 4** ***Guidelines for Quantitative Writing***

1. Use a scientific, even tone, avoiding adjectives of exuberance.
  - a. "It can be confirmed from the results" – correct
  - b. "The fantastic, revolutionary results proved" – incorrect
2. Use the passive voice.
  - a. "A sample was taken" – correct
  - b. "We then took a sample" – incorrect
3. Never use "I", "We"
  - a. "A sample was taken" – correct
  - b. "I then took a sample" - incorrect
4. Use past tense when referring to something that has already occurred.
  - a. "Jones (2015) noted" – correct
  - b. "Jones (2015) notes" – incorrect
5. Do not refer to the person, gender, author, reader, titles, place of employment, where a study was conducted, etc.
  - a. "Jones (2015) noted" – correct
  - b. "The eminent professor, Dr. Rebecca B. Jones, noted" – incorrect
  - c. "She noted" – incorrect
  - d. "This reader wondered" – incorrect
  - e. "The author claimed" – incorrect
  - f. "In the Harvard study" - incorrect
6. Do not refer to materials from non-technical sources, non-peer reviewed journals, or non-critical presses.
  - a. "Webster's' dictionary defined" – incorrect
  - b. "It was stated on Wikipedia" – incorrect
  - c. "A notice appeared on Dr. Jones' blog" – incorrect
  - d. "Information from a New York Times article indicated" – incorrect
  - e. "Jones' self-help book illustrated - incorrect
7. Do not anthropomorphize.
  - a. "Jones (2015) indicated" - correct
  - b. "The article noted" – incorrect
  - c. "It was indicated in Jones' (2015) Figure 3" - correct
  - d. "Figure 3 indicated" – incorrect
  - e. "It was clarified by Jones' (2015) results" - correct
  - f. "The results clarified" – incorrect
  - g. "It was indicated in Jones' (2015) Table 5" - correct
  - h. "Table 5 demonstrated" – incorrect
8. Avoid incorrect usage of the following common terms
  - a. Use "while" to mean "at the same time," not "although"
    1. "Although Jones (2015) didn't indicate" – correct
    2. "While Jones (2015) didn't indicate" – incorrect
    3. "While the treatment was given the instruction, the control group was at recess" – correct
  - b. Use "since" to mean "after," not "because"
    1. "Because the sample size was too small" – correct

- 2. "Since the sample size was too small" – incorrect
- 3. "No one in the treatment group had access to the materials since last week" – correct
- c. Avoid the use of "that" (enough of "that" already!)
  - 1. "Jones (2015) indicated achievement levels increased" – correct
  - 2. "Jones (2015) indicated that achievement levels increased" – incorrect
- 9. Avoid the use of gratuitous *italics*. Do italicize the titles of psychometric tests (e.g., *Slosson Intelligence Test*). Never use **bold** unless referring to mathematical matrices. Never use underlining unless giving instructions to a printer to use italics (and even then see use of italics above).
  - a. "It was indicated from the results for students with disabilities" – correct
  - b. "It was indicated from the results for students with disabilities" – correct
  - c. "It was indicated from the results for students with disabilities" – incorrect
  - d. "It was indicated from the results for students with disabilities" – incorrect
  - e. "It was indicated from the results for students with disabilities" – Incorrect.
- 10. Only use quote marks when citing material.
  - a. "The hypothesis was supported" (Jones, 2015, p. 215). - correct
  - b. According to Jones (2015), the "hypothesis was supported" (p. 215). - correct
  - c. Jones (2015) "claimed" the hypothesis was supported – incorrect

Note: Items #2 and #3 do not apply to the qualitative portion of quantitative and qualitative mixed studies, or to quantitative and qualitative blended studies.