



WESTERN MICHIGAN UNIVERSITY

**Department of Educational Leadership,
Research, & Technology**

**Graduate Programs in
Evaluation, Measurement & Research**

Graduate Student Handbook

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INTRODUCTION

Handbook Objectives

This Handbook has three objectives:

1. To act as a policy document,
2. To answer frequently asked questions and disseminate information, and
3. To assist EMR graduate students in planning for and completing their Evaluation, Measurement, and Research (EMR) Program in the Department of Educational Leadership, Research and Technology (ELRT).

This Handbook is supplemental to and does not replace requirements outlined in the appropriate graduate college catalog (<https://wmich.edu/registrar/catalogs/>), university policy documents or any other material that governs the doctoral programs at Western Michigan University. Changes may occur in the policies and procedures of the university after a student is admitted into the program that may influence graduation requirements. As a graduate student at WMU, you are responsible for being familiar with the Graduate College policies relevant to your degree level, e.g., <http://wmich.edu/grad/graduate-policies>. Graduate students are governed by the policies and requirements outlined in the graduate catalog effective during the academic year in which they begin their program. For example, a student starting their program in Fall 2022 will follow the *2022 Graduate Catalog*.

The checklist on the final pages is intended to help the student keep the stages and steps of the program in proper sequence. The checklist is not an official document but should help a student track the major milestones of his/her degree program. Student programs are highly individual. Some of the steps are not linear. However, other steps serve as eligibility criteria. It is the student's responsibility to plan ahead.

EVALUATION, MEASUREMENT, AND RESEARCH AT WMU

Evaluation is, in a broad sense, an arm of INQUIRY that seeks as its goal to assign value or worth to objects, events, programs, or outcomes; often collectively referred to as evaluands. Research is the action component of INQUIRY and becomes apparent in how scientific action gets executed or carried out to best answer the research questions, hypotheses, and evaluation questions. Measurement links the observable and unobservable interests of researchers (constructs like value, achievement, and satisfaction) to observable events and/or behaviors (outcomes) that constitute the intention specified in the research questions, hypotheses, and research questions. INQUIRY, as a discipline, is the interaction among the triad of evaluation, measurement, and research (EMR) that responds to the needs of stakeholders; thus, making the whole of E+M+R greater than the sum of its parts. By necessity and design the graduate programs in EMR are interdisciplinary in nature to serve students from diverse backgrounds and disciplines. To meet this end, the EMR program offers graduate level coursework crossing quantitative and qualitative research inquiry, measurement, and evaluation, see

<https://wmich.edu/registrar/catalogs/> for course listing and descriptions.

EMR GRADUATE PROGRAMS

Two graduate degree programs are offered in EMR: the Doctor of Philosophy and Master of Arts in EMR in spanning the three domains: Evaluation, Measurement, and Research. At the Ph.D. level students migrate into one or two of five focus areas: evaluation, measurement, qualitative research, quantitative research, and mixed methods research. Additionally, the EMR program offers three graduate certificates in: Evaluation, mixed methods research, and qualitative inquiry methods. The Doctor of Philosophy program prepares evaluators, assessment and measurement specialists, and researchers for leadership and teaching positions in schools, non-school organizations, institutions of higher education, and government. The Master of Arts program prepares graduates for staff positions in evaluation, testing, program officers, or research units in schools or non-school organizations. Each of the three graduate certificate programs allow a graduate student to specialize in a specific inquiry arm of EMR without being required to complete coursework across all four curriculum areas of EMR.

EMR Vision

The graduate programs in EMR will equip graduates with the knowledge, skills, and desire for lifelong pursuit of INQUIRY as a mechanism for improving the human condition.

EMR Mission

The graduate programs in EMR develop scholars, evaluators, and leaders who have a comprehensive understanding and ability to integrate and utilize INQUIRY methods from multiple ontologies - epistemologies - paradigms to address research and evaluative questions directed towards understanding and solving pressing problems and contributing to the knowledge base that informs practice.

EMR Values

The graduate programs in EMR are composed of an integrated interdisciplinary group of scholars who value:

- Ethics
- Diversity
- Tolerance for ambiguity
- The process of inquiry
- Scientific methods

Admission into an EMR Graduate or Certificate Program

Applying for the EMR graduate or certificate program is completed through the on-line portal at <http://wmich.edu/apply/graduate/>. Application review for the Certificates and EMR MA program

is conducted on a rolling-basis. For the Ph.D. program there are two reviews: September 15 for a spring semester start and January 15 for a fall semester start. Program and certificate explanations can be found at <https://wmich.edu/leadership/academics/emr/programs> and admission information for the PhD at <https://wmich.edu/leadership/academics/emr/programs/doctor>, for the MA at <http://wmich.edu/leadership/academics/emr/master>, for the Certificate in Evaluation at <https://wmich.edu/leadership/academics/emr/programs/evaluation>, in Mixed Methods at <https://wmich.edu/leadership/academics/emr/programs/mixed-methods> and in Qualitative Research at <https://wmich.edu/leadership/academics/emr/programs/qualitative-research-methods>

All course descriptions can be found at: <https://wmich.edu/registrar/catalogs/> and broadly speaking all degree and certificate requirements are specific to the graduate in the year a student is admitted and initiates coursework.

Full-time / Part-time Status

For all graduate students taking courses for a stated degree or certificate program, six credit hours constitute full-time status, and less than six credit hours constitute part-time status in Fall and Spring semesters. If a student registers for courses during the Summer I or Summer II sessions, a single three-credit-hour course in the registered session constitute full time status for that session.

Ph.D. students who have completed all the course work and have only dissertation credits to complete are required by Western Michigan University to enroll for a minimum of one hour dissertation credit during fall and spring semesters (continuous enrollment). Students are also required to be registered in a class in the semester of graduation, regardless of semester.

Admission Status: Active and Inactive

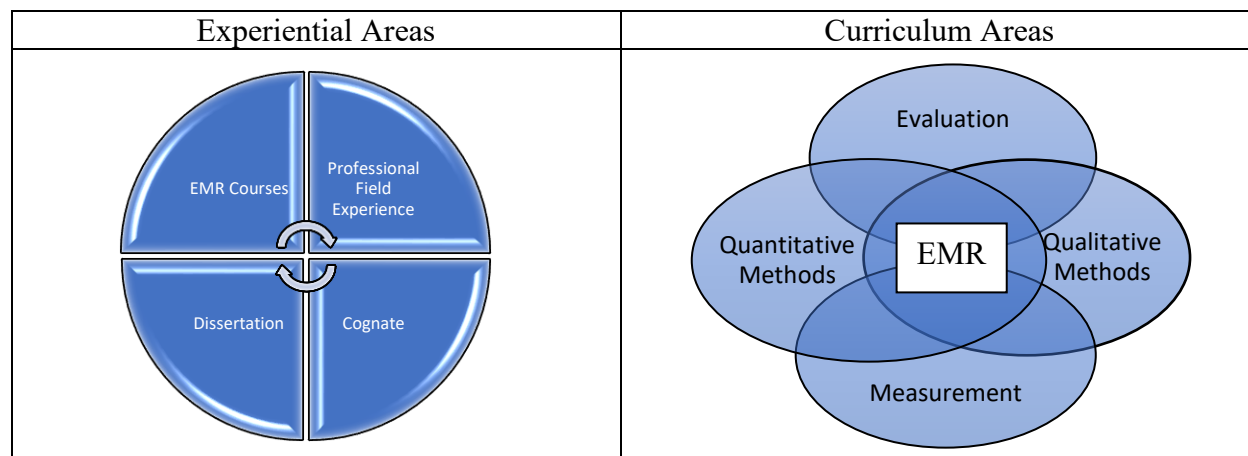
Admitted graduate students have active admission status for one year from the time of admission, as well as one year from the date of last enrollment. However, if a student does not enroll in the semester for which they were admitted, they need to contact the Graduate College (for graduate non-degree status) or their department to which they were admitted (for graduate programs) to request a change of admission term to register for a subsequent term. If a student does not enroll during the year following admission or during the year following the last enrollment, the student is on inactive admission status and may not register. Thereafter the student must submit to the Graduate College a new application and be admitted anew by the appropriate program admission body before registration may occur. Student permanent record folders are maintained for seven years after a student is placed on inactive status and are thereafter destroyed. See Graduate Catalog at <https://wmich.edu/registrar/catalogs/>.

Re-Admission

If you are discontinued for some reason, re-admission may be required before you can continue to make progress toward degree or certificate attainment. For specific details regarding re-admission please refer to the Graduate Catalog at <https://wmich.edu/registrar/catalogs/>.

DOCTOR OF PHILOSOPHY IN EMR

The Doctor of Philosophy degree is centered around four intersecting experiential and curriculum areas.



Experiential areas are broad and incorporate (1) EMR coursework at the MA and Ph.D. levels and electives, (2) professional field experience, independent study, or internship, (3) cognate course work (may be previous course work prior to admission into EMR, i.e., students entering with a master's degree), and (4) research and dissertation work. EMR courses can be grouped into three areas: Discipline specific {evaluation, quantitative methods, qualitative methods, and measurement}, discipline general {courses that cross two or more specific disciplines} and electives {coursework that from a bridge connecting inquiry methods in EMR with the student's cognate area.

Each student working toward a Ph.D. must conduct a dissertation project that makes a significant contribution to knowledge base in his/her chosen concentration area. The dissertation research is conducted under the direction of and evaluated by the student's Doctoral Dissertation Committee. Minimum program requirements for graduation are specified in the *Graduate Catalog* and the Doctoral Program of Study Section of this *Handbook*.

Doctoral Program of Study

Academic Advisor

An advisor is appointed by the EMR Admissions Committee at the time of admission to the program. Care is taken to match the student's interests to faculty expertise. Together, the student with their advisor, develop a program of study that ensures the student's professional goals and career aspirations will be maximized. Within EMR, the advisor's responsibility to the student is to formulate the student's Program of Study and amend as needed via annual reviews with the student. One of the functions of the advisor-student relationship is to ensure the student is academically prepared to successfully complete the EMR Comprehensive examinations.

Requirements for the Doctor of Philosophy Degree

The Doctor of Philosophy degree consists of prescribed course work, a comprehensive examination, guided research, a dissertation, and a final oral examination. Each student working toward their Ph.D. degree must conduct research resulting in a dissertation that makes a significant contribution to the knowledge base. The research is to be under the direction of, and acceptable to the doctoral dissertation committee.

Doctoral Committee

Each graduate student admitted to the doctoral program has the responsibility to form a doctoral committee with the approval and assistance of their academic advisor. The section Doctoral Program of Study & Course Work of this *Handbook* provides additional information regarding doctoral committees.

Course Credit Requirements

Requirements are generally governed by the requirement detailed in the *Graduate Catalog* at <https://wmich.edu/registrar/catalogs/>. To earn a Ph.D. in EMR, the student must complete at least 93 credits post bachelor's degree (a minimum of 30 credits not including dissertation credits at WMU) at the 5000 level or higher with a cumulative GPA ≥ 3.00 . Once a student is admitted and begins their course taking, they have seven years to complete their Ph.D. program. The required credit hours for the doctoral program of study are divided into specific sections: Pre-Doctoral Core, EMR Doctoral Core, Electives, Cognate.

Comprehensive Examination

EMR Ph.D. students must successfully complete the EMR Comprehensive Examinations. The EMR comprehensive examinations consists of four separate examinations covering the four primary inquiry domains: (1) evaluation, (2) quantitative research methods, (3) qualitative research methods, and (4) measurement. These examinations are designed and evaluated by the EMR faculty.

Not only is the EMR Comprehensive Examination an important milestone in the progress of the student, but it is also a criterion for eligibility of the final stage of the EMR doctoral program. That is, successful completion of the EMR Comprehensive Examination is a pre-requisite for enrollment in EMR 7300 Doctoral Dissertation.

Eligibility

To be eligible to take the EMR comprehensive examination, a student must meet the following minimum conditions:

- a. Have been admitted to The Graduate College and the EMR Ph.D. graduate program.
- b. Have an approved *EMR Program of Study* (Appendix A) on file in The Graduate College.
- c. Have completed all content-based courses required in the core program of study as approved by Advisor with a B (3.0) or higher grade. (Core courses are discipline general {EMR 5400, EMR 6490, EMR 6500}, discipline specific – evaluation {EMR 6420, EMR 6430, EMR 6520}, quantitative methods {EMR 6450, EMR 6550, EMR

6650}, qualitative methods {EMR 6480, EMR 6580}, measurement {EMR 6410, EMR 6510}, and at least one EMR seminar {EMR 6600, 6610, 6620}.

Schedule of the EMR Comprehensive Examination

When the prescribed course work is substantially completed as evaluated by the student's advisor, the doctoral student is eligible to take the comprehensive examination. Prospective students must notify their advisor of their intent to sit for the examinations at the beginning of the anticipated semester. Given a student's intent to take the examinations, the EMR Comprehensive Examinations are offered near the end of the Fall and Spring semesters.

Format of the EMR Comprehensive Examinations

Core EMR faculty prepares or selects the questions to be included in the four examinations. The Comprehensive Examinations are scheduled as four three-hour examinations, typically completed in a span of two weeks. Each session will address one EMR area (e.g., evaluation, quantitative research methods, qualitative research methods, and measurement). Each examination session is monitored by core faculty member or their designate who is responsible for distribution, proctoring, and collection of the examination.

Specific Writing Suggestions to the Students

Take a direct approach to the question. Identify the fundamental issues or central concerns and address your response to the central issue. Use precise terminology, simple direct sentence structure, a logical order of thought, avoid redundancies and run-on sentences. Adhere closely to directions. If a question calls for identification of, and reasons for answers, provide them. Present a well-organized response that expresses your thoughts logically which enables the reader to follow the continuity of your text.

Evaluation Criteria for the EMR Comprehensive Examination

Answers to comprehensive examination questions are evaluated by considering the student's ability to demonstrate:

- a. Clarity in written communication.
- b. Mastery of knowledge expressed through written language (English) related to theories and constructs which define the field of study.
- c. An ability to define and defend a point of view.

When examinations are ready for evaluation, the following steps occur:

- a. Each individual exam is evaluated by a minimum of two members of the EMR Comprehensive Examination Committee using the following grading scale.

Score	Description	Result
1	Needs improvement – major concepts are not present	Retake written exam at next scheduled administration of exams
2	Fair – some basic concepts are present and address the problem but lacks completeness and or	Take the oral exam within a timeframe negotiated with the Comprehensive Examination Committee. If the oral exam is passed, then the exam score is a pass.

	presents unnecessary and incorrect information	If the oral exam is not passed, then retake the written exam.
3	Good – majority of basic concepts are present, needs only a few improvements	Pass
4	Exceptional – all major concepts are present	Pass

- b. After all answers have been read and rated, the two members of the EMR Comprehensive Examination Committee who evaluated the same examinations meet as a jury to consider the performance of the student. A single decision is made by consensus—PASS or FAIL—for each of the examinations. Written notification of the committee’s decision is provided to the student, his or her advisor, and the student’s departmental permanent file. Once the student has passed all four comprehensive examinations the Graduate College will be notified.
- c. If the two members of the EMR Comprehensive Examination Committee—who evaluated a particular examination—disagree in their decision and cannot reach a consensus, then the EMR Program Coordinator assigns a third member of the EMR Comprehensive Examination Committee to evaluate that specific examination. Then, all the members from the EMR Comprehensive Examination Committee meet as a jury to consider a final decision—PASS or FAIL—on that specific examination.
- d. If a student is judged to have failed the EMR Comprehensive Examination, specific written comments describing the major reasons the written and/or oral examinations were judged to be unsatisfactory are forwarded to the student as notification of performance. In the case of a failing score, the student should meet with his or her advisor and or the EMR Core faculty responsible for the specific examination to review (a) the questions asked, (b) the answers prepared, and (c) the comments that were given by the jury when a decision was made. The advisor or Core faculty member can provide a richer understanding of student’s written examination in preparation for re-taking the examination.
- e. In some cases, a student’s written response meets minimum levels of performance but still lacks critical aspects of a complete and correct response. In these cases, the EMR Comprehensive Examination Committee may recommend that the student complete an Oral examination targeting specific elements of their written response for elaboration or correction.

Appeals of the EMR Comprehensive Examination

A student who disagrees with the evaluation of his or her performance may request a review of their score. The basis for the students’ request for review (appeal) must be specifically detailed in an appeal letter to be submitted to the Chair of the Department and EMR Program Coordinator. The appeal must be received by the department chairperson within 30 calendar days after the report of examination performance. The department chair will prepare review materials for the EMR Comprehensive Examination Committee. The EMR Comprehensive Examination Committee will provide a decision (pass or fail) to the Department Chair within 14 business days

who will forward it to the student with copies to appropriate parties. The EMR Comprehensive Examination Committee's decision is final.

Number of Times a Student May Take the EMR Comprehensive Examination

A student may take each EMR written Comprehensive Examination up to three times. A student who fails any of the four examination areas on all three occasions will be evaluated for dismissal from the program. Appeal of a program dismissal action is described in the *Graduate Catalog* under "Course Grade and Program Dismissal."

Doctoral Program of Study and Course Work

Courses will be prescribed in consultation with the student's academic advisor to ensure that the student has a comprehensive knowledge of major domains and skills that characterize EMR as a discipline of inquiry. Selected courses will depend upon the student's academic background in relation to their research specialization. Used for both advising and Graduate College degree audits, each student must complete a *Ph.D. Program of Study* (Appendix A) that is signed by their advisor, Department Chair, and filed in the Graduate College. The *Ph.D. Program of Study* identifies the minimum coursework to be completed by the student as one of the necessary graduation elements.

Pre-Doctoral Core Courses

Students are required to take all the following core courses as approved by their advisor.

EMR 5400	Fundamentals of Evaluation, Measurement, and Research
EMR 5410	Introduction to Educational Measurement, and Assessment
EMR 6420	Evaluation I: Theory, Methods, and Program Evaluation
EMR 6430	Evaluation II: Evaluating Products, Personnel, and Policy
EMR 6450	Data Analytics I: Designed Studies
EMR 6480	Qualitative Research Methods
EMR 6490	The Nature of Science and Scientific Inquiry
EMR 6500	Survey Research

EMR Doctoral Core Courses

Students are required to take all of the following core courses.

EMR 6410	Fundamentals of Measurement in the Behavioral Sciences
EMR 6510	Advanced Application of Measurement Methods
EMR 6520	Evaluation Practicum
EMR 6550	Experimental and Quasi-Experimental Design for Applied Research and Evaluation
EMR 6580	Qualitative Research Practicum
EMR 6650	Data Analytics II: Correlational Studies
*EMR 6600	Advanced Seminar in Research
*EMR 6610	Advanced Seminar in Measurement
*EMR 6620	Advanced Seminar in Evaluation

*Seminar Requirement: One 3-credit hour seminar {EMR 6600, 6610, 6620} is required for all Ph.D. students.

Elective Courses

Students are required to take 9 credit hours advisor approved electives and can be selected from EMR doctoral-level electives courses or from the university graduate curriculum.

EMR offers the following electives:

EMR 6560	Mixed Methods Research
EMR 6680	Qualitative Research: Computer Assisted Data Analysis
EMR 6710	Structural Equation Modeling
EMR 6750	Applied Multivariate Statistics
EMR 6770	Ethnographic Research Methods
EMR 6850	Hierarchical Linear Modeling
EMR 6970	Special Topics in EMR

Professional Field Experience

Nine credit hours of professional field experience are required. The 9 hours are divided into 3-credit and 6-credit blocks respectively. For the 3-credit block the student will spend no less than 120 hours of concentrated work in an evaluation, measurement, or research activity under the guidance of a faculty or external agent approved by the student advisor. The 6-credit block required a minimum of 240 hours of focused work. The specifics of each experience are negotiated between the student and their advisor that often cumulated in a deliverable product representative of the focus of the field experience.

Cognate Requirements

An 18-credit hour program in a Cognate area is required of all doctoral program participants. Cognate studies may be taken from any content area approved by the student's academic advisor.

Doctoral Research

Each student working toward a Doctor of Philosophy must conduct an independent research study (15 credit hours) which culminates with a dissertation that makes a significant contribution to knowledge base as determined by their Dissertation Committee.

Doctoral Dissertation

The dissertation involves the writing and oral defense of a study of a problem which may take one of the following forms: A research or evaluation study like the traditional 5-chapter doctoral dissertation {Introduction, Literature Review, Methods, Results, Discussion} or a 3-paper dissertation. The 3-paper dissertation integrates a minimum of three stand-alone scholarly papers suitable for submission to a peer reviewed journal. While this dissertation form generally has 5-chapters they are focused differently than in the traditional dissertation. In the 3-paper dissertation chapter 1 introduces the problem under study and how the individual studies (chapters 2-4) interrelate and or incrementally build together. Chapter 5 provides an integration of the findings and contributions to the field.

The student must have the approval of the Dissertation Committee of a proposal describing the proposed dissertation study before commencing their dissertation study. Documentation of the approval of the dissertation is provided to the department by the dissertation committee Chair. Prior to the collection of data, the proposal must be approved by the dissertation committee and if data used in the study involves human subjects, approval of the Human Subjects Information

Review Board at WMU. The HSIRB approval letter is a required appendix in the dissertation. The student is responsible for keeping the original for this purpose. Collection of data prior to the approval of the HSRIB is a violation of federal regulation.

Dissertation Committee

When the student wishes to select a dissertation committee, a nominating form must be forwarded by the Department of Educational Leadership, Research and Technology to the Graduate College requesting Graduate College approval of the committee membership (<https://wmich.edu/grad/forms>).

The form should be completed by the student with the advice and consent of the EMR faculty member appointed to chair their committee. Given that the form represents the professional work of the student, format should be considered. The form must contain the names of all members of the committee. Each proposed member must sign the form either electronically or physically, indicating their willingness to serve on the committee. A doctoral committee in the Department of Educational Leadership, Research, and Technology has several important characteristics. A doctoral committee must have a chairperson from the Evaluation, Measurement, and Research (EMR) Program, who has been approved for such responsibility by The Graduate College. A second committee member must be a faculty member within the Department of Educational Leadership, Research and Technology. The third committee member must be approved by the Graduate College. Under certain unique circumstances, an individual may be appointed to the committee who is not employed by Western Michigan University and hence, not a member of the Graduate faculty. In these situations, the Department must petition The Graduate College for an appointment to the graduate faculty for the proposed committee member, prior to the submission of the committee request form. The request for temporary appointment to the Graduate Faculty requires approval by the Department, the College of Education, and The Graduate College. A complete up to date vitae from the person requesting temporary appointment to the Graduate Faculty must be submitted to the Department along with the rationale for the request. Additional committee members beyond the minimum of the three detailed above are optional. People listed as graduate faculty in The Graduate College Bulletin normally are eligible to serve as a doctoral committee member. If at some point there is need for a change in the committee structure, the student must discuss the matter with the committee members. Recommendations for committee change are made with the same form used for the initial appointment. In addition to securing the initials of all members of the new committee, a rationale for the change in the committee structure must be provided. The approval process is the same for the new committee (i.e., the Department, the College of Education, and The Graduate College).

Dissertation Hours

The following are guidelines to be used by doctoral students, their advisors or dissertation chairs. Enrollment in EMR 7300 must be continuous from the first semester of registration over fall and spring semesters until graduation. Continuous registration in summer sessions is not required unless the student intends to graduate in that session, a requirement of WMU is that a student is (course) registered in the semester they graduate. The first registration in EMR 7300 requires passing all four EMR comprehensive examinations and the approval of their advisor or dissertation committee chair.

The Dissertation Proposal

The following is a general outline of what the proposal must include but is idiosyncratic of each dissertation committee:

- a. A statement of the problem, an exact delimitation of it, and a discussion of its importance.
- b. A statement of work known to have already been done on the problem or on closely related problems by other investigators. This requires a preliminary review of pertinent literature.
- c. A statement of the specific study questions, hypotheses, etc.
- d. Comprehensive description of the study methodology, including sample, variables, and procedures.
- e. A description of the expected data and analytical methods which are to be used to answer the study research questions/hypotheses.
- f. A critical evaluation of the contribution the dissertation will make to the disciplines of Evaluation, Research, and or Measurement.
- g. The above pertains more to a traditional 5-chapter dissertation study and may be adjusted to accommodate the specifics of a 3-paper dissertation as required by the student's dissertation committee.
- h. Oral presentation of the dissertation proposal followed by a committee discussion is common. This provides guidance to the student and serves to minimize challenges inhibiting the successful completion of the dissertation study.
- i. Dissertation proposals involving data collection from human subjects require WMU IRB (HSIRB) review and approval BEFORE the study can commence (collection of any data), this also pertains to pilot data collection. The Principal Investigator for the IRB application cannot be the student, [per WMU policy](#).

A Graduate College [Dissertation Committee form](#) must signed and submitted to the Graduate College. When, and under what conditions this form is signed and submitted is worked out between the candidate (student) and their committee.

Dissertation and Dissertation Proposal Formatting

The WMU *Guidelines for the Preparation of Theses, Projects, and Dissertations* is available in <https://wmich.edu/registrar/catalogs/> and should be used by all students, from entry to the program, for all term papers, manuscripts, and the dissertation. Students are encouraged to become familiar with the style requirements of the University since violation of these requirements is a very common reason for the delay in approval of dissertations. Additional information related to writing and formatting the dissertation document can be found at <http://wmich.edu/grad/current-students/dissertation>.

The Oral Defense

The dissertation oral defense is the culminating state of the doctoral degree program. The oral defense is intended to assess the doctoral candidate's competence and psychological confidence in the dissertation. The defense date and time is scheduled in consultation with all committee members. The dissertation oral defense is the culmination of a student's Ph.D. graduate

education and training and reflects not only the accomplishments of the graduate student but also on the quality of the graduate program.

The dissertation oral defense may not be scheduled without a graduation audit and clearance from the Office of Graduation Auditing that completion of all program requirements except the dissertation has taken place. Forms notifying the Graduate College are available in the college and in department offices. The dissertation oral defense is a university-wide activity (<https://wmich.edu/grad/dissertation-approval>). The time, date, and topic of the oral examination are announced 10 working days in advance by the Graduate College so that anyone interested may attend. The Graduate College has specific requirements for doctoral dissertation announcements and flyers; as such, the students should familiarize themselves of which in advance of scheduling their oral defense. The oral presentation is conducted by the Dissertation Committee, and the chair should clearly establish the expectations of the meeting when the meeting opens and the procedure to be followed.

The doctoral candidate and the candidate's dissertation chair are responsible for scheduling the oral defense with all members of the doctoral committee, notifying the department and Graduate College, and reserving the room. Generally, a block of two to three hours should be reserved, and defenses scheduled in the same department/academic unit should not conflict in time.

The dissertation committee must unanimously approve the dissertation and the oral defense. Abstentions shall be considered negative votes. If there is no consensus, the dissertation committee may: (a) require revision and resubmission of the dissertation without an additional oral defense; (b) require a revision and resubmission of the dissertation and require a second oral defense; or (c) reject the dissertation and require another research proposal to be submitted.

Graduation

Graduation in a particular term is determined by the date of the defense and acceptance of the dissertation manuscript by the Graduate College. It is wise to check deadlines well in advance of a decision to defend. To be considered for graduation, a graduation audit must be submitted and turned into the Registrar's office. Please refer to <https://wmich.edu/registrar/catalogs/> (Graduate Catalog) and <https://wmich.edu/registrar/graduation> (Registrar Office).

MASTER OF ARTS IN EMR

The Master of Arts degree in EMR is centered around providing a solid foundation across four intersecting curriculum areas as depicted in Figure 1 below.

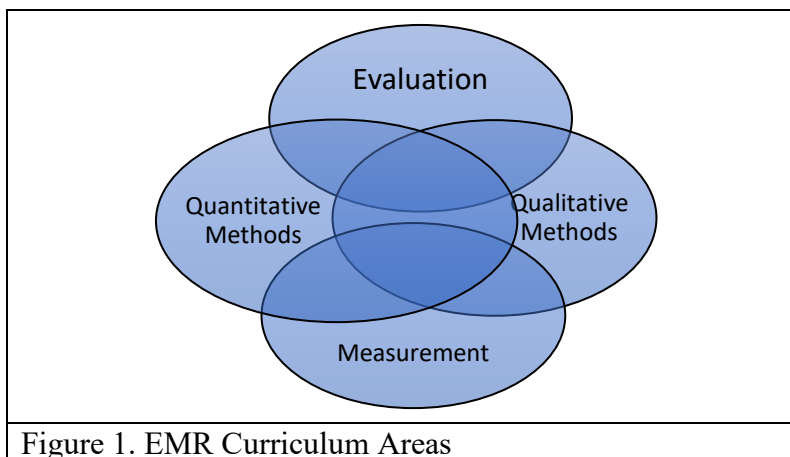


Figure 1. EMR Curriculum Areas

Each of the four curriculum areas form the foundation for planning and conducting evaluations and research studies across the social and health sciences. The MA in EMR serves to establish knowledge skills so students can reach their professional aspirations.

Program of Study and Course Work

Courses will be prescribed in consultation with the student's academic advisor to ensure that the student has a comprehensive knowledge of major domains and skills that characterize EMR as a discipline of inquiry. Required and elective courses will individually depend upon the student's academic background and interests within EMR. Used for both advising and Graduate College degree audits, each student must complete an MA *Program of Study* (Appendix B) that is signed by their advisor and filed in the Graduate College. The *MA Program of Study* identifies the minimum coursework to be completed by the student as one of the necessary graduation elements.

The Master of Arts in Evaluation, Measurement and Research requires the completion of the program core courses in each of the areas in Figure 1, elective courses negotiated in partnership with the academic advisor, and the completion of a Capstone project. Minimum program requirements for graduation are specified in the *Graduate Catalog* and below in this *Handbook*.

Academic Advisor

An advisor is appointed by the EMR Admissions Committee at the time of admission to the program. Together, the student and their advisor develop a program of study that matches the student's goals, career need, and university, department, and program requirements. The advisor serves to guide the students through their curriculum experiences, serving as a mentor for planning their individual course of study.

Requirements for the Master of Arts Degree

The master's degree consists of prescribed course work, electives, and a capstone project. Requirements are generally governed by the requirement detailed in the *Graduate Catalogue* at

<https://wmich.edu/registrar/catalogs/>. To earn a MA in EMR, the student must complete at least 30 credits (a minimum of 24 credits at WMU) at the 5000 level or higher with a cumulative GPA ≥ 3.00 . At least half of these credits must be at the 6000 level. Once a student is admitted and initiates course taking, they have six years to complete their MA degree. The allocation of the credits is described below.

MA Core Courses

Students are required to take all the following core courses as approved by their advisor:

EMR 5400	Fundamentals of Evaluation, Measurement and Research
EMR 5410	Introduction to Educational Measurement and Assessment
EMR 6420	Evaluation I: Theory, Methods, and Program Evaluation
EMR 6430	Evaluation II: Evaluating Products, Personnel, and Policy
EMR 6450	Data Analytics I: Designed Studies
EMR 6480	Qualitative Research Methods
EMR 6500	Survey Research

In addition to the core MA courses listed above a minimum of 9 credits of electives are required and approved by the student's advisor. Elective courses are approved by the student's academic advisor and can be selected from EMR doctoral-level elective courses or from the university graduate curriculum. EMR offers the following elective courses:

EMR 6560	Mixed Methods Research
EMR 6590	Contemporary Trends in Research
EMR 6680	Qualitative Research: Computer Assisted Data Analysis
EMR 6770	Ethnographic Research Methods
EMR 6710	Structural Equation Modeling
EMR 6750	Applied Multivariate Statistics
*EMR 6790	Capstone Project
EMR 6850	Hierarchical Linear Modeling
EMR 6970	Special Topics in EMR

*Capstone Project: During the Capstone experience the student will work with their advisor to create an artifact (or series of artifacts) that demonstrate their ability to apply the techniques mastered in the core courses. The Capstone Project requirements and specifics are worked out in consultation with the student's advisor and should require no less than 120 hours of student work.

GRADUATE CERTIFICATE PROGRAMS IN EMR

All EMR certificate programs are interdisciplinary in nature and are designed to expose students to practice-based learning and research opportunities in evaluation and research. Students participate in field practicum experiences that provide opportunities to work under the direction of a senior evaluator, measurement specialist, or researcher. Students are encouraged to present

and publish research and evaluation in national and international professional meetings and peer-reviewed journals.

Certificate Program in Evaluation

The Graduate Certificate in Evaluation prepares graduates to work on evaluation teams with evaluation-related activities in the workplace as well as in external evaluations. This program offers the opportunity to earn a Graduate Certificate in Evaluation. The certificate is designed to provide an opportunity for graduate students and other professionals to gain a broad and in-depth knowledge of the theory and practice of evaluation. This certificate prepares graduate students to understand and work on evaluation teams and with evaluation-related activities in the workplace. If students combine the training in this certificate program with more in-depth coursework on qualitative and quantitative research methods, they would also be in position to lead evaluations. Certificate holders will be more competitive for academic and research positions both inside and outside academia. With the certificate as a hallmark of evaluation expertise, graduates will have the opportunity to distinguish themselves and highlight their evaluation expertise when applying for positions in their chosen fields for employment. This program is designed to meet the needs of those who:

- Are interested in specializing in evaluation.
- Are seeking academic, research, and evaluation positions both inside and outside academia.
- Desire a research position in policy institutes, non-governmental and community organizations, departments of education, within school districts, or any other organizations or institutions engaging in evaluation activities.

Admission Requirements

- Official transcripts demonstrating completion of bachelor's degree and any graduate coursework completed
- One-page statement explaining interest in this certificate
- Three letters of professional recommendation
- English proficiency test scores are required for international students if previous degree (s) were earned from a non-English instructional institution
- Applications do not require graduate test scores

Program Requirements

The Graduate Certificate in Evaluation consists of four, three-credit courses (12 total credit hours). The *Evaluation Certificate Program of Study* is developed in concert with the student's advisor.

- EMR 6420 Evaluation I: Theory, Methods, and Program Evaluation
- EMR 6430 Evaluation II: Evaluating Products, Personnel and Policy
- EMR 6520 Evaluation Practicum
- Evaluation Elective approved by the advisor

Certificate Program in Mixed-Methods Research

The Graduate Certificate in Mixed-Methods Research acknowledges and credentials advanced graduate student preparation in understanding and implementation of in-depth knowledge of mixed-methods research approaches and conduct of empirical mixed-methods research studies.

This graduate-level certificate program is designed for graduate students, educators, and other professionals interested in mixed methods research who desire greater course depth. Courses in this graduate certificate program prepare researchers for implementing mixed methods inquiry from the initiation and design phase through data collection and analysis, ending in dissemination of research that utilizes a mixture of qualitative and quantitative inquiry methods. This program is designed to meet the needs of those who:

- Are interested in specializing in mixed-methods research.
- Are seeking academic and research positions both inside and outside academia.
- Desire a research position in policy institutes, non-governmental and community organizations, departments of education, within school districts, or any other organizations or institutions.

Admission Requirements

- Official transcripts demonstrating completion of bachelor's degree and any graduate coursework completed
- One-page statement explaining interest in this certificate
- Three letters of professional recommendation
- English proficiency test scores are required for international students if previous degree (s) were earned from a non-English instructional institution
- Applications do not require graduate test scores

Program Requirements

The EMR Mixed Methods Graduate Certificate consists of five, three credit-hour courses (15 total credit hours). The *Mixed Methods Certificate Program of Study* is developed in concert with the student's advisor.

- EMR 6450 Data Analytics I: Designed Studies
- EMR 6500 Survey Research
- EMR 6480 Qualitative Research Methods
- EMR 6560 Mixed Methods Research
- EMR 6580 Qualitative Research Practicum

Certificate Program in Qualitative Research

The Graduate Certificate in Qualitative Research Methods prepares to design, conduct, and analyze qualitative research. All EMR degree and certificate programs are fundamentally interdisciplinary in nature and span the breadth of inquiry from problem initiation through dissemination. This program offers the opportunity to earn a Graduate Certificate in Qualitative Research. The qualitative certificate is designed to provide an opportunity for graduate students and other professionals to gain a broad and in-depth knowledge of qualitative research, with an emphasis on the designs and methods used in studies of programs, processes, initiatives, settings and policies. Qualitative research is increasingly conducted and influential across disciplines in science, social science, and health disciplinary areas. Certificate holders are competitive for academic and research positions both inside and outside academia. With the certificate as a hallmark of qualitative research expertise, graduates will have the opportunity to distinguish themselves and highlight their research expertise when applying for positions in policy institutes, non-governmental and community organizations, departments of education, within school districts, or any other organizations or institutions.

Admission Requirements:

- Official transcripts demonstrating completion of bachelor's degree and any graduate coursework completed
- One-page statement explaining interest in this certificate
- Three letters of professional recommendation
- English proficiency test scores are required for international students if previous degree (s) were earned from a non-English instructional institution
- Applications do not require graduate test scores

Required Courses:

The Graduate Certificate in Qualitative Research consists of five, three-credit courses (15 total credit hours). The *Qualitative Research Certificate Program of Study* is developed in concert with the student's advisor.

EMR 6480 - Qualitative Research Methods

EMR 6580 - Qualitative Research Practicum

EMR 6680 - Qualitative Research: Computer Assisted Data Analysis

6 credits hours of electives approved by the advisor

ACADEMIC PERFORMANCE ALL EMR PROGRAMS

Ph.D. in EMR

Grades

The student must maintain a cumulative grade-point average of at least 3.0 overall for all courses listed in the approved *EMR Program of Study*, see <https://wmich.edu/registrar/catalogs> for specific details related to minimum course grades and graduation requirements. The Credit /No Credit grading system (A, BA, B = Credit; CB, C, DC, D, E = No Credit) is used in all 7000-level courses, as well as programs approved by the Graduate Studies Council. The student's permanent record will indicate "CR" when the course is passed and "NC" when the course is failed.

Probation

If a student's degree grade point average falls below 3.0, the student will be placed on probation. The student can be placed on *Extended Probation* at the discretion of the academic department housing the student's program when, following a semester on Probation, the student's degree program grade point average is below 3.0 and the student's grade point average from the enrollment period is 3.0 or above but the cumulative GPA is still below 3.0. The student will be placed on *Final Probation* at the discretion of the academic department housing the student's program when, following a semester on *Extended Probation*, the student's degree program grade cumulative point average remains 3.0 and the student's grade point average for the enrollment period is 3.0 or above. When the condition of *Good Standing* (cumulative grade point average > 3.0) is met, any Probation status will be removed.

Incomplete (I)

This is a temporary grade given for work which is passing in quality but lacking in quantity to meet course objectives. It is assigned when an instructor, in consultation with a student, concludes that extenuating circumstances prevent the completion of course requirements. Incompletes, except those given in Doctoral Dissertation (7300), and courses directly related to it or identified by the department, which are not removed within one calendar year will convert to an “X”-Unofficial Withdrawal. Extensions for a second year must be approved by the graduate dean.

M.A. in EMR**Grades**

The student must maintain a cumulative grade-point average of at least 3.0 overall for all courses listed in the approved *EMR Program of Study*, see <https://wmich.edu/registrar/catalogs> for specific details related to minimum course grades and graduation requirements.

Probation

If a student’s degree grade point average falls below 3.0, the student will be placed on probation. The student can be placed on *Extended Probation* at the discretion of the academic department housing the student’s program when, following a semester on Probation, the student’s degree program grade point average is below 3.0 and the student’s grade point average from the enrollment period is 3.0 or above but the cumulative GPA is still below 3.0. The student will be placed on *Final Probation* at the discretion of the academic department housing the student’s program when, following a semester on *Extended Probation*, the student’s degree program grade cumulative point average remains 3.0 and the student’s grade point average for the enrollment period is 3.0 or above. When the condition of *Good Standing* (cumulative grade point average > 3.0) is met, any Probation status will be removed.

Incomplete (I)

This is a temporary grade given for work which is passing in quality but lacking in quantity to meet course objectives. It is assigned when an instructor, in consultation with a student, concludes that extenuating circumstances prevent the completion of course requirements. Incompletes which are not removed within one calendar year will convert to an “X” Unofficial Withdrawal. Extensions for a second year must be approved by the graduate dean.

Graduate Certificates in EMR**Grades**

The student must maintain a cumulative grade-point average of at least 3.0 overall for all courses listed in the approved *EMR Program of Study*, see <https://wmich.edu/registrar/catalogs> for specific details related to minimum course grades and graduation requirements.

Probation

If a student’s degree grade point average falls below 3.0, the student will be placed on probation. The student can be placed on *Extended Probation* at the discretion of the academic department housing the student’s program when, following a semester on Probation, the student’s degree

program grade point average is below 3.0 and the student's grade point average from the enrollment period is 3.0 or above but the cumulative GPA is still below 3.0. The student will be placed on *Final Probation* at the discretion of the academic department housing the student's program when, following a semester on *Extended Probation*, the student's degree program grade cumulative point average remains 3.0 and the student's grade point average for the enrollment period is 3.0 or above. When the condition of *Good Standing* (cumulative grade point average > 3.0) is met, any Probation status will be removed.

Incomplete (I)

This is a temporary grade given for work which is passing in quality but lacking in quantity to meet course objectives. It is assigned when an instructor, in consultation with a student, concludes that extenuating circumstances prevent the completion of course requirements. Incompletes which are not removed within one calendar year will convert to an "X" Unofficial Withdrawal. Extensions for a second year must be approved by the graduate dean.

Readmission

Admitted graduate students have *active* admission status for one year from the time of admission, as well as one year from the date of last enrollment. If a student does not enroll during the year following admission or during the year following the last enrollment, the student's admission status is cancelled, the student is on *inactive* admission status and may not register. Thereafter the student must submit to the Office of Admissions a Re-admission Application form and be admitted anew by the appropriate program admission body before registration may occur.

INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES

WMU Perspective

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. The university provides leadership, teaching, research, learning, and public service. Nationally recognized and internationally engaged, the University:

- Forges a responsive and ethical academic community
- Develop foundations for achievement in pluralistic societies
- Incorporates participation from diverse individuals in decision-making
- Contributes to technological and economic development
- Engenders an awareness and appreciation of the arts

Graduate education at WMU encompasses all these goals and strives to provide students with an environment that fosters scholarship, independent judgment, academic rigor, and intellectual honesty.

Breaches in professional ethics range from questionable research practices to misconduct. The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone — faculty, staff, and students alike.

Key Principles

Integrity in research and creative activities embodies a range of practices that include:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing
- Adherence to fair and open relationships between senior scholars and their co-workers

Honesty in Proposing, Performing, and Reporting Research

The foundation underlying all research is uncompromising honesty in presenting one's own ideas in research proposals, in performing one's research, and in reporting one's data. Detailed and accurate records of primary data must be kept as unalterable documentation of one's research and must be available for scrutiny and critique. It is expected that researchers will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, research aims, methods, and outcomes must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of Prior Work

Research proposals, original research, and creative endeavors often build on one's own work and on the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one's own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer review process.

Confidentiality in Peer Review

Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

Disclosure of Potential Conflicts of Interest

There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

Compliance with Institutional and Sponsor Requirements

Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Protection of Human Subjects and Humane Care of Animals in the Conduct of Research

Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

Collegiality in Scholarly Interactions and Sharing of Resources

Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afford intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar's results during the mentoring process, for example, as members of guidance committees.

Adherence to Fair and Open Relationships Between Senior Scholars and their Coworkers

The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for "exigencies of national defense". It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student's efforts do not contribute directly to the completion of his or her degree requirements.

Misconduct in Research and Creative Activities

Federal and University policies define misconduct to include fabrication (making up data and recording or reporting them), falsification (manipulating research materials, equipment, or processes, or changing or omitting data such that the research is not accurately represented in the record), and plagiarism (appropriation of another person's ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University's policy on misconduct in research and creative activities, to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

Research Involving Human Subjects

The Human Subjects Institutional Review Board (HSIRB) is the WMU Institutional Review Board (IRB). Federal regulations and University policy require that all research projects involving human subjects and materials of human origin be reviewed and approved by an IRB

before initiation. Research is defined as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge”. The “generalizable knowledge” criteria may include developing publications/papers, theses/dissertations, making public presentations, etc. A human subject of research is a) a living individual from whom an investigator obtains data by interaction or intervention or b) identifiable private information.

All research involving human subjects and/or data collected from living human subjects (including preexisting data) is subject to HSIRB review. Instructions for applying for approval is available at the following web site: (<https://wmich.edu/research/compliance/wmuirb>).

Student Conduct and Conflict Resolution

Student Conduct

The University expects student-conduct and behavior to reflect qualities of good citizenship. The out-of-classroom activities of Western Michigan University students should reflect favorably upon the institution and should indicate the personal integrity of the individual. See Student Code of Conduct and the Office of Student Conduct for specific policies, ordinances and regulations that define some of the relevant University expectations.

Conflict Resolution

Students’ rights and responsibilities, including grievance procedures, are detailed in the Graduate Catalog. In the event of grievances, procedures outlined in this document shall be followed. Conflicts involving a graduate student may be handled informally or, at the request of a party or parties, formally. Both parties should attempt to resolve problems in informal, direct discussions. If the problem remains unresolved, then the Chairperson of the Department and/or the Ombudsman should be consulted. If still aggrieved, a student may then submit a formal, written grievance for consideration by the Grade and Program Dismissal Appeals Committee (GAPDAC). All appeals must be in writing.

Work Related Policies

A graduate appointee is a student enrolled in a program leading to a graduate degree or graduate certificate and receiving a university-administered stipend or salary which is not less than one-half of the prevailing full amount set by the University for that specific appointment. Although graduate appointments differ in many important ways, each can be classified as either an assistantship or a fellowship. The critical difference between an assistantship and a fellowship lies in the primary intent of the awardee—as payment for service (salary) or as a gift (stipend) to help the awardee achieve an educational goal. Although there may be some aspects of service connected with a Fellow’s particular departmental activity, this activity is part of the training designated for all participants in the Fellow’s academic program and the service rendered is secondary to the educational goal. Although all, or nearly all, of an Assistant’s service to the academic unit should be part of the learning experience in the discipline, the primary thrust is in doing part of the work of the unit. More than one fractional appointment may be held simultaneously in the same unit. However, in no case shall one person hold more than the equivalent of one full-time assistantship or associateship.

Assistantships

Graduate Assistants are apprentices in the profession. Although the service aspect is emphasized in the definition to make a distinction, Graduate Assistants, first and foremost, are students and valued members of the community of scholars. They are chosen for their scholarship and manifest interest in the discipline as well as for their ability to perform the service needed:

- The service of Graduate Teaching Assistants (T.A.s) consists of activities directly related to students in the teaching enterprise.
- The service of Graduate Research Assistants (R.A.s) consists of research activity under the supervision of a faculty member.
- The service of Graduate Non-teaching Assistants (N.T.A.s) includes all other work in the department, not falling under the other categories but generally accepted as appropriate.
- Associateships are assistantships awarded to outstanding students in doctoral programs. Service may involve teaching, research, or other appropriate activity.

At the time of their appointment, graduate appointees shall be informed in writing of the specific conditions of the appointment. They should be informed that the offer of an appointment is contingent upon acceptance into a graduate degree program at the University, and continuance of the appointment depends in part on satisfactory progress in that program and satisfactory performance of assigned duties. The letter should also state the amount of the award, whether a remission of non-resident fees is involved, the probable assigned activities, the length of the appointment, and, if appropriate, the criteria for renewal. Any other conditions peculiar to an individual appointment shall be included in the letter of appointment.

Each appointee shall be provided with information prepared by the Graduate College concerning current University-wide procedures, practices, privileges, and responsibilities that relate to graduate appointees. Each academic unit is responsible for providing any supplemental information on these matters that is necessary and special.

The kinds of service required of Graduate Assistants may vary among academic units, each of which determines its own range of appropriate possibilities subject to administrative review. Whatever kinds of service are expected, however, a full assistantship in any unit consists of 20 hours of service per week or its equivalent. Equivalency is calculated based on the value assigned by a unit to the performance of each service.

Assistantships Enrollment/Under Enrollment Requirements

The minimum enrollment requirement for assistantships and fellowships each semester is six graduate credit hours per semester. Full time enrollment is required by all appointees (6 hours/semester; 3 hours/session), unless granted approval by the Graduate College. Enrollment by graduate appointees, that is less than full-time, are approved in limited circumstances only. To qualify for under enrollment status, students need to fill out the required form, obtain Graduate Advisor/ Chair signature, send the required form to the Graduate College for approval before the end of the drop/add period, and email to grad-awards@wmich.edu. The form is located at https://wmich.edu/sites/default/files/attachments/u582/2021/permission-under-enroll_0.pdf

Fellowships

Fellows are students who have distinguished themselves by outstanding academic achievement or special abilities. Fellowships are provided by the University or by another donor with the approval of the University. The fellowship grant (stipend) is a gift to help the Fellow achieve an educational goal, rather than a payment for services.

Stipends and Salaries

The amount of the stipend is set by the donor with the concurrence of the Provost and Vice President for Academic Affairs. The range of salaries for full-time Assistants in each type of appointment is established by the Provost and Vice President for Academic Affairs. Fractional awards are made for fractional appointments, see <https://wmich.edu/grad/assistantships>.

Affirmative Action Professional Ethics and Professional Development

The University's Affirmative Action/Equal Opportunity Policies shall apply to graduate appointments. All EMR Graduate students shall adhere to the same standards of Professional Ethics as those of the regular faculty. (See "Statement on Professional Ethics" in the current *Agreement* between WMU and the AAUP, Article 21). Assigned activities of graduate appointees shall be relevant professional experiences. Graduate Assistants can expect professional guidance and timely evaluation in the performance of their duties.

PROGRAM FACULTY

Brooks Applegate, Ph.D. (Quantitative Methods & Measurement)

Dr. Brooks Applegate received his Ph.D. from Texas A&M University in 1986 in Educational Psychology with his concentration in Research, Measurement and Applied Statistics after completing a pre-doctoral internship at Honeywell's Technology Strategy Center in Golden Valley, MN. Dr. Applegate is currently a Professor in the Department of Educational Leadership, Research and Technology and is the program coordinator for the graduate programs in Evaluation, Measurement and Research at Western Michigan University. He is a member of the American Educational Research Association, American Evaluation Association, American Statistical Association, and the National Council on Measurement in Education. Since 1984, Dr. Applegate has authored and coauthored over 135 peer-reviewed journal articles and over 55 published abstracts; five book chapters, and over 135 peer-reviewed presentations at professional conferences and has been actively involved in funded research since 1986, participating in over 40 national and internationally funded projects. Dr. Applegate has extensive experience in research design, applied statistics, structural equation modeling, design and analysis of psychological measurements including diagnostic measurement and disease classification, psycho-educational ability/achievement measurement. He teaches doctoral level courses in psychometrics, structural equation modeling, applied statistics, research methodology and philosophy of scientific inquiry. His research interests and activities span many disciplines - crossing education and the social and health sciences.

Regina Garza Mitchell, Ed.D. (Qualitative Methods)

Dr. Regina Garza Mitchell is a professor in the Department of Educational Leadership, Research, and Technology, specializing in qualitative research methods and higher education leadership. Her research interests include culturally relevant and critical qualitative methodologies, teaching qualitative research, and higher education leadership and governance, primarily in the community college context. Her work has been published in journals such as *Qualitative Inquiry*, *Community College Review*, *Community College Journal of Research and Practice*, *Innovative Higher Education*, and *New Directions in Community Colleges*. She has edited several books and is co-author of *Developing Tomorrow's Leaders: Context, Challenges, and Capabilities* (The Futures Series on Community Colleges). Her work has been funded by the National Science Foundation's Advanced Technological Education and Improving Undergraduate STEM Education programs. She earned the 2015 WMU College of Education and Human Development Tate Center Emerging Scholar Award and the 2019 Council for the Study of Community Colleges Barbara K. Townsend Emerging Scholar Award. She is a 2024 Mid-American Conference Academic Leadership Development Fellow, and 2025-2026 Lewis Walker Institute Faculty Thought Leader. She is a past president of the Council for the Study of Community Colleges and serves on several editorial boards. She is also a founding member of the WMU Latinx Employee Association. Prior to joining WMU, Regina served in a variety of faculty, administrative, and leadership positions in university and community college settings.

Dr. Michael Harnar Ph.D. (Evaluation) Dr. Michael Harnar is an assistant professor in the College of Education and Human Development's Educational Leadership, Research, and Technology Department where he directs the Interdisciplinary PhD in Evaluation program, or "IDPE" and teaches in the Evaluation, Measurement, and Research or "EMR" program. He has been at Western Michigan University since 2017, teaching evaluation and research methods courses. He has presented his research at more than 20 international conferences and has published several peer-reviewed research articles on evaluation. His research mainly focuses on evaluation quality. He is Co-Executive Editor of the open-access *Journal of MultiDisciplinary Evaluation* (www.JMDE.com). He is an active evaluator, outside his role at WMU; recent evaluation projects include developing an evaluation framework for new technologies for the U.S. Department of Transportation and performing metaevaluations for organizations like Doctors Without Borders and the U.S. Agency for International Development. Dr. Harnar has received the Western Michigan University Excellence in Discovery Award and the American Evaluation Association's Outstanding Evaluation Award. He holds a Ph.D. in Evaluation and Applied Research Methods from Claremont Graduate University and is a retired Naval Officer.

Beixi Li, Ph.D. (Qualitative Methods)

Dr. Beixi Li is an assistant professor in the Department of Educational Leadership, Research, and Technology. She teaches qualitative research methods and mixed-methods classes. Her research focuses on adult education and human resource development. She received her Ph.D. in Learning, Leadership and Organization Development from the University of Georgia. Her research centers on methodological and pedagogical inquiries of the structural forces shaping adult learning experiences and outcomes in educational and organizational contexts. She has used a variety of qualitative research methods and frameworks, including narrative inquiry, critical discourse analysis, collage/arts-based inquiry, post-qualitative research, and new materialism to understand and articulate adult learning and development.

Gary Miron, Ph.D. (Evaluation)

Dr. Gary Miron received his Ph.D. from Stockholm University in 1994. He teaches evaluation theory and methods courses for the EMR graduate programs. He has written or edited eight books and published scores of articles and books chapters. Dr. Miron has also directed more than 60 evaluations of school reforms and education policies and is ranked annually among the most impactful education scholars in the country by Education Week. His scholarly work has largely focused on evaluating school reforms and education policies. Beyond his work in the US, Dr. Miron has provided evaluation training and conducted evaluations of school reforms and education policies in Europe, Asia, Eastern Africa, and Central America. In recent years, his evaluation work has been more closely focused on school choice reforms and the impact of systemic initiatives aimed at fundamentally changing schooling for disadvantaged populations.

Jainping Shen, Ph.D. (Quantitative Methods)

Dr. Shen received his Ph.D. in educational leadership and policy studies from the University of Washington in Seattle. He is the John E. Sandberg Professor of Education and currently the Gwen Frostic Endowed Chair in Research and Innovation. Dr. Shen has (co)authored over 100 peer-reviewed journal articles. He also (co)authored and (co)edited seven books. His research interests include leadership theory, school leadership and renewal, data-informed decision making, evaluation methods, etc. Dr. Shen has directed and co-directed large, externally funded projects worth more than \$35 million.

Ya Zhang, Ph.D. (Quantitative Methods & Measurement)

Dr. Ya Zhang is an Assistant Professor in the Department of Educational Leadership, Research and Technology. She teaches courses in applied statistics and measurement. Dr. Zhang earned her Ph.D. in Research Methodology from the University of Pittsburgh. She has two main lines of research in statistical modeling and psychometrics. Her research topics include latent variable modeling, Bayesian estimation, educational data mining, measurement invariance, equating, and mixture IRT modeling.

APPENDIX A
Program of Study for the PhD in EMR

**DEPARTMENT OF EDUCATION LEADERSHIP,
RESEARCH, AND TECHNOLOGY**

PROGRAM

in

EVALUATION, MEASUREMENT, AND RESEARCH

DOCTOR OF PHILOSOPHY IN

EVALUATION, MEASUREMENT AND RESEARCH (EMR)

Student _____
Name: (Last name) (First name) (Middle name) WIN

Previous Degrees **Masters:** _____
 (Date, Degree, Institution, Program of Study)

Undergraduate: _____
 (Date, Degree, Institution, Program of Study)

PROGRAM OF STUDY

Credit hours earned at Western Michigan University or elsewhere prior to admission to the specialist or doctoral program are identified with an asterisk (*). Official transcripts showing the completion of credit to be transferred from other institutions must be on file in the Graduate College prior to approval of the program. The EMR Ph.D. requires 93 hours of coursework post baccalaureate degree.

If a student is admitted with an existing master's degree, different credit minima can be established with advisor approval subject to the established minimum degree requirement established by the Graduate College, e.g., minimum of **30 credits** plus at least 15 credits for dissertation research must be completed at Western Michigan University.

Pre-Doctoral Core

Course Number	Course Title	Hours	Semester/Year
EMR 5400	Fundamentals of Evaluation, Measurement, and Research	3	
EMR 5410	Introduction to Educational Measurement and Assessment	3	
EMR 6420	Evaluation I: Theory Methods and Program Evaluation	3	
EMR 6430	Evaluation II: Evaluating Products, Personnel, and Policy	3	
EMR 6450	Data Analytics I: Designed Studies	3	
EMR 6480	Qualitative Research Methods	3	
EMR 6490	The Nature of Science and Scientific Inquiry	3	
EMR 6500	Survey Research	3	

Hours:

EMR Doctoral Core

Course Number	Title	Hours	Semester/Year
EMR 6410	Fundamentals of Measurement in the Behavioral Sciences	3	
EMR 6510	Advanced Application of Measurement Methods	3	
EMR 6520	Evaluation Practicum	3	
EMR 6550	Experimental and Quasi-Experimental Designs for Applied Research and Evaluation	3	
EMR 6580	Qualitative Research Practicum	3	
EMR 6650	Data Analytics II: Correlational Studies	3	
EMR 6600*	Advanced Seminar: Research	3	
EMR 6610*	Advanced Seminar: Measurement	3	
EMR 6620*	Advanced Seminar: Evaluation	3	

*One of the three is required to be taken once, but may be taken 3 times, once under each course number. Seminar Requirement. One 3-credit hour seminar {EMR 6600, 6610, 6620} is required for all Ph.D. students.

Hours:

Electives (minimum 9 hours)

Course Number	Title	Hours	Semester/Year
EMR 6560	Mixed Methods Research	3	
EMR 6680	Qualitative Research: Computer Assisted Data Analysis	3	
EMR 6710	Structural Equation Modeling	3	
EMR 6750	Applied Multivariate Statistics	3	
EMR 6770	Ethnographic Research Methods	3	
EMR 6850	Hierarchical Linear Modeling	3	
EMR 6970	Special Topics in EMR	3	

Hours:

Dissertation/Professional Field Experience

Course Number	Title	Hours	Semester/Year
EMR 7120†	Professional Field Experience	3	
EMR 7120†	Professional Field Experience	3	
EMR 7300†‡	Dissertation	12	

Hours:

†The 3-credit professional field experience, 120 hours of work, must be completed in one semester. For example, in one long semester, this would be approximately 10 hours per week. For a summer semester, this would be approximately 20 hours per week. For the 6-credit professional field experience, 240 hours of work must be completed in one semester. In one long semester, this would be approximately 20 hours per week and approximately 40 hours per week for a summer semester. The 6-credit professional field experience cannot be broken into different semesters.

†‡Following a student's first enrollment in the courses master's thesis (7000) or dissertation (7300), the student must have continuous enrollment in that same course until all thesis or dissertation requirements are completed satisfactorily and approved by all appropriate bodies. (*Graduate Catalog*)

Cognate Requirements

An 18-credit hour program in Cognate is required of all Ph.D. program participants. Cognate studies may be taken from any content area approved by the student's Doctoral Program.

Course Number	Title	Hours	Semester/ Year
TOTAL			

Total Program Hours:

Program Signatures

Student: _____

Date: _____

Advisor: _____

Date: _____

Department Chair: _____

Date: _____

Signed copies to: Graduation Auditing, Student, Advisor(s), and Department

APPENDIX B
Program of Study for the MA in EMR

**DEPARTMENT OF EDUCATION LEADERSHIP,
RESEARCH, AND TECHNOLOGY**

**PROGRAM
IN
EVALUATION, MEASUREMENT, AND RESEARCH**

**MASTER OF ARTS IN
EVALUATION, MEASUREMENT AND RESEARCH (EMR)**

Student: _____
Name: (Last name) (First name) (Middle name) WIN

Previous Degrees Masters: _____
 (Date, Degree, Institution, Program of Study)

Undergraduate: _____
 (Date, Degree, Institution, Program of Study)

PROGRAM OF STUDY

Credit hours earned at Western Michigan University or elsewhere prior to admission to the specialist or doctoral program are identified with an asterisk (*). Official transcripts showing the completion of credits to be transferred from other institutions must be on file in The Graduate College prior to approval of the program. This program of study can be modified as needed by agreement between advisor and student. The review of this program of study should be revised at least annually. The EMR MA normally requires 30 hours of coursework, and a minimum of [24 hours](#) completed at WMU, transfer hours completed at a university other than WMU cannot exceed 16 credit hours and is subject to approval by the student's advisor and are listed in the *Graduate Student Permanent Program of Study*.

EMR MA Core Courses

Course Number	Title	Hours	Semester/Year
EMR 5400	Fundamentals of Evaluation, Measurement, and Research	3	
EMR 5410	Introduction to Educational Measurement and Assessment	3	
EMR 6420	Evaluation I: Theory Methods and Program Evaluation	3	
EMR 6430	Evaluation II: Evaluating Products, Personnel, and Policy	3	
EMR 6450	Data Analytics I: Designed Studies	3	
EMR 6480	Qualitative Research Methods	3	
EMR 6500	Survey Research	3	
TOTAL			

Electives (minimum of 9 hours of Inquiry-based coursework as approved by advisor)

Course Number	Title	Hours	Semester/ Year
TOTAL			

Total Program Hours:

Program Signatures

Student: _____

Date: _____

Advisor: _____

Date: _____

Signed copies to: Graduation Auditing, Student, Advisor(s), and Department

APPENDIX C
Program of Study for the EMR Graduate Certificate
in Qualitative Research

PROGRAM OF STUDY

DEPARTMENT OF EDUCATION LEADERSHIP, RESEARCH, AND TECHNOLOGY

PROGRAM in EVALUATION, MEASUREMENT, AND RESEARCH for a GRADUATE CERTIFICATE IN QUALITATIVE RESEARCH

The Registrar's Office audits each program for credits and grades and verifies all requirements for graduation. Changes in the program must have the signed approval of the advisor on a Graduate Program Change form. Approved undergraduate courses used in the program must have the signed approval of the advisor and the graduate dean on a *Permission to Elect A 3000- or 4000-Level Course for Inclusion in a Graduate Program* form.

Send the completed and signed to the Registrar's Office before the student completes the final 15 hours.

Name	
Western Identification Number (WIN)	
Permanent Address	
City	
State	
Zip	
Field of Study	
Concentration Area	

Course Title	Course Number	Credit Hours	Term Elected
Qualitative Research Methods	EMR 6480*	3	
Qualitative Research Practicum	EMR 6580	3	
Qualitative Research: Computer Assisted Data Analysis	EMR 6680	3	

Electives (6 hours selected with advisor approval)

Course Title	Course Number	Credit Hours	Term Elected

* EMR 6480 has a prerequisite requirement

Signatures:	
Graduate Advisor:	Date Program Outlined:
Student:	Date Received:
Expected Date of Graduation:	

Copies to Registrar's Office, Graduate Advisor, Student, Department

APPENDIX D
Program of Study for the EMR Graduate Certificate
in Mixed Methods Research

PROGRAM OF STUDY

DEPARTMENT OF EDUCATION LEADERSHIP, RESEARCH, AND TECHNOLOGY

PROGRAM in EVALUATION, MEASUREMENT, AND RESEARCH for a GRADUATE CERTIFICATE IN MIXED METHODS RESEARCH

The Registrar's Office audits each program for credits and grades and verifies all requirements for graduation. Changes in the program must have the signed approval of the advisor on a Graduate Program Change form. Approved undergraduate courses used in the program must have the signed approval of the advisor and the graduate dean on a *Permission to Elect A 3000- or 4000-Level Course for Inclusion in a Graduate Program* form.

Send the completed and signed to the Registrar's Office before the student completes the final 15 hours.

Name	
Western Identification Number (WIN)	
Permanent Address	
City	
State	
Zip	
Field of Study	
Concentration Area	

Course Title	Course Number	Credit Hours	Term Elected
Data Analysis I: Designed Studies	EMR 6450	3	
Qualitative Research Methods	EMR 6480	3	
Survey Research	EMR 6500	3	
Mixed Methods Research	EMR 6560	3	
Qualitative Research Practicum	EMR 6580	3	

Signatures:	
Graduate Advisor:	Date Program Outlined:
Student:	Date Received:
Expected Date of Graduation:	

Copies to Registrar's Office, Graduate Advisor, Student, Department

APPENDIX E
Program of Study for the EMR Graduate Certificate
in Evaluation

PROGRAM OF STUDY

DEPARTMENT OF EDUCATION LEADERSHIP, RESEARCH, AND TECHNOLOGY

PROGRAM in EVALUATION, MEASUREMENT, AND RESEARCH for a GRADUATE CERTIFICATE IN EVALUATION

The Registrar's Office audits each program for credits and grades and verifies all requirements for graduation. Changes in the program must have the signed approval of the advisor on a Graduate Program Change form. Approved undergraduate courses used in the program must have the signed approval of the advisor and the graduate dean on a *Permission to Elect A 3000- or 4000-Level Course for Inclusion in a Graduate Program* form.

Send the completed and signed to the Registrar's Office before the student completes the final 12 hours.

Name	
Western Identification Number (WIN)	
Permanent Address	
City	
State	
Zip	

Course Title	Course Number	Credit Hours	Term Elected
Evaluation I: Theory, Methods, and Program Evaluation	EMR 6420	3	
Evaluation II: Evaluating Products, Personnel, and Policy	EMR 6430	3	
Evaluation Practicum	EMR 6520	3	
Elective (approved by advisor)		3	

Signatures	
Graduate Advisor:	Date Program Outlined:
Student:	Date Received:
Expected Date of Graduation:	

Copies to Registrar's Office, Graduate Advisor, Student, Department