



DEARBORN

**COLLEGE OF EDUCATION,
HEALTH, & HUMAN SERVICES**

Ed.D. Handbook

Approved January 2012

Updated January 2026

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Mission and Objectives

Mission Statement

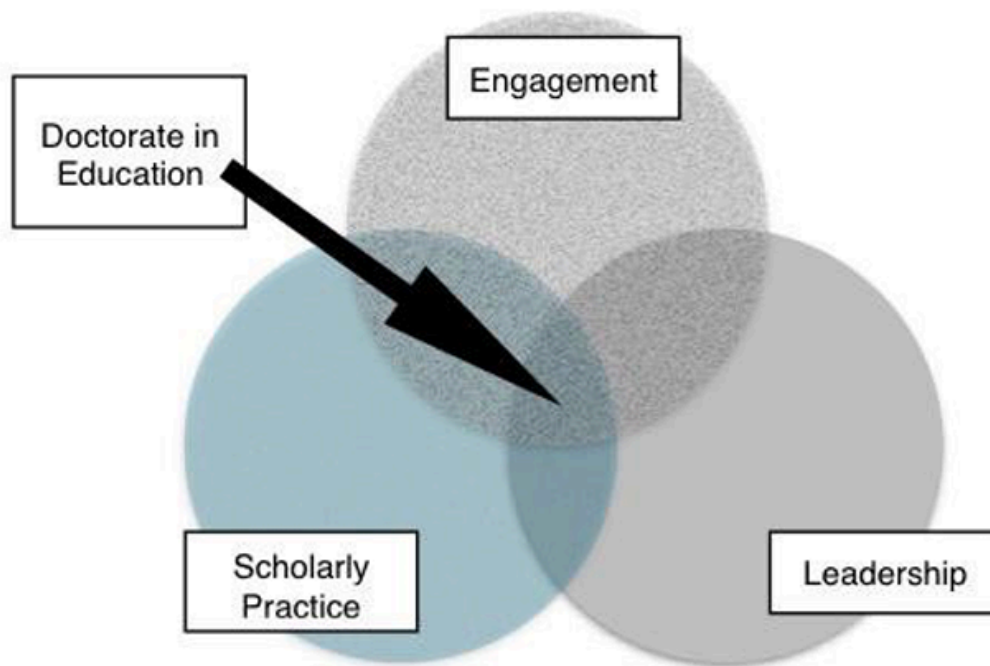
The Doctoral Program at the University of Michigan – Dearborn is dedicated to actively using the University’s resources to develop a community of engaged scholars who have the skills and knowledge to work both in and with diverse communities to promote learning and address educational challenges in Southeastern Michigan, nationally, and globally. Candidates who successfully complete the doctorate in education will integrate all three of the program's guiding principles, making them effective difference makers. Difference makers are at the forefront of their fields. They’re improving the lives of others and making an impact on campus, in our local communities, within the state, and across the nation and globe.

Guiding Principles for the Ed.D.

The doctoral program at the University of Michigan - Dearborn is grounded in three guiding principles; faculty and students in the program will:

- Promote community engagement by building educational solutions through involvement within students’ local communities.
- Encourage transformational leadership by working to promote positive organizational change through decisive, equitable, and just practices.
- Engage in scholarly activities that integrate theory and practice with best evidence-based approaches to address current issues in education.

Integration of Guiding Principles



Candidates who successfully complete the doctorate in education will integrate all three of the program's guiding principles, making them effective difference makers.

Program Goals

Students in the program will develop the knowledge, skills, and experiences in the program to allow them to do the following:

1. Engage with diverse community stakeholders to identify and address practice-based problems that demand scholarly inquiry and action.
2. Evaluate, synthesize, and apply relevant bodies of literature to highlight local, systematic, and theoretical dimensions of contemporary educational challenges.
3. Design and implement rigorous data collection strategies, drawing from qualitative, quantitative, or mixed methods to generate meaningful, context-sensitive findings.
4. Communicate research findings and implications to academic, professional, and community audiences to foster dialogue, informed decision making, and solution-oriented action.

Program Governance

The Ed.D. program will be overseen by the Ed.D. Faculty Advisory Committee. The committee will be composed of a director appointed by the Dean of the College of Education, Health, and Human Services, and three College of Education, Health, and Human Services faculty members elected by the Governing Faculty. The Ed.D. Faculty Advisory Committee will be responsible for establishing and maintaining admission standards, program requirements, conducting program evaluation, reviewing student applications, and reviewing and approving new courses in the program.

Program Overview and Structure

Program Overview

The Doctoral program at UM-Dearborn has an educational leadership focus with an optional Central Office Administration endorsement. Students will be prepared with the leadership and administrative skills to identify, solve, and anticipate the challenges facing educational contexts, including our state's and our nation's PK-12 schools and institutions of higher education. Students will be prepared with the skills needed to be leaders in promoting greater equity and diversity in educational systems. A focus on the historical, political, economic, and socio-cultural context of communities and schools provides an understanding of the role of education in creating a more just society. Students can also apply for the Central Office Administrator license through the Michigan Department of Education (MDE) upon successful completion of this program.

Program Structure

There are five stages in successfully completing the Ed.D. program at UM-Dearborn: 1) admission, 2) pre-candidacy, 3) proposal development 4) candidacy and 5) graduation.

The Path of a Doctoral Student¹



Admission

- Submit a complete application for admission
- Application reviewed by Ed.D. Advisory Committee
- Applicant interviewed
- Student admitted to the program



Pre-Candidacy

- Complete Seminar & Theory Core (12 credits)
- Complete Research & Scholarly Wksp Core (12 credits)
- Complete Leadership Core (21 credits)
- Complete Scaffolded Performance Assessment Through Symposium
 - Digital & Breakout Presentations
- Select Dissertation in Practice Committee



Proposal Development

- Defend e-portfolio
- Develop Dissertation in Practice Proposal (EDK 992, 1credit)
- Oral Defense of Dissertation in Practice Proposal (EDK 992, 1credit)
- Register for EDK 992 (up to 10 credits, minimum 1 per Fall/Winter semester)



Candidacy

- Submitted IRB approved
- Complete Dissertation in Practice Study
- Oral Defense of Dissertation in Practice Study
- Register for EDK 992 (10 credits total, register for at least 1 cr. each Fall & Winter semester, must be registered for 1 cr. for defense)



Graduation, Congrats, Dr.!

- Deposit Dissertation in Practice Study
- Apply for Graduation
- Graduate

¹ Applies to students admitted for Fall 2026 and on

The Path of a Doctoral Student²



Admission

- Submit a complete application for admission
- Application reviewed by Ed.D. Advisory Committee
- Applicant interviewed
- Student admitted to the program



Pre-Candidacy

- Complete Core courses (24 credits)
- Complete Concentration courses (24 credits)
- Complete Scaffolded Performance Assessment (Poster and Panel Presentation)
- Select Dissertation/Applied Study Committee



Proposal Development

- Defend the doctoral portfolio
- Develop Dissertation/Applied Study Proposal
- Oral Defense of Dissertation/Applied Study Proposal
- Register for EDK 992



Candidacy

- IRB Submitted Approved
- Complete Dissertation/Applied Study (2-3 semesters)
- Oral Defense of Dissertation/Applied Study
- Register for EDK 992



Graduation, Congrats, Dr.!

- Deposit Dissertation/Applied Study
- Apply for Graduation
- Graduate

² Applies to students admitted after Fall 2018

Admission and Application Process

Admission

The objective of the admission process for the Ed.D. program is to build a learning community that engages in active scholarship. The admissions process works to balance three primary goals:

- a. Students admitted to the program are of the highest quality.
- b. There is a good match between students and faculty in terms of interest.
- c. We promote a learning community that is supportive, challenging, and sustained until program completion.

Application Requirements

To meet these goals, admission decisions are based on a comprehensive review of the following:

1. A letter or statement of academic interests, professional goals and the applicant's personal/unique potential for contribution to a doctoral learning community.
2. A vitae describing professional and educational experience.
3. Official copies of transcripts from all undergraduate and graduate work. (*Applicants must have a minimum of an earned Master's Degree from an accredited institution.*)
4. Two recommendation letters from faculty and/or employers. Reference letters should address the following:
 - a. Potential for success in doctoral work.
 - b. Potential for leadership impact in the field upon completion of the program.
 - c. Other characteristics such as collegiality, ability to complete quality work on time, work ethics/habits, etc.

Review Process

The Ed.D. Faculty Advisory Committee will review complete applications and invite selected students for personal interviews. During the interview, the applicant will be expected to demonstrate evidence of personal commitment to earn a doctoral degree, evidence of personal and professional goals that are aligned with the goals of the Ed.D. program, and evidence of professional behavior. Meeting the minimum requirements qualifies an applicant

for admissions consideration but does not guarantee admission to the program; the Ed.D. Faculty Advisory Committee will determine admission on a competitive basis.

Pre-Candidacy and Advising

Pre-candidacy

The pre-candidacy stage of the program includes:

1. Identifying and selecting an advisor
2. Developing and completing an approved course of study (48 credits of core courses)
3. Completing a digital presentation and a breakout discussion as part of the Scaffolded Performance Assessment through the Ed.D. Symposium
4. Forming a committee
5. Compiling and defending a portfolio of work that demonstrates a breadth and depth of knowledge in a concentration area of education for your committee (*completing step 5 requires enrollment in EDK 992*)
6. Successfully defending a dissertation-in-practice proposal (*completing step 6 requires enrollment in EDK 992*)

Selecting an Advisor

Advisement by faculty is guided by the principle that one of the primary goals of the program is to support the academic and professional development of the students in the Ed.D. program. Faculty advisement should help the student develop a well-planned course of study; provide an opportunity for discussion that informs and develops the dissertation-in-practice study project; provide expert supervision of the dissertation research; and provide guidance and information that will foster professional development and allow for advocacy.

Assigned Advisor

When you are first admitted to the program, you will be assigned an advisor by the Ed.D. Faculty Advisory Committee. This advisor will be selected based on your stated interests during the application process. The committee will work to select the faculty member whom they feel is best aligned to support you in successfully completing the program. Your initial advisor will work to:

1. Recommend your initial courses.
2. Explain program goals and expectations.
3. Answer your questions about the program structure, processes, and procedures.

4. Help introduce you to other faculty who have backgrounds related to your area of scholarship that might help you develop as a scholar.

Selected Advisor/Dissertation-in-Practice Study Chair

Between the end of your first year and the end of your second year, you will select an advisor who will stay with you to the completion of your program. You can keep the advisor you were assigned or choose another advisor. In selecting your advisor, you want to make sure that they have expertise in your area of scholarship and will be able to support you in developing academically. The process of completing the dissertation-in-practice can be a long and difficult process. You want to make sure that you have a good rapport with the faculty member that you select as your advisor, who may need to both push you to develop as a scholar and also be supportive and serve as your advocate.

If you choose to change your advisor, you must [email](#) this information to the [CEHHS Office of Student Success](#) so that your records can be updated accordingly.

The advisor that you select will also serve as the chair of your dissertation-in-practice study committee and will be responsible for assisting in the identification and formation of the committee to supervise the (a) defense of your e-portfolio, (b) proposal development and defense, and (c) completion and defense of your final dissertation-in-practice study project.

Dissertation-in-Practice Committee

Prior to completion of coursework, you will need to work with your advisor to form your dissertation-in-practice committee. The committee must have at least three members: a chair and two faculty members. The chair must be a tenure-track faculty member of the UM-Dearborn's College of Education, Health, and Human Services. The committee members may be from outside the College of Education, Health, and Human Services. All committee members must have earned doctorates from accredited universities and be approved by the Ed.D. Faculty Advisory Committee. Dissertation-in-practice committee members will: (a) supervise the defense of your e-portfolio, (b) guide the development and defense of your dissertation-in-practice proposal, and (c) approve the completion and defense of your final dissertation-in-practice project.

Once the committee is formed, you must complete the [Ed.D. Dissertation Committee Creation Form](#). For any committee member outside of the university, a curriculum vitae or résumé must be provided, and the [Nomination for Special Membership on the Dissertation Committee Form](#) must also be completed.

Coursework and Program Planning

Coursework

Per the [Program Requirements](#), students must complete four seminar courses focused on theory, three courses (one of which is taken twice) focused on research and scholarly workshop, seven courses focused on educational leadership, and one elective.

Sample Schedule of Courses

Even Year Start:

Year	Fall	Winter	Summer
Even/Odd/Odd	EDD 717 EDK 850	EDC 740 EDK 823 Symposium	EDB 882 EDT 785
Odd/Even/Even	EDB 722 HHS 507 or another elective	EDA 725 EDK 825	EDB 861 EDA 810
Every	EDB 724 EDK 850	EDB 721 EDB 881	

Odd Year Start:

Year	Fall	Winter	Summer
Odd/Even/Even	EDB 722 EDK 850	EDA 725 EDK 825	EDB 861 EDA 810
Even/Odd/Odd	EDD 717 HHS 507 or another elective	EDC 740 EDK 823	EDB 882 EDT 785
Every	EDB 724 EDK 850	EDB 721 EDB 881	

Scaffolded Performance Assessment

Overview of Scaffolded Performance Assessments

The Ed.D. Scaffolded Performance Assessment is a procedure designed to help students develop their scholarly voice, research skills, and membership in a professional academic learning community. At each stage, students are given opportunities to present a scholarship that is related to their areas of interest within the field of education. The first two stages of the Scaffolded Performance Assessment will be held during the Ed.D. Symposium. There are five stages to this performance assessment.

Stage 1: Digital Presentation

With the advice and consent of their advisor, the student will present a minimum of two papers, typically from one of their courses, at a digital session during the Ed.D. Symposium. Students are encouraged to select papers that they feel reflect their scholarly interests and represent the high quality of their work. While two papers are the minimum requirement, students are encouraged to present at Ed.D. Symposium events as often as possible, as this provides valuable practice in discussing their research and receiving feedback from their peers.

The papers will be evaluated by the faculty of the course for which the papers were written, and the digital presentations will be evaluated by individuals who attend the symposium. Feedback on digital presentations will not be used to formally evaluate students' status in the program, but should be viewed as an indication of where students need to develop additional skills. If the feedback they receive from their instructors and peers during the presentation is unsatisfactory, their advisors may encourage them to participate in additional digital sessions.

Students are encouraged to write a reflection on their paper and the feedback that they received concerning their posters to be included in their e-portfolios and share that reflection with their advisor.

Stage 2: Breakout Presentation

With the advice and consent of the student's advisor, students are responsible for developing a breakout paper presentation designed to connect research, theory, and practice for a specific audience. The student will present a paper addressing a topic of their choice. Papers presented in the Stage 2 breakout presentation will be of publication quality, and students will be encouraged to submit their manuscripts to appropriate professional conferences and journals.

An unsatisfactory review of a student's paper and/or breakout session from a session leader should be considered as evidence that the student is not prepared to proceed to the next stage of the program. The student should consult with their advisor to develop a remediation plan; this plan may include additional coursework. Students receiving a poor evaluation on the breakout presentation can only move forward to the portfolio defense with the consent of their advisor.

Students are encouraged to write and share with their advisor a reflection on their paper and the feedback that they received concerning their breakout presentation to be included in their portfolio.

Stage 3: E-Portfolio Defense & Qualification for Proposal

The e-portfolio defense is the first step in the process of moving from the pre-candidacy stage to the candidacy stage of the program. The purpose of the Ed.D. E-Portfolio is to provide the student with an opportunity to document their academic and professional growth and development in an organized, coherent, and selective record. The e-portfolio presentation and defense allow each student's dissertation-in-practice study committee to evaluate their readiness to (a) conduct scholarly research, (b) connect with the community, and (c) engage in educational leadership. The e-portfolio represents the student's accomplishments in coursework, independent study, research experiences, internships, and other advanced learning activities. The portfolio also provides both a vehicle for self-reflection and a comprehensive account of a doctoral student's experiences and ongoing progress toward their academic and professional goals.

The following are required in order to be eligible for the e-portfolio defense:

1. Completion of all coursework
2. Selection and approval of a dissertation-in-practice studies committee

After the student has completed all required courses for the program and successfully completed Stage 2, with the advice and consent of their advisor, they will present a formal e-portfolio of their work that demonstrates their understanding of the breadth and depth of

their knowledge of the field of education. Students will use this [template](#) to develop their Ed.D. portfolio. To request an editable version, please [email](#) Dr. Chris Burke.

The e-portfolio must include the following, as detailed in the template:

Introduction

- a. Concise Biography
- b. Curriculum Vitae

Problem Statement

The problem statement should briefly describe the student's scholarship focus. The statement should provide insight into the theoretical framework that the student will ground their research in, the likely methodologies that will be used, and the context in which the scholarship will be situated.

Artifact Presentation

The student should select a series of artifacts from their coursework, professional presentations, and publications that they believe demonstrate the breadth and depth of their understanding of the field of education. The student should pay particular attention to selecting artifacts that demonstrate their ability to conduct scholarly research, including:

- a. Identifying important/practical questions or problems that can be addressed through scholarship
- b. Reviewing, critically analyzing, and synthesizing literature that addresses an important question or problem in education
- c. Collecting and analyzing appropriate types of data
- d. Communicating the results of that research in writing and orally with diverse audiences

The student may also want to select artifacts that demonstrate their ability to:

- a. Connect with the community by:
 - i. Developing and nurturing diverse relationships across institutions and different communities
 - ii. Connecting scholarship and practice in the service of diverse communities
- b. Engage in educational leadership by:
 - i. Providing vision and a sense of mission, instilling pride, gaining respect, and trust
 - ii. Communicating high expectations, using symbols to focus efforts, and expressing important purposes in simple ways
 - iii. Promoting intelligence, rationality, and careful problem solving

The student must include a minimum of four artifacts in their portfolio; these include two papers highlighted in the digital presentation from the Ed.D. Symposium and the accompanying papers, and one breakout presentation from the Ed.D. Symposium and the accompanying paper. Students should also include the feedback received from Ed.D. Symposium guests and faculty. The student should select the fourth artifact from courses, professional presentations, or publications that they believe help to convey the depth and breadth of their knowledge in the field of education.

Final Reflection

The final reflection provides the student with the opportunity to tie the entire portfolio together, identify experiences that lead toward personal and professional growth, and identify areas of strength and areas for continued growth. The final reflection also allows the student to identify how these experiences have prepared them to complete their dissertation-in-practice study.

Public Defense

After a written portfolio has been submitted to the student's dissertation-in-practice study committee for review, a public defense will be scheduled. The committee chair will complete the [Ed.D. Defense Announcement Request Form](#) to schedule the defense formally. The purpose of the public defense is to allow the faculty to ask follow-up questions to the student about their portfolio. The student is expected to be able to draw on a full range of scholarship and to talk thoughtfully and critically about issues in education supported by material from their coursework and the literature in their selected area of interest.

The committee will either determine that the e-portfolio defense is satisfactory or unsatisfactory. A determination of satisfactory indicates that the committee agrees that the student (a) has demonstrated a sufficient understanding of the field of education and the relevant theories and research methodologies; and (b) is capable of completing independent scholarship in their field of interest. If the committee reaches a determination of satisfactory, the student will proceed to the proposal development stage. A determination of unsatisfactory indicates that the student is lacking in one of these areas noted as (a) and (b) above. If the committee reaches an unsatisfactory determination, it will develop a remediation plan and advise the student on needed revisions. The student may then re- defend their e-portfolio. The student may only re- defend their e-portfolio once. When the student has successfully defended their e-portfolio, the committee chair will fill out the [Ed.D. Defense Completion Form](#).

Candidacy and Dissertation Process

Dissertation Proposal

The student must be continuously registered for a minimum of 1 credit during fall and winter terms and must register for a minimum of 12 credits of EDK 992 before completing the program. Students must be registered for a minimum of 1 credit of EDK 992 during the term that they defend their e-portfolio, proposal, and final dissertation-in-practice study.

- To register for EDK 992, please fill out the [Ed.D. EDK 992 Registration Form](#). If your committee information has not yet been submitted, you must first complete the [Ed.D. Dissertation Committee Creation Form](#) before registration.

The student will develop and defend a research proposal for a dissertation in practice. This culminating work may focus on a wide range of topics and/or research methods. The work will focus on a significant professional problem or issue that has the potential to contribute, in a general way or in the context of a particular educational setting, to the improvement of the field of education. The proposal must demonstrate a strong scholarly and professional foundation of knowledge and the ability to apply the knowledge to a rigorous study of an issue in the field of education.

To successfully complete the proposal for a dissertation in practice, students will submit and orally defend a formal paper of sufficient length, depth, and complexity that demonstrates their abilities to identify a significant and worthwhile problem, select a method or methods of research, employ these methods properly, and present the entire effort in writing that is clear and cogent.

After the paper has been submitted to the student's committee, an oral defense of the dissertation-in-practice proposal will be scheduled. The committee chair will complete the [Ed.D. Defense Announcement Request Form](#) to schedule the defense formally. A dissertation-in-practice proposal will include the following:

1. A statement of the research question to be studied
2. The theoretical perspective that will frame the research
3. A review of the literature that supports the need for completing the research
4. A discussion of the methodology by which the research question will be answered

The committee will make a determination about whether or not to approve the student for candidacy based on their evaluation of the paper and the student's performance at the oral proposal defense. The entire dissertation-in-practice study committee must be present

during the proposal defense and approve the proposal unanimously. The oral presentation will be open to other interested faculty and students. The committee will either determine that the proposal defense is satisfactory or unsatisfactory. A determination of satisfactory indicates that the committee agrees that the student has demonstrated sufficient understanding of the relevant theories, literature, and research methodology to successfully complete the proposed research study. If the committee reaches a determination of satisfactory, the student will proceed to candidacy. A determination of unsatisfactory indicates that the student is lacking in one of the areas of theories, literature, or research methodology. If the committee reaches an unsatisfactory determination, it will develop a remediation plan and advise the student on needed revisions. The student will then re-defend their proposal at a date determined with the committee. The number of times a student will be allowed to revise their dissertation-in-practice proposal will be at the discretion of the student's dissertation-in-practice study committee. When the student has successfully passed the proposal, the committee chair will fill out the [Ed.D. Defense Completion Form](#).

Advancement to Candidacy

Candidacy is the final phase of the program. A student becomes a candidate for the Ed.D. degree after successfully (a) completing the required coursework, (b) presenting a digital presentation and a breakout presentation at the Ed.D. Symposium, (c) successfully presenting and defending a doctoral e-portfolio, and (d) successfully developing and defending a dissertation-in-practice proposal. At this point, the student will be allowed to pursue the dissertation-in-practice study work. During the candidacy phase of the program, the student must be registered for a minimum of one credit hour of EDK 992 during the Fall and Winter semesters until successful completion of the dissertation-in-practice study. A student must be registered for 1 credit of EDK 992 for the e-portfolio defense, dissertation-in-practice proposal defense, and dissertation-in-practice defense.

- To register for EDK 992, please fill out the [Ed.D. EDK 992 Registration Form](#). If your committee information has not yet been submitted, you must first complete the [Ed.D. Dissertation Committee Creation Form](#) before registration.

During the candidacy phase of the program, candidates will complete the dissertation-in-practice study described in their proposal and defend it orally in a public forum. Both the written dissertation-in-practice study and the oral defense will be evaluated by each candidate's dissertation-in-practice study committee.

To complete the candidacy phase and earn the Ed.D. degree, a written copy of the dissertation study project must be submitted to the candidate's dissertation-in-practice

study committee for approval before the oral defense is scheduled. The committee chair will complete the [Ed.D. Defense Announcement Request Form](#) to schedule the defense formally. The members of the dissertation-in-practice study committee are responsible for submitting their written evaluations to the committee chair prior to the defense.

The final oral dissertation-in-practice study defense will be open to other faculty, students, and the public. The dissertation-in-practice study committee members must be present (in person or virtually) at the oral defense. The committee will either determine that the dissertation-in-practice study defense is satisfactory or unsatisfactory. The committee's unanimous approval of the dissertation-in-practice study defense is required for the recommendation that the Ed.D. degree be awarded. A determination of satisfactory indicates the committee's assessment that the candidate has successfully completed the research study described in the approved proposal. A determination of unsatisfactory indicates that the candidate has not adequately completed the research study described in the approved proposal. If a candidate receives a determination of unsatisfactory, they will work with the chair to revise the dissertation study to address issues that the committee identifies. The student will resubmit and defend the revisions at a date determined with their committee. The number of times a student will be allowed to revise their dissertation-in-practice study will be at the discretion of the student's dissertation-in-practice study committee. If the committee requires substantive changes to the written project, the final decision of the committee will be postponed until after the changes are completed.

Submission of the Dissertation-in-Practice Study

After the candidate has successfully defended their dissertation-in-practice study and completed all required revisions, the student will work with the dissertation-in-practice study chair to complete the required steps to deposit their dissertation. Please refer to the [Doctoral Dissertation Policies and Procedures](#). Once the dissertation has been successfully defended, the committee chair will fill out the [Ed.D. Defense Completion Form](#). This will prompt the [CEHHS Office of Student Success](#) to initiate and distribute the Certification of Completion of Dissertation Requirements for Doctoral Degree Form.

Academic Policies and Procedures

University Policies

Unless covered specifically in this handbook, policies governing doctoral students' rights and responsibilities are covered by the [University Graduate Catalog](#).

Criteria for Continuation in the Program

Students must maintain a cumulative GPA of B (3.0 on a 4.0 point scale) or better to be in good academic standing, as outlined in the [Academic Actions and Exceptions](#). Students must also earn a C- or better in all required courses. Students whose cumulative GPA falls below a B (3) in any one term will be placed on academic probation and notified of this in writing by the CEHHS Office of Student Success. Students who are on probationary status for more than two semesters at any point during their program may be removed from the program.

Transfer Credit

The Ed.D. requires a minimum of 60 credit hours beyond the Master's Degree. Students may count credits earned toward the completion of a specialist's degree, either from the University of Michigan – Dearborn or another accredited institution of higher education, toward the completion of their Ed.D. degree. Students who have completed the Ed.S. degree at the University of Michigan – Dearborn must take a minimum of 30 required credit hours toward completion of the Ed.D. in the program. The determination of which hours can be counted will be the responsibility of the student's doctoral advisor. Students who have completed an Ed.S. degree at another institution can petition to have up to 24 credits of their degree counted toward the completion of the Ed.D. degree. The petition must be reviewed and approved by the Ed.D. Advisory Committee.

Up to nine credit hours from another non-UM accredited university will be accepted as transfer credits from other graduate programs. Students may transfer up to 24 credit hours from the Ann Arbor and Flint campuses. Courses must be at least at the graduate level, and the student's academic advisor must approve all courses. Courses may receive transfer credit if the following requirements are met:

- Graduate credits were completed at another accredited institution within five years of application to the Ed.D. program
- Graduate credits were completed at another U-M School or College (including Flint and Ann Arbor)
- The course was not counted toward the completion of another degree program

Re-Admission

All students in the program must maintain continuous enrollment in the program. Continuous enrollment is defined as being registered for at least two semesters (ideally fall and winter) during an academic year. If a student does not maintain continuous enrollment, their account will be considered inactive. A student must submit an [Ed.D. Readmission Request Form](#) to the Ed.D. Faculty Advisory Committee to be considered for re-admission to the program. The committee may request an interview before rendering a decision on re-admission. If re-admission is approved by the committee, the student will need to [email](#) an [Application for Graduate Readmission Form](#) to the [CEHHS Office of Student Success](#).

If re-admitted to the program, the student's academic standing will remain the same from when the student was last actively taking courses. For example, if a student was on Academic Probation, they would remain on academic probation upon readmission.

Academic Resources

Managing References

You are going to read a lot of articles and books over the next few years. You are going to read more than you can remember. We strongly recommend that you develop a system to keep track of your references and your annotations of those references. A list of reference management software is available on the [Mardigian Library's](#) website under [Formatting Your Thesis or Dissertation with Microsoft Word](#).

Writing a Dissertation

- UM-Dearborn Office of Graduate Studies - [Thesis and Dissertation Formatting Guidelines & Deep Blue Archiving](#)
- Bolker, J. (1998). Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis. Holt Paperbacks.

Writing a Literature Review

- Baumeister, R. F. (2013). Writing a literature review. In *The Portable Mentor*(pp. 119-132). Springer New York.
- Randolph, J. J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation*, 14(13), 1-13.

Writing an Article

- Belcher, W. L. (2009). Writing your journal article in twelve weeks: A guide to academic publishing success. University of Chicago Press.

APA Formatting Guidelines

- American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
- Duarte, N. S. (2008). *The art and science of creating great presentations*. O'Reilly: Los Angeles.
Angeles.
- Review the [Purdue Online Writing Lab's](#) APA Formatting and Style Guide.

Tips for Presentations

- [Tips for Successful Academic Paper Presentations](#)
- [University of Michigan Poster Presentation Tips](#)
- Duarte, N. S. (2008). *The art and science of creating great presentations*. O'Reilly: Los Angeles.
- Duarte, N. (2013). *Resonate: Present visual stories that transform audiences*. Hoboken, NJ: John Wiley & Sons.

Peer Support

The students who are most successful in the program find friends with whom they can go through the program together. Join the [Ed.D. Facebook page](#), watch for posts to the EdD listserv, and make sure that you exchange contact information with the other people in your learning community.

Administrative Forms and Requirements

Most program milestones require the submission of a form. Students should review requirements carefully and submit all forms in a timely manner to avoid delays in program progression.

Scaffolded Performance Assessment Requirements

Successful completion of the Stage 1 Digital Presentations and Stage 2 Breakout Presentation is required for progression in the program. Completion of these stages will be recorded in the student's academic record. The Program Director will notify the CEHHS Office of Student Success once these requirements have been met.

Dissertation Committee Forms

- [Ed.D. Dissertation Committee Creation Form](#)
Used to officially establish a student's dissertation-in-practice study committee.
- [Ed.D. Dissertation Committee Revision Form](#)
Used to update or revise committee membership after the initial committee has been approved.
- [Nomination for Special Membership on the Dissertation Committee Form](#)
Required for any external (non-University of Michigan) committee member. A curriculum vitae or résumé must be submitted with this form.

Registration Form

- [Ed.D. EDK 992 Registration Form](#)
Required to register for dissertation credits.

Registration Requirements:

- Students must be continuously registered for a minimum of 1 credit during the fall and winter terms
- A minimum of 12 credits of EDK 992 is required to complete the program
- Students must be registered for at least 1 credit of EDK 992 during the term in which they defend their e-portfolio, proposal, and final dissertation-in-practice study

Defense and Milestone Forms

- [Ed.D. Defense Announcement Request Form](#)
Completed by the committee chair to schedule all formal defenses.
- [Ed.D. Defense Completion Form](#)
Completed by the committee chair following successful completion of all formal defenses.

Applies to:

- E-Portfolio Defense
- Dissertation Proposal Defense
- Final Dissertation-in-Practice Defense

Program Completion

- **Certification of Completion of Dissertation Process**
Initiated by the committee chair upon successful defense of the final dissertation-in-practice study.

Additional Assistance

For questions regarding forms, submissions, or program requirements, please [email](#) the [CEHHS Office of Student Success](#).