Welcome to the Early Childhood and Elementary Education Doctor of Philosophy (Ph.D.) program hosted by the Department of Early Childhood and Elementary Education at Georgia State University. The purpose of this program manual is to provide an overview of the program and introduce you to the faculty. A description of the Ph.D. program is presented. (Revised May 2017)
DEPARTMENT OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION FACULTY

The Early Childhood and Elementary Education Ph.D. program is hosted in the Department of Early Childhood and Elementary Education. Faculty members and their teaching and research areas are listed below. Their offices are located on the fifth floor of the College of Education and Human Development Building.

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DOCTOR OF PHILOSOPHY PROGRAM
EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Introduction

This manual offers Doctor of Philosophy Degree (Ph.D.) students an overview of Georgia State University (GSU) and the Department of Early Childhood and Elementary Education (ECE). Particular attention is given to the procedures and requirements for applying and completing a Ph.D. degree in Early Childhood and Elementary Education. This manual is meant to supplement the GSU Graduate Catalog, available online at http://enrollment.gsu.edu/catalogs/.

Georgia State University

Founded in 1913, Georgia State University is one of the nation's largest universities, with more than 32,000 students on its Atlanta campus and another 21,000 on its five suburban campuses. An enterprising public research university, it is a national leader in graduating students from diverse backgrounds. Its Atlanta campus in the heart of the city provides its students and faculty with unsurpassed connections to the city's business, government, nonprofit and cultural communities as well as opportunities in an environment of varied ideas, cultures, ages, lifestyles and experiences. Atlanta, home to more than a dozen headquarters of Fortune 500 companies, provides Georgia State’s faculty and students with an urban laboratory, enabling them to draw creative inspiration and address critical societal issues locally and in cities around the world.

The University’s mission statement captures the scope of its educational goals:
Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

Department of Early Childhood and Elementary Education Faculty

The Department of Early Childhood and Elementary Education is comprised of a diverse group of full-time clinical and tenure-track faculty. These faculty coordinate and teach undergraduate and graduate students enrolled in initial certification and advanced-degree programs, including the Urban Accelerated Certification and Master’s Program, the Master’s of Education in Elementary Education, the Master’s of Arts in Creative and Innovative Education, Doctorate of Education in Curriculum and Instruction, and the Doctorate of Philosophy in Early Childhood and Elementary Education. Faculty are also affiliated with the Reading Recovery and Literacy Collaborative programs, and the Department administers the GSU Child Development Center and Best Practices training for Georgia's Pre-K program. Information about individual faculty members’ teaching and research interests can be found on the Early Childhood and Elementary Education Department’s website at http://eceee.education.gsu.edu/profile/ and at the beginning of this document.
Pursuing a doctoral degree is more than completing a series of courses; it is a coherent and integrated process designed to develop scholars and leaders in Early Childhood and Elementary Education. This Ph.D. program is guided by the Conceptual Framework of the Professional Education Faculty at Georgia State University as well as the principles of several professional organizations.

The faculty supports the vision of accomplished educators as described by the Core Propositions of the National Board of Professional Teaching Standards (NBPTS). Thus, our graduates:

1. Are committed to students and their learning;
2. Understand their respective areas of expertise and are able to teach effectively those areas to students;
3. Are responsible for managing and monitoring student learning;
4. Are engaged in scholarship and create new knowledge about teaching and learning; and,
5. Value, develop, and participate in learning communities.

In addition, these graduates work collaboratively and exhibit high standards of professionalism as defined by the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct (2005). Congruent with the vision of NAEYC, the faculty believe that the "primary outcome for the doctoral candidate is to become a leader who influences the practice of early childhood education through the generation of knowledge; the education of early childhood professionals; the conduct of research; the development, implementation and evaluation of curriculum; the administration of early childhood programs and services; and the analysis and generation of public policy" (NAEYC Core Principles for Advanced Degrees, 2003). To function in these roles, a person must possess certain knowledge, skills, and dispositions related to child development, pedagogy, curriculum, policy analysis, history and philosophy, and basic and applied research. Table 1 shows the alignment of the NBPTS and NAEYC standards with program experiences.

Table 1. Alignment of NBPTS and NAEYC Standards with Ph.D. Program Experiences

<table>
<thead>
<tr>
<th>Unit Outcomes Based on NBPTS Core Propositions</th>
<th>NAEYC Guidelines for Doctoral Candidates</th>
<th>Doctoral Program Courses and Experiences</th>
</tr>
</thead>
</table>
| 1. Educators are committed to students and their learning. | #15 Understand and advocate programs for children and families  
#19 Demonstrate an understanding of theoretical knowledge in education and allied disciplines | *All courses in the MAJOR |
| 2. Educators know their areas of expertise and are able to teach those areas effectively. | #17 Demonstrate deep understanding of and exemplary practice in an area of specialization | *All courses in the MAJOR  
*Teaching & teacher development apprenticeships |
| 3. Educators are responsible for managing and monitoring student learning. | #17 Demonstrate deep understanding of and exemplary practice in an area of specialization | *All courses in the MAJOR  
*Teaching & teacher development apprenticeships |
| 4. Educators engage in scholarship and create new knowledge | #16 Understand research methods and findings and | * Research apprenticeship  
*CORE courses |
knowledge about teaching and learning.  
translate them into practice; disposition to create new knowledge  
#20 Interpret and expand knowledge base by completing a dissertation  
*Residency  
*Prospectus and dissertation  
*Conference attendance and presentations  
*Department events including Pilcher Forums  
*Authorship and/or publications

| 5. Educators value, develops, and participates in learning communities. | #18 Work effectively in many leadership roles | *Research apprenticeship  
*Teaching and teacher development apprenticeships  
*Residency  
*Prospectus and dissertation |

**Goals of the Doctoral Program**

The Early Childhood and Elementary Education Ph.D. program prepares doctoral students to become:

1. Researchers who conduct quality, valid, and socially-responsible inquiry related to teaching and learning.
2. Knowledgeable teachers who are capable of challenging their students’ thinking and constructing knowledge relative to early childhood education.
3. Social activists who challenge the systems that limit the access, opportunity, and development of young children and their families.
4. Active seekers of knowledge who remain current on theory and research and are able to critique, synthesize, and implement these ideas in their practice.
5. Thoughtful writers and speakers who disseminate ideas through publication, electronic media, and other public venues.
6. Leaders and collaborators, capable and motivated to serve academia, the community, and/or the profession.

**Philosophy of the Doctoral Program**

The theoretical stance of the Early Childhood and Elementary Education Ph.D. program is pragmatic. No single theory or research approach can solve the complex issues that impact children in a rapidly changing world; thus, we (the Ph.D. faculty) believe that collaborative, comprehensive research and scholarship is our most powerful tool for investigating and answering questions about children’s learning and education. Our diverse faculty has expertise in qualitative and quantitative research and evaluation. Interweaving theory, research, and practice, we inquire about how children’s learning is shaped by educational inequities across race, gender, dis/ability, and social class; educational globalization; community, home, and school connections; culturally responsive pedagogy; urban education; and curricular and technological innovations. We leverage this expertise to advocate for children’s learning in multiple contexts, in and out of school.

The faculty endorses an apprenticeship model to guide students’ progression through the Ph.D. program. This model is informed by Rogoff’s (1990) conception of cognitive development as an apprenticeship that occurs “through guided participation in social activity with companions who support and stretch understanding of and skill in using the tools of culture” (p. vii). Students work closely with faculty members and peers in university-based and field-based activities. These activities include (a) the
scholarship of teaching, (b) research including creation and dissemination of knowledge and exploring and questioning the field, and (c) service and outreach to the profession.

In addition to coursework, students engage in residency experiences while enrolled in the doctoral program. Residency experiences include activities such as teaching at the university level, collaborating on research and grant writing, guiding field-based teacher development, and serving a professional organization. Once doctoral students identify a focus of inquiry, they work with faculty whose interests best match their own to fulfill residency experiences. This personal guidance affords each student support needed to develop into individuals who can successfully conduct an empirical study, teach at the college level, and assist teachers in their development.

**Screening and Admission Procedures**

The admission process identifies individuals with (a) the potential for superior academic achievement, (b) the ability to pursue independent scholarly activity, and (c) the ability to offer leadership in the educational community.

**Application Deadlines**

Students may apply to the Early Childhood and Elementary Education Ph.D. program by January 15 for Summer, May 1 for Fall, and October 15 for Spring admissions. Priority deadline for Fall fellowship eligibility is January 15. Interviews are part of the admissions process. Application forms and information about deadlines and submitting transcripts and test scores can be obtained from the Office of Academic Assistance, College of Education and Human Development at (404) 413-8000 or online at http://education.gsu.edu/admissions/graduate-admissions/

**Admission Criteria**

Admission into the program is based on the following criteria.

- Master's degree from accredited graduate institution or equivalent as decided by the Faculty Committee on Doctoral Programs.
- 3.3/4.0 cumulative graduate grade point average (Cum. GPA) on all previous graduate work.
- Officially reported Graduate Record Examination (GRE) test scores (i.e., cannot be taken from student records or transcripts) that are no more than 5 years old at the time of application to the doctoral program
- TOEFL and GTEP scores must be submitted by international students as part of the application for Admission to Graduate Study. A score of at least 550 on the Test of English as a Foreign Language (TOEFL) and the Georgia Test of English Proficiency (GTEP). The GTEP score is used to evaluate the need for remediation in the use of the English language for doctoral study before registration for any doctoral coursework.
- An autobiographical statement written in English describing personal and professional goals in relation to the goals and purposes of the Early Childhood and Elementary Education Department.
- A current vitae or resume summarizing prior education and employment history and relevant professional activities.
- A sample of scholarly writing (e.g., master's thesis, term paper, unpublished manuscript, or other written work). We suggest a check of all manuscripts for proper citations of others' work (http://www.turnitin.com/static/home.html is one source for checking written work). Plagiarism is considered a serious breach of academic integrity and may result in the rejection of an application.
- Two letters of recommendation that analyze the applicant’s academic qualifications and ability to do advanced graduate work. No more than one letter from a Georgia State University Early Childhood and Elementary Education faculty member should be submitted.
- Professional experience with young children birth-12 years.
Once all admission materials are submitted, the ECE Ph.D. Committee will review the application materials and make a decision whether to continue the admissions process by inviting the applicant for an interview. If invited, the applicant will be interviewed in person or by telephone by at least two members of the ECE Faculty. Telephone interviews are arranged for students who are unable to come to campus.

Students who have graduated from the Educational Specialist program in Early Childhood Education and who are accepted into the ECE Ph.D. program can substitute ECE 8400 Teacher Development (3) and ECE 8410 Curriculum Theory, Design, and Application (3) for ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood Education (3) and ECE 9400 Teacher Development in Early Childhood Education.

The Doctoral Advisory Committee

Upon admission to the program, a faculty member will be assigned to act as a temporary advisor in planning the student's first semester of coursework. This temporary advisor assists the student until a Doctoral Advisor and a Doctoral Advisory Committee are established. The Doctoral Advisory Committee guides the doctoral student toward completion of degree requirements. Members of the Doctoral Advisory Committee serve as mentors and are closely involved with the student's learning and development. The permanent Doctoral Advisor and Doctoral Advisory Committee should be established as soon as feasible but not later than the accrual of 27 credits coursework or one calendar year from the undertaking of coursework whichever comes first.

The Ph.D. Doctoral Advisory Committee consists of a minimum of three members:
1. The major advisor serves as the chair of the committee, is a full-time, tenure-track CEHD faculty member, holds primary appointment in the CEDH, has been a faculty member at GSU for at least one year, is a member of the faculty of the major to which the student has been admitted, holds an earned doctorate, and holds Graduate Research Faculty Status.
2. A second member, who can also serve as co-chair, must be a full-time College of Education & Human Development faculty member holding an earned doctorate and Graduate Research Faculty Status.
3. A third member must hold an earned doctorate or other terminal degree and represent a major outside that of the student's major.

The committee is declared on the Program of Study/Doctoral Advisory Committee form. Once the initial committee is approved, any changes to the committee must be approved via this form. All appointments to a Doctoral Advisory Committee, including its Chair, are subject to approval by the student, the Department Chair, and the Associate Dean for Graduate Studies and Research of the College of Education and Human Development. After the Doctoral Advisory Committee is established, the committee, the student, the Department Chair, and the Associate Dean for Graduate Studies and Research of CEHD must approve any change in membership. See the Graduate Catalog for variances.

The Dissertation Advisory Committee

Following completion of the student’s comprehensive examination but before approval of the prospectus, the student and the student's advisor will recommend formation of the Dissertation Advisory Committee. The requirements of the Doctoral Advisory Committee also apply to the Dissertation Advisory Committee. The majority of the committee, including the committee chair, must hold Graduate Research Faculty Status in the College of Education and Human Development. The resulting Dissertation Advisory Committee should represent expertise in both the area of the research topic and the proposed research methodology and consist of no fewer than four members with earned doctorates, which means that at least three Dissertation Advisory Committee members must be
College of Education and Human Development faculty who hold Graduate Research Faculty Status or approved by reciprocal agreements between colleges and schools, which recognizes each others’ graduate research faculty. Any proposed member of the Dissertation Advisory Committee not meeting these requirements must be approved by the Associate Dean of Graduate Studies and Research.

Following completion of the student’s comprehensive examination, but before approval of the prospectus, the student and the student’s advisor will recommend the formation of the Dissertation Advisory Committee. Any additional changes to the membership of the committee or chair occur at this time.

The Dissertation Advisory Committee aids each student in developing the dissertation prospectus and, later, the dissertation. The committee is responsible for judging the significance and acceptability of the dissertation prospectus, the soundness and acceptability of the dissertation, and the competence and acceptability of the student’s oral defense of the dissertation. The Dissertation Advisory Committee should represent expertise in both the area of the research topic and the proposed research methodology.

The requirements for members of the Doctoral Advisory Committee also apply to the Dissertation Advisory Committee (see page 10). In addition, it must consist of no fewer than four members with earned doctorates. The majority of the committee, including the committee chair, must hold graduate research faculty status in the College of Education and Human Development. At least three members of must College of Education and Human Development faculty who hold graduate research faculty status or are approved by reciprocal agreements between colleges and schools, which recognized each other’s graduate research faculty. The Associate Dean of Graduate Studies and Research must approve any proposed member of the Dissertation Advisory Committee who does not meet these requirements.

Graduate faculty at College of Education and Human Development have met a rigorous set of scholarly criteria established by CEHD and are recommended by their department chair and reviewed by members of the Academic Affairs Committee. Graduate faculty status in CEHD is achieved in the categories of either research (i.e., graduate research faculty) or in professional activities (i.e., graduate professional faculty). Several members of the ECEE Department serve as graduate faculty and may work with doctoral students in a variety of capacities. This includes advisement, comprehensive examination preparation, university teaching, teacher development, research apprenticeship supervision, and prospectus and dissertation committee membership or chairmanship. For details and qualifications of committee members, see above.

It is important for the student to maintain frequent contact with the major advisor, members of the Doctoral and Dissertation Advisory Committees, and other members of the ECEE faculty. Both the student and faculty members benefit from the development of close associations and from the opportunity for frequent communication. Students are expected to take the initiative in developing and maintaining these contacts. Appendix A outlines Doctoral Advisory Committee responsibilities and Appendix B is useful guide in forming the committee.

Student Responsibilities

Ph.D. students are charged with keeping abreast of deadlines/timelines and the forms that need to be completed (see the Office of Academic Assistance and ECEE website). In addition, students are obligated to seek out and participate in a variety of research, teaching, and service activities. Therefore the students should initiate efforts to get to know faculty, to cultivate professional relationships with faculty in other departments, and to engage in activities with graduate students (e.g., Doctoral Fellows, the graduate student association). Ph.D. students are also expected to attend and present papers at professional conferences (e.g., ATE, NCTM, NCTE, IRA, NRC, and AERA), look for teaching and service
opportunities, and attend College and departmental research presentations and dissertation defenses.

**Coursework Requirements**

The Major Advisor, in concert with the student and other Doctoral Advisory Committee members, plans the student’s doctoral Program of Study. This plan of study is developed with consideration of the student’s career goals, prior academic work, and professional experience. Although each program is unique, all require coursework in two areas: the RESEARCH CORE, and the MAJOR. In Appendix C, you will find a program planning sheet.

A program is planned after the student has developed specific areas of interest, selected electives, and chosen all members of the Doctoral Advisory Committee. Once the committee approves the program, a copy is filed with the Office of Academic Assistance. **This should happen no later than the accrual of 27 credits coursework or one calendar year from the undertaking of coursework, whichever comes first.** The Doctoral Advisory Committee must approve any changes to the program. Successful completion of the coursework component of the doctoral program requires a grade of C or better in each course, and an overall cumulative Grade Point Average of 3.5 or higher. Any course in which a grade below C is earned cannot be applied to the doctoral program.

College of Education and Human Development courses applied to meet program requirements must be at the 8000 or 9000 level. All coursework applied to the doctoral program of study must be post-master’s work. Twelve (12) semester hours are allowed in transfer from other institutions, from other doctoral programs within the College or University, or from a specialist program. The use of credits earned beyond the master’s degree while in a nondegree status is limited to a maximum of nine (9) semester hours and should be counted as part of the 12 semester hours allowed in transfer.

No coursework (transferred or from Georgia State University) that has been completed more than seven years prior to admission to candidacy, after successful completion of coursework and the comprehensive examination, may be used to meet any doctoral degree requirement.

**Areas of Coursework: Research Core and the Major**

**Components**

Each doctoral student’s planned program of study is divided into two academic components: Research Core and the Major. **The Research Core component of the Ph.D. in Early Childhood and Elementary Education includes 21 credit hours, including a Core set of courses that introduce research methods as well as courses that deepen knowledge about a particular set of complementary methods (qualitative, quantitative, and mixed methods). The Major includes a set of 27 hours of courses intended to deepen knowledge of research methodologies that guide scholarly inquiry in elementary and early childhood education, theories of human development, curricular issues, and historical perspectives.** The Major also includes a set of electives from which students can choose. Electives can also be taken outside the Department of Early Childhood and Elementary Education. Students will choose electives that, taken together, will create an area of specialization. Each program of study will culminate with a dissertation. Residency experiences complement these coursework requirements.

**Research and Evaluation Design and Methodology**

Doctoral students are expected to be able to design, implement, and interpret research. Therefore, doctoral students are expected to have knowledge of research designs and methods. Doctoral students are also expected to engage in high quality research via a research apprenticeship experience and a dissertation. Courses suggested to develop this competence are listed in this Program Manual and the GSU Graduate Catalog (see catalog heading 4600)
Early Childhood and Elementary Education

All doctoral students in the Early Childhood and Elementary Education Major will be expected to promote scholarly advocacy for children, to understand the nature of children and their development, to understand theories undergirding educational practices and issues, and to excel as teacher educators. Required residency experiences ensure that students develop knowledge and skills about mentoring and teaching educators as well as conducting research. Courses required in the Major ensure that doctoral students share knowledge about historical, political, developmental, and theoretical paradigms that have shaped educational contexts and research. In addition, elective courses allow for individualization of the doctoral program to create an area of expertise within Early Childhood and Elementary Education. The Major course offerings are further described in this Program Manual and the GSU Graduate Catalog (see catalog heading 4600).

Planned Program of Study

Planning doctoral study coursework to address the goals mentioned above is done in consultation with an Advisor with consideration of each student’s career goals, prior academic work, and professional experience. Each program, therefore, is unique. The Program of Study form is due by the end of the first year or first 27 hours of coursework (see Coursework Requirements, page 11).

Core Area (minimum 21 SH)

The Core Area consists of 18 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (minimum 18 SH)

After completing the required introductory methods courses, the student and Doctoral Advisory Committee identify a research track based on methodology to be employed in the students’ dissertation research. Advanced Research electives are chosen based on individual student’s needs. The Doctoral Advisory Committee may require additional coursework in a research track.

Required: Introductory Research Methods Courses (6 SH)
- EPRS 8500 Qualitative/Interpretive Research in Education (3 SH)
- EPRS 8530 Quantitative Methods and Analysis in Education (3 SH)

Required: Choose a two-course sequence (6 SH) in research methodology

Required: Choose two courses (6 SH) in advanced research methods as identified by the Doctoral Advisory Committee.

Required: Social Foundations or Psychology of Learning Course: Choose one course (3 SH)

Possible courses for the Core are listed in Appendix D.

Major Area (minimum 27 SH)

Required courses (12 SH):
- ECEE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood Education (3 SH)
- ECEE 9800 Scholarly Inquiry (3 SH)
- ECEE 9860 Evaluating and Interpreting Research in Early Child and Elementary Education (3 SH)
- ECEE 9960 Advanced Theory and Research in Child Development (3 SH)

Elective Courses: (minimum 15)

At least 12 semester hours of elective courses must come from within the department.

Doctoral-level elective courses offered within the Department include:
• ECE/EPRS 9120 Poststructural Inquiry (3)
• ECE/EPRS 9380 Discourse Analysis (3)
• ECE 9393 Number and Operation in the Elementary Classroom (3)
• ECE 9394 Geometry and Measurement in the Elementary Classroom (3)
• ECE 9395 Algebra in the Elementary Classroom (3)
• ECE 9396 Data Analysis and Probability in the Elementary Classroom (3)
• ECE 9420 Early Literacy Learning (3)
• ECE 9450 Pedagogy & Practices of Written Academic Language (3)
• ECE 9820 Teacher-Child Relationships in Early Childhood (3)
• ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education (3)
• ECE 9400 Teacher Development (3)
• ECE 9830 Becom(ing) a Field: Explorations Amidst Diverse Perspectives (3)
• ECE 9850 Research Seminar in Early Childhood and Elementary Education (3)
• ECE 9870 University Teaching Apprenticeship (2)
• ECE 9810 Directed Readings (1-3)
• ECE 9890 Research Apprenticeship (3)
• ECE 9910 Developing as a Scholarly Writer (3)

**K-5 Mathematics Endorsement (option):**
As part of the coursework leading to the Doctor of Philosophy degree, students who hold a current teaching certification from the Georgia Professional Standards Commission may satisfy part of the K-5 Mathematics Endorsement requirements by completing four 9000-level courses (ECE 9393, ECE 9394, ECE 9395, and ECE 9396). To apply for the K-5 Mathematics Endorsement, students must also complete ECE 7740 Internship in Early Childhood and Elementary Education I (3) while enrolled in one of the four specified 9000-level endorsement courses. ECE 7740 does not satisfy the 8000-9000 level-course requirements for the College of Education and Human Development courses applicable to the Doctor of Philosophy degree.

**Dissertation (minimum 15 SH):**
In addition to the minimum requirements described above, each doctoral student must enroll in a minimum of 15 semester hours of dissertation credit. The final grade will be assigned the term the student successfully defends the dissertation.

Required (15 SH):
ECE 9990 Dissertation (15)

**Program Total: MINIMUM of 63 semester hours**
Students will consult with advisor and doctoral committee to ensure the fulfillment of all appropriate program requirements.

**Non-coursework Requirements**

The faculty in the Department of Early Childhood and Elementary Education believes that the development of scholarly practices and dispositions is an important part of a Ph.D. program. To assist in their development of these scholarly practices and dispositions, students must successfully complete (a) residency experiences, (b) an annual review each year, (c) written and oral comprehensive examinations. Students must successfully complete each of these non-coursework requirements in order to continue in the doctoral program.

**Residency**
Residency requires successful completion of the following 7 experiences.

• Participate in ongoing research and scholarly experiences
• Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
• Participate in identifying and applying for a grant/fellowship
• Present at a research/scholarly conference
• Engage in university teaching apprenticeship
• Guide a professional development experience to support adults working with children (e.g., supervising novice teachers; guiding professional development for experienced teachers, developing workshop for families)
• Serve the institution and/or profession

During these experiences, students work closely with faculty skilled in area of interest. For each residency experience the student, under the guidance of a faculty supervisor, submits a plan to the Chair of the Doctoral Advisory Committee for approval. If students undertake a residency experience without such approval, they do so at their own risk. Although residency experiences can be flexible to meet the work schedules of students, the most benefit is derived when the doctoral student is full-time.

For the university teaching requirement, students should seek out opportunities to work closely with a faculty member in the design and/or teaching of a university course. Although independent teaching is not always feasible for all students (and for this reason, not required to complete residency), students are strongly encouraged to teach at least one course independently while in the ECEE PhD program.

Residency activities must be completed before student can be recommended for doctoral candidacy. A list of recommended doctoral student experiences, including residency activities can be found in Appendix E.

**Annual Review**

Each year faculty reviews the progress of all current doctoral students in the Early Childhood and Elementary Education Ph.D. Program. The purpose of the annual review process is to (a) document the student’s performance and growth in the program during the past year and (b) plan key experiences and opportunities that will support the student’s future development. The annual review process consists of two parts: 1) Ph.D. students submit documents highlighting their achievement as an emerging scholar, focusing on achievements in research, teaching, and service; 2) Ph.D. students meet with faculty to discuss their achievements and future plans. This meeting serves as an opportunity for the student to (a) receive feedback, mentoring, and support from Ph.D. faculty and to (b) discuss their goals for the upcoming year regarding how faculty and the department can assist them in meeting these goals. Faculty will use the information to help plan for future funding support, assistantship and/or residency experiences, and course recommendations.

Students must submit the following four items for their annual review:

1. An updated vitae
2. A doctoral student experiences form highlighting the year’s achievements
3. A copy of the student’s planned program of study courses and course grades. *Note:* 1st year students will not have this document, but could have a draft to share.
4. A 2-3 page written reflection documenting (a) relevant progress on coursework, apprenticeships, research, teaching, or service activities from the previous year, (b) documentation of graduate research (GRA) or graduate teaching (GTA) assistant work and accomplishments (please note with whom this work was accomplished, hours per week, etc.), (c) professional goals and plans for the coming year. Information should include when the student participated/completed activities and who supervised the work.
Optional—Additional unsolicited information may be submitted to indicate student’s growth (but this information is optional):
5. Artifacts providing evidence of growth and/or accomplishments
6. Information on student performance from course instructors; this must be authentic and unsolicited
7. Information on student performance and professional growth from other members of the committee (authentic and unsolicited) who have been associated with the student during the previous year

Review Procedures
A committee consisting of the student’s ECEE Doctoral Advisory Committee members plus an additional ECEE faculty meets with students to review the student’s progress. If the student does not yet have an Advisory Committee, the student’s advisor will create a committee of three ECEE faculty to serve as the Annual Review committee. Program Advisors are responsible for arranging the time for the meeting during Annual Review week, usually held in February. Students present their information to the group. The evaluation includes (a) academic progress, (b) residency progress, (c) professional growth, and (d) professionalism. The student will receive a summary of the meeting. Annual reviews will be used to (1) assist faculty in meeting the needs of Ph.D. students and (2) help position students in GRA/GTAs or fellowships in the upcoming year. If concerns are noted, students will work with their Program Advisor/Chair to devise an action plan. Students who do not participate in the annual review process are in jeopardy for continuing their program in ECEE, and the Ph.D. committee will review their status for continuation in the program.

Comprehensive Examination
The purpose of the comprehensive examination is to evaluate students’ ability to use the subject content of the major, core, and cognate areas (if applicable) as defined in the approved program of study to perform cognitive tasks including recall and application and especially focusing on analysis, synthesis, and evaluation of that content. The comprehensive examination includes both a written examination and oral examination. Students have two opportunities to pass each component of the comprehensive examination. Those who do not pass both parts of the examination after their second attempt are not permitted to continue in the doctoral program.

Eligibility for Comprehensive Examination
To be eligible to take the comprehensive examination, the student’s cumulative grade point average in the doctoral program of study must be no less than 3.50. Each student’s Doctoral Advisory Committee determines what coursework must be completed before the student may take the comprehensive examination. Comprehensive exams are usually scheduled at or near the completion of the student’s coursework at a time convenient for the student and the committee. Concerns raised by committee members about the student’s eligibility for comprehensive examinations should be resolved before moving forward with the written and oral components examination.

Procedures for the Comprehensive Examination Process
The comprehensive exam process involves a meeting of the Doctoral Advisory Committee with the student prior to the start of the Written Component and the Oral Component.

Doctoral Advisory Committee Meeting with Student
During the last year of coursework, the student will meet with their Doctoral Advisory Committee to discuss the comprehensive examinations. The purpose of this meeting is for students and members of the committee to reach a consensus regarding the goals of comprehensive exams, timeline, questions, and parameters for feedback that best serve the needs of the student (see below for specific information).
Prior to the meeting, the chair and/or committee may advise the student to prepare a brief presentation about their previous coursework and their current questions and scholarly interests.

The chair or any member of the advisory committee may request the committee convenes briefly in a closed session (e.g., without the student present) while they discuss exam procedures, potential questions, or other information pertinent to the exam process.

The committee may also make suggestions about how the student can best prepare for the exam.

If, after the meeting and before the exam, the focus of the student’s research shifts in a way that might affect the direction of the comprehensive exams, the student should contact the committee.

**Comprehensive Exam Written Component**

The “Steps and Timeline for the Comprehensive Examination” (below) provides an outline for completing comprehensive exams. Based upon the decisions made during the advisory committee meeting, the student will either complete **take-home questions** or answer **on-campus questions**.

**Option 1: Take-Home Questions**

The student will answer two take-home questions that address the subject content of the major, core, and cognate areas (if applicable) as defined in the approved program of study. The written exam should address both research and cognate. These questions are not necessarily related directly to any forthcoming dissertation work (e.g., methodology, literature review, content knowledge) or scholarly publication. Students will usually have a minimum of twenty pages per question.

- The student and committee may collaborate to determine questions.
- Each response is constructed across a period of three to four weeks.
- Specific parameters for feedback and writing support will be clarified at the Doctoral Advisory Committee Meeting.
- Faculty is not allowed to read/edit responses.

**Option 2: On-Campus Questions**

The student will answer two on-campus questions that address the subject content of the major, core, and cognate areas (if applicable) as defined in the approved program of study. These questions are not necessarily related directly to any forthcoming dissertation work (e.g., methodology, literature review, content knowledge) or scholarly publication.

- Questions should be discussed with chair and advisory committee and provided to the student before the exam (see timeline).
- A laptop computer will be provided by the department for use during the examination.
- The student is also allowed to bring materials approved by the committee at the advisory committee meeting into the examination (e.g., an annotated bibliography, key articles).
- Students have eight hours to answer both questions; the student may choose to complete the written exam in one day or distribute the eight hours across two consecutive days.
- The examination is proctored and timed.

**Evaluating the Written Examination**

Procedures for reading and providing feedback will be established at the Doctoral Advisory Committee meeting, prior to beginning the written component. Procedures should follow the timeline (see below).

- A student may be given one opportunity to revise their response to a question or do a second writing of a question based upon the feedback given by the committee.
- If a student is unsuccessful in passing the written component of the comprehensive exam after the one round of revision or rewriting (or if the advisory committee foregoes the option to request the student revise or rewrite the written response to a question), the committee will
create a new set of questions for the student, and the student will have a second opportunity to complete the written examination component.

- Students may not have more than two opportunities to pass the written component.

Committees have the option of proceeding to the oral component before students have passed the written component. In these cases, committees may ask students to revise their written responses following the oral defense and resubmitting the revisions to the committee for a final decision on the written component.

**Comprehensive Exam Oral Component**

The oral component of the comprehensive examination is an in-depth two-hour discussion among the student and Doctoral Advisory Committee members based upon the student's written component. The purpose of the oral component is for students to expand and clarify understandings of written material and to demonstrate an ability to discuss their thinking and ideas orally.

- Students should re-read their written material, critically examine their work, and anticipate/generate responses to possible questions from faculty
- Students may also receive additional feedback on how to prepare from their Chair.

**Evaluating the Oral Component**

At the completion of the oral component, the Doctoral Advisory Committee will meet in a closed session to determine whether the student has passed the oral component of the examination. If the oral component is completed unsatisfactorily, the Chair and Doctoral Advisory Committee will determine procedures for remediation before rescheduling the oral examination no more than four weeks after the oral component was completed. Students have two opportunities to pass the oral component.

**Timeline for Comprehensive Examinations**

| Step 1 | During the final year of coursework, a Doctoral Advisory Committee meeting is scheduled with student.  
- Student discusses with Chair how best to prepare for the meeting. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Step 2</td>
<td>Completion of Doctoral Advisory Committee Meeting (see above for more)</td>
</tr>
</tbody>
</table>
| Step 3 | Written component begins by Chair sharing finalized questions to the student and committee members  
- The student may take up to 4 weeks per question.  
- Student should submit the written responses to the Chair, who will forward them to the committee. | Chair sends finalized questions to the student and committee members via email 2 weeks prior to the time of the exam.  
- The student prepares materials to bring to exam as discussed during Doctoral Advisory Committee Meeting. |
| Step 4 | Doctoral Advisory Committee will follow feedback procedures agreed upon during the Doctoral Advisory Committee Meeting. Student must receive feedback no more than 3 weeks after completion of written component.  
Based on feedback, students may be asked | Day 1: Student uses first block of time (toward the grand total of 8 hours allowed) to work on written component of the comprehensive examination; student may choose to complete the written component in one day.  
Day 2 (if applicable): Student has second }
<table>
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<tr>
<th>Step 5</th>
<th>Student must complete all revisions within 30 days of receiving feedback. After revisions are submitted, the committee may decide to require the student to repeat steps 2-4 with new question(s). Students may only repeat one time. Doctoral Advisory Committee will follow feedback procedures agreed upon during the Doctoral Advisory Committee Meeting. Student must receive feedback no more than 3 weeks after completion of written component. Based on feedback, students may be asked to revise all or some of the written component prior to the oral component. Student must complete all revisions within 30 days of receiving feedback. After revisions are submitted, the committee may decide to require the student to repeat steps 2-4 with new question(s). Students may only repeat one time.</th>
</tr>
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<tbody>
<tr>
<td>Step 6</td>
<td>Oral component is scheduled at a time convenient for the student and Doctoral Advisory Committee and must occur no more than 4 weeks after the student receives feedback on written component.</td>
</tr>
<tr>
<td>Step 7</td>
<td>Completion of Oral Component If the oral discussion is unsatisfactory, the Chair and Doctoral Advisory Committee will determine procedures for remediation before rescheduling the oral examination no more than 4 weeks after the oral component was initially completed. Students have two opportunities to pass the oral component.</td>
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</tbody>
</table>
| Step 8 | After students pass all components of the comprehensive exams, the comprehensive exam report completion form must be submitted to the Office of Academic Assistance with a copy submitted to Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum. This form must be submitted prior to submitting the prospectus. Procession to the next step of the doctoral program, writing the dissertation prospectus, is only permitted once all components of the comprehensive examination are successfully completed. If after a second opportunity the student is unable to satisfy the committee’s expectations, the student will not be allowed to proceed to writing the dissertation prospectus. **Requirements Following Successful Completion of the Comprehensive Examination** Enrollment for a minimum of three semester hours of credit is required during at least two out of each three term period following successful completion of the comprehensive examination until the
student has graduated. This enrollment must include a minimum of 15 semester hours of dissertation (9990) credit but may also include other coursework.

Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination.

**Review of Research for the Protection of Human Subjects or Animals**

Students, faculty, or staff who are planning to conduct research involving human subjects must submit pertinent information for review by the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC). These committees are charged with protecting the rights and welfare of human subjects and animals by reviewing the background, purpose, methodology, and instrumentation of all research conducted by faculty, staff, students, and employees of Georgia State University. All research requires review by the IRB or IACUC. Procedures and the necessary forms for submitting proposals are available from each student’s department. For further information regarding this review process, students should contact their respective departments.

**On Campus Resources**

The Learning Resource Unit in the Counseling and Testing Center offers a variety of services, including writing and editorial services that can be useful to doctoral students. Contact 404/413-1640 for further information.

**The Dissertation Prospectus**

**Submission and Approval of a Dissertation Prospectus**

Writing and defending the dissertation serves as the culminating event of one’s doctoral program. Procession to the dissertation phase requires that the student has successfully presented their dissertation prospectus.

The purpose of the dissertation prospectus is to offer the Dissertation Advisory Committee evidence of the significance and rationale of the proposed study. The prospectus describes the philosophical/theoretical knowledge base within which the dissertation topic is developed, the methodology or procedures to be employed, and the expected implications of findings or conclusions. The prospectus reflects the student’s preparedness to conduct the investigation and write the dissertation. The prospectus process provides the student’s committee members an opportunity to provide input, recommendations, and directions before the study has commenced. Before beginning work on the prospectus, students should review the College’s “Guide for Preparing Prospectuses and Dissertations,” available at [http://education.gsu.edu/student-services/forms-policies-regulations/](http://education.gsu.edu/student-services/forms-policies-regulations/) and [http://education.gsu.edu/files/2013/08/Guide-for-Preparation-of-Prospectuses-and-Dissertations-rev.-11.3.14.pdf](http://education.gsu.edu/files/2013/08/Guide-for-Preparation-of-Prospectuses-and-Dissertations-rev.-11.3.14.pdf)

The Prospectus process involves four critical steps: forming a Dissertation Advisory Committee, preparing the prospectus, announcing the prospectus, and presenting the prospectus. General guidelines for each step follows; however, these serve as a guide, as the College’s faculty recognizes that deviations may be necessary for some students.

**Forming a Dissertation Advisory Committee**

Following completion of the student’s comprehensive examination, but before approval...
of the prospectus, the student and the student's advisor will recommend the formation of the Dissertation Advisory Committee. The Dissertation Advisory Committee aids each student in developing the dissertation prospectus and, later, the dissertation. The committee is responsible for judging the significance and acceptability of the dissertation prospectus, the soundness and acceptability of the dissertation, and the competence and acceptability of the student's oral defense of the dissertation. Any additional changes to the membership of the committee or chair occur at this time.

The requirements for members of the Doctoral Advisory Committee also apply to the Dissertation Advisory Committee (see page 10). The resulting Dissertation Advisory Committee should represent expertise in both the area of the research topic and the proposed research methodology. It must consist of no fewer than four members with earned doctorates, and the majority of the committee, including the committee chair, must hold graduate research faculty status in the College of Education and Human Development. At least three members must be College of Education and Human Development faculty who hold graduate faculty research status or are approved by reciprocal agreements between colleges and schools, which recognize each other's graduate research faculty. The Associate Dean of Graduate Studies and Research must approve any proposed member of the Dissertation Advisory Committee who does not meet these requirements.

**Preparing the Prospectus**

The prospectus is a research proposal describing how the doctoral student intends to conduct an inquiry appropriate for dissertation research. Although components of the prospectus may be incorporated into the student’s dissertation, the dissertation is a separate document. The format of the prospectus is determined by the Dissertation Advisory Committee and informed by the needs of the student. Typically, the prospectus is organized within a two- or five-chapter format; however, a format that varies from these conventional formats may be used if deemed appropriate by the committee. Refer to the “College of Education and Human Development Guide for the Preparation of Prospectuses and Dissertations” for additional information.

Once the prospectus is prepared, the student, under the advisement of the Dissertation Advisory Committee Chair, arranges the prospectus presentation, following departmental and college protocols.

- The student is responsible for arranging a time and date for the presentation with the Dissertation Advisory Committee, according to the availability of the Committee members.
- The student is responsible for reserving a room for the presentation.
- The presentation must be held between the first day of class and the last day of the term; it cannot be presented between academic terms.
- The presentation must be scheduled on the main campus of the University.

At least 21 calendar days before the prospectus presentation, students will submit a copy of the prospectus to the Chair of the Department and members of their Dissertation Advisory Committee.
Announcing the Prospectus Presentation

Guidelines for the announcement of the prospectus presentation can be found at http://education.gsu.edu/files/2013/08/Prospectus-announcement-instructions-final2.pdf

Upon completion of the prospectus, and once a date is set for the presentation, a public announcement of the oral presentation is disseminated via the Office of Academic Assistance and Graduate Admissions. Students should consult the current deadlines for doctoral students and their Dissertation Advisory Committee to plan the timely announcement of the prospectus presentation. Students should also adhere to the following protocol for the prospectus announcement and presentation (see Announcement of Prospectus Presentation (http://education.gsu.edu/student-services/forms-policies-regulations/) for more information.

- At least 15 days before the date of the scheduled prospectus presentation, Dr. Walt Thompson, Associate Dean of Graduate Studies and Research, Dean's Office, 10th floor CEHD, must receive the announcement of the prospectus presentation.
  - The major advisor and the department chair must sign the announcement before its submission.
  - The announcement includes the date and location of the prospectus presentation and an abstract of no more than 350 words.
  - The student should provide a copy of the announcement to each member of the Dissertation Advisory Committee.
  - The student may be required to reschedule the presentation and submit a corrected original if the presentation announcement is not in the proper format, if it contains errors, or if it violates the 15-day rule.
  - The Associate Dean of Graduate Studies and Research will forward the approved prospectus and original announcement to the Office of Academic Assistance & Graduate Admission.
  - In addition, submit a copy of the announcement to Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum.

- At least 15 calendar days before the prospectus presentation, students will submit an electronic copy of the prospectus to The Office of Academic Assistance and Graduate Admissions general e-mail account at coedissertations@gsu.edu.

Presenting the Prospectus

Students shall publicly present the dissertation prospectus to provide an opportunity for College of Education and Human Development faculty to contribute to a scholarly critique of the proposed research. The presentation must be attended by no fewer than four (4) members of the Dissertation Advisory Committee and is open to all College of Education & Human Development faculty and guests.

For the prospectus presentation, the student prepares a presentation of the proposed dissertation research. Once the presentation is complete, members of the Dissertation Advisory Committee ask questions and discuss the research plan with the student. Those present may also ask questions and provide input as time permits, but only after the presentation and the committee complete the discussion and questions. After the presentation and the discussion, the student and all others present may be asked to leave the room so the committee can decide...
if the student has completed successfully the prospectus process. Approval and acceptance of the dissertation prospectus require a favorable vote of a majority of the Dissertation Advisory Committee. Successful presentation of the prospectus enables the candidate to proceed to candidacy. To confirm that success, the Dissertation Advisory Committee signs the Recommendation to Doctoral Candidacy form available at http://education.gsu.edu/files/2013/08/RecommendationtoDoctoralCandidacy.pdf. This form should be submitted to OAA and Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum.

The Dissertation Advisory Committee may require the student to pursue additional courses, reorganize the dissertation design, or choose another dissertation topic prior to giving final approval of the prospectus.

Once the prospectus has been presented and approved by the Dissertation Advisory Committee, an IRB application for research must be approved before the start of the dissertation study for all studies that involve human subjects (for more, refer to: http://ursa.research.gsu.edu/human-subjects/).

**Admission to Candidacy for the Degree**

When a student has completed all degree requirements except the dissertation, their Dissertation Advisory Committee may recommend to the Dean of the CEHD that the student be admitted to candidacy for the Doctor of Philosophy degree. It is recommended that the pre-candidacy requirements be completed within five years of acceptance into the CEHD’s doctoral program. However, the Dissertation Advisory Committee determines the sequence and timing of the prospectus process. Extending this process beyond the five years requires the student to request an extension from the Associate Dean of Graduate Studies and Research.

To be recommended for candidacy, a student must have:

1. Satisfactorily completed all coursework required in the program of study (not including dissertation credits)
2. Satisfactorily completed all residency requirements
3. Successfully completed the comprehensive examination
4. Submitted and presented an approved Dissertation Prospectus

A student must be recommended for candidacy within seven years of his or her term of first matriculation, that is, when the student took the first course to be counted toward completion of degree requirements (See Graduate Catalog). The student must successfully complete all degree requirements, including the approval of the final dissertation, within nine years of the student’s first matriculation into the Ph.D. program.

**Dissertation**

The dissertation and defense are the culminating activities in the students’ doctoral program, demonstrating high levels of scholarly and intellectual activity. The dissertation is an original contribution to knowledge in the field of study through disciplined inquiry and should reflect independent and creative thinking. Prior to implementing the dissertation study, the student must obtain approval and follow university policy on research on human subjects (see www.gsu.edu/irb for more information). Conducting, writing, and defending the dissertation are done in accordance with the highest professional standards.
Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until graduation. These hours of credit must include a minimum of 15 semester hours of dissertation (ECE 9990) but may also include other coursework. Doctoral students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) the term all degree requirements are completed. The students must be enrolled in at least three semester hours of coursework during the academic term in which they defend the dissertation.

All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education and Human Development in its Guide for Preparing Dissertations at [http://education.gsu.edu/student-services/forms-policies-regulations/](http://education.gsu.edu/student-services/forms-policies-regulations/). The guide should be consulted soon after the students complete their comprehensive examination successfully.

The purpose of the oral defense of the dissertation is to enable the Dissertation Advisory Committee to judge the quality of the investigation and students' ability to defend their work.

**Dissertation Completion Timeline**

When the dissertation is completed and ready to defend, students should consult with their Dissertation Advisory Committee Chair about a time to schedule the dissertation defense. Students are advised to allow for a minimum of 4 weeks from the time the dissertation is submitted to their committee to the date of the defense. Additionally, the dissertation must be defended between the first day of classes and the last day of final examinations; it cannot be defended between academic terms. Students should consult the current deadlines for doctoral candidates to plan the timely announcement of the dissertation defense. For details on the timeline, see Appendix F.

In general, the timeline is as follows:

1. Students consult with Dissertation Advisory Committee Chair to schedule dissertation defense.
2. The completed dissertation is submitted to the full Dissertation Advisory Committee and the Department Chair at least 4 weeks before the scheduled defense.
3. After receiving the dissertation, all committee members acknowledge receipt and provide feedback within a minimum of 2 weeks. Some dissertation chairs may request more than two weeks for review of the documents. It is the student’s responsibility to clarify this deadline with the Dissertation Advisory Committee Chair and the individual committee members. The chair of the committee will contact each committee member to get agreement on proceeding with the dissertation defense.
4. A public announcement of the oral defense of the dissertation is disseminated by the Office of Academic Assistance and Graduate Admissions to the College of Education and Human Development faculty. The announcement must be submitted to the Associate Dean for Graduate Studies and Research at least 15 calendar days prior to the scheduled defense.
5. At the same time the announcement of the oral defense is submitted, a copy of the completed dissertation is uploaded to coedissertations@gsu.edu for faculty review in the Office of Academic Assistance and Graduate Admissions. The announcement of the oral defense includes the date and location of the defense and an abstract of the dissertation of no more than 350 words.
The oral defense is scheduled on the main campus of the university during regular dates of operation (i.e., between the first day of classes and the last day of final examinations each term, excluding official holidays). The oral defense must be attended by all members of the Dissertation Advisory Committee and is open to all College of Education and Human Development faculty and invited guests. The Dissertation Advisory Committee will ask questions and engage the student in a discussion about their research. Following this discussion, the committee will invite other faculty and guests present to question the candidate and to communicate to the committee their professional reactions. After the presentation and the discussion, the student and all others present may be asked to leave the room so the committee can decide if the student has completed successfully the dissertation defense.

Approval and acceptance of the doctoral dissertation requires a favorable vote of a majority of the Dissertation Advisory Committee. The student is responsible for obtaining signatures of the Dissertation Advisory Committee and Department Chair on the Acceptance Page of the dissertation. The signed form should be submitted to OAA and Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum.

**Electronic Master’s Theses and Doctoral Dissertations Policy**

To insure that all master’s theses and doctoral dissertations produced at Georgia State University are captured, preserved, and appropriately made available, the University requires all students who produce a master’s thesis or doctoral dissertation in fulfillment of his/her degree to upload the final version of these documents to ScholarWorks@Georgia State University as a condition of the award of the degree.

**Doctoral Assistantships, Instructorships, and Fellowships**

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are available to selected doctoral students who demonstrate outstanding academic skills, expertise, and departmental or college need. Assistantships are made available through the student’s department and a limited number through the Office of the Dean. Students receiving an assistantship must register for 18 SH for each semester they are funded.

Students receiving assistantships are required to register for ECE 7975. This course includes mandatory sessions designed to support GRAs/GTAs with professional development key to their success as an academic. Topics will be decided by Ph.D. faculty with student input. Fall sessions will be three professional development sessions. Spring session will consist of 2 professional development sessions and student Annual Reviews.

**Travel**

Students may only receive departmental travel funds once a year, pending availability.

**Requirements for Degree Completion**

The purpose of requiring completion of all degree requirements within a fixed period of time is to ensure currency, continuity, and coherence in the academic experiences leading to the degree. All degree requirements must be successfully completed within nine years of the students’ term of first
matriculation. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years of the student’s first term of matriculation. No coursework that was completed more than seven years prior to admission to candidacy may be used to meet any doctoral degree requirement.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until graduation. This enrollment must include a minimum of 15 semester hours of dissertation (9990) credit but may also include other coursework.

Students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) during the academic term in which all degree requirements are completed.

Graduation

Graduate degree candidates must file a formal application for graduation with the Graduation Office at least two academic terms in advance of their expected graduation dates. Deadlines are published online at http://registrar.gsu.edu/graduation/. Students receiving the Ph.D. degree may have some additional cost relative to graduation. The form for changing the date of graduation is also located at http://registrar.gsu.edu/graduation/.
Appendix A

Doctoral Advisory Committee Responsibilities

The Doctoral Advisory Committee assists the student in:
- planning an appropriate program of study
- participating in annual reviews
- defining non-course requirements (such as residency, apprenticeships, examinations, etc.)
- preparing to study for the comprehensive examinations

The Doctoral Advisory Committee has the further supervisory responsibility for:
- approving the program of coursework
- approving non-course requirements (such as residency, apprenticeships, examinations, etc.)
- judging the acceptability of the written and oral comprehensive exams

Dissertation Advisory Committee Responsibilities

The Dissertation Advisory Committee assists the student in:
- developing the dissertation prospectus
- developing the doctoral dissertation

The Dissertation Advisory Committee has the further supervisory responsibility for:
- judging the acceptability of the dissertation prospectus
- recommending admission to candidacy
- judging the acceptability of the dissertation
- judging the acceptability of the oral defense of the dissertation
Appendix B

Doctoral and Dissertation Advisory Committees Sheet
(See GSU Graduate catalog for more information)

Initial committee (at least 3 members with graduate research faculty status)

__________________________ Chair (full-time, earned doctorate, tenure track, in the dept., at GSU one year, graduate research faculty status)

__________________________ (full-time, in CEHD, earned doctorate, graduate research faculty status)

__________________________ (outside the major, earned doctorate or other terminal degree)

Dissertation committee (at least 4 members with an earned doctorate, at least 3 must have graduate research faculty status in CEHD or approved by reciprocal agreements between colleges and schools, which recognizes each others’ graduate research faculty. Any proposed member not meeting these requirements must be approved by the Associate Dean of Graduate Studies and Research.)

__________________________ Chair (full-time, earned doctorate, tenure track, in the dept., at GSU one year, graduate research faculty status)

__________________________ (full-time, earned doctorate [see above requirements])

__________________________ (full-time, earned doctorate [see above requirements])

__________________________ (outside the major [see above requirements])

The following website is helpful in identifying faculty holding graduate research faculty status: http://mycehd.gsu.edu/faculty/resources-policies-forms/
Appendix C

Program Planning Worksheet
Ph.D. in Early Childhood and Elementary Education

Total degree hours: Minimum 63 semester hours

Research hours: Minimum 21 semester hours

Major hours: Minimum 27 semester hours

Dissertation hours: Minimum 15 semester hours

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<thead>
<tr>
<th>CORE (21 hour minimum)</th>
<th>MAJOR (27 hour minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPRS 8500 Qualitative/Interpretive</td>
<td>ECE 9360 Curriculum, Issues, and Historical</td>
</tr>
<tr>
<td>Research in Education I</td>
<td>Perspectives in Early Childhood Education</td>
</tr>
<tr>
<td>EPRS 8530 Quantitative Methods and</td>
<td>ECE 9800 Scholarly Inquiry</td>
</tr>
<tr>
<td>Analysis in Education I</td>
<td></td>
</tr>
<tr>
<td>Research track elective</td>
<td>ECE 9860 Evaluating and Interpreting</td>
</tr>
<tr>
<td></td>
<td>Research in Early Child and Elementary</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>Research track elective</td>
<td>ECE 9960 Advanced Theory and Research in</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
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<tr>
<td>Advanced research elective</td>
<td>Elective</td>
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<tr>
<td>Advanced research elective</td>
<td>Elective</td>
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<tr>
<td>Social Foundations of Education OR</td>
<td>Elective</td>
</tr>
<tr>
<td>Psychology of Learning course</td>
<td></td>
</tr>
<tr>
<td>ECE 9990 Dissertation hours (15 SH)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

NOTE: All courses are 3 semester hours (SH) unless noted otherwise.
Appendix D
Possible Courses for Ph.D. Core

A two-course sequence (6 SH) in research methodology is required. Two additional courses (6 SH) in advanced research methods as identified by the Doctoral Advisory Committee are also required. Possible research courses are:

Research Courses

Quantitative Methodology
- EPRS 8530 Quantitative Methods and Analysis in Education (3)
- EPRS 8540 Quantitative Methods and Analysis in Education II (3)
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 Bayesian Statistics (3)
- EPRS 9550 Multivariate Analysis (3)
- EPRS 9560 Structural Equation Modeling (3)
- EPRS 9570 Hierarchical Linear Modeling I (3)
- EPRS 9571 Hierarchical Linear Modeling II (3)
- EPRS 9900 Research Design (3)

Qualitative Methodology
- EPRS 8500 Qualitative/Interpretive Research in Education (3)
- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology
- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology
- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

Measurement Methodology
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)
- EPRS 8920 Educational Measurement (3)
- EPRS 9350 Introduction to Item Response Theory (3)
- EPRS 9360 Advanced Item Response Theory (3)

Social Foundations and Psychology of Learning
- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
EPSF 8340 History of American Education (3)
EPSF 9260 Epistemology and Learning (3)
EPY 8030 Advanced Applied Behavior Analysis (3)
EPY 8050 The Psychology of Instruction (3)
EPY 8070 Understanding and Facilitating Adult Learning (3)
EPY 8080 Memory and Cognition (3)
EPY 8180 Development During School Age (5 to 18 Years) (3)
EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
Appendix E

Report of Doctoral Student Experiences
(Including Required Residency experience requirements)

Research * Experiences from the research apprenticeship
— Attend a conference that has a research focus or research strand (Required)*
— Present scholarly work at a conference (Required)*
— Submit a manuscript to a peer-reviewed journal as lead author or with a substantial contribution to the study and manuscript (Required)
— Write a literature review
— Critique quantitative and qualitative research articles
— Write and critique a variety of research proposals
— Question posing, collecting and analyzing data*
— Develop a Human Subjects/IRB proposal

Teaching * Experiences from the teaching apprenticeship
— Complete a University Teaching Experience, co-teaching with a faculty member (Required)
  Note: Independent teaching is not always feasible for students (and for this reason, not required to complete the residency); however, students are strongly encouraged to teach at least one course independently while in the ECEE PhD program
— Develop knowledge for scholarly teaching – research on effective college teaching, adult and student learning, learning theories, etc.
— Identify knowledge base for course content*
— Design a syllabus*
— Identify learning outcomes*
— Develop assessment measures*
— Demonstrate a variety of teaching strategies, including technology*
— Evaluate and reflect on your teaching practice (e.g., faculty evaluations, evidence of student learning, keep a journal, videotape and reflect on practice, prepare a teaching portfolio with philosophy, artifacts, reflections*

Teacher Development (below are listed possibilities, other ideas can be discussed). It is recommended that students take ECE 9400 prior to the teacher development residency experience. (At least one experience Required)
— Coach or supervise preservice or beginning teachers
— Develop/implement/evaluate a peer-coaching program
— Develop/implement/evaluate staff-development seminar(s) or workshop(s)
— Develop/implement/evaluate a mentoring program
— Develop/implement/evaluate an induction program
— Develop/implement/evaluate a program to support adults working with children

Service
— Serve the university or profession (Required)

Grants/Fellowships
— Participate in identifying and applying for a grant, scholarship or fellowship (Required)

General
Appendix F
Prospectus and Dissertation Approval Timelines

Prospectus Timeline (approximately 3 weeks)

1) The student sets a tentative date with the committee for the prospectus presentation, allowing at least 3 weeks for the overall review process.
2) The prospectus and the abstract must be submitted to the Chair of the ECEE department and the student’s Dissertation Advisory Committee at 7 days (excluding semester breaks) before submission to the Office of Academic Assistance (OAA).
3) After receiving a student’s prospectus, all committee members will acknowledge receipt and provide feedback within an agreed upon time period (minimum 1 week). Some Dissertation Advisory Chairs may request more than one week for review of the documents. It is the student’s responsibility to clarify this deadline with the Committee Chair and the individual committee members. The chair of the committee will contact each committee member to get their agreement on proceeding with the prospectus presentation.
4) The original announcement signed by the major advisor and department chair must be received by Dr. Walter Thompson, Associate Dean for Graduate Studies and Research, Dean’s Office, 10th Floor, CEHD, 15 calendar days before the date of presentation. A copy should be filed with Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum.
5) An electronic copy of the prospectus must be submitted to OAA at least 15 calendar days before the presentation.
6) Dr. Walter Thompson, Associate Dean for Graduate Studies and Research, will forward the original announcement to OAA & Graduate Admissions.

Dissertation Timeline (approximately 4 weeks)

1) The student sets a tentative date with the committee for the dissertation defense, allowing at least 4 weeks for the overall review process.
2) The dissertation and the abstract must be submitted to the doctoral student’s Dissertation Advisory Committee and Department Chair at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA) and 4 weeks before the scheduled defense.
3) After receiving a student’s dissertation, all committee members will acknowledge receipt and provide feedback within an agreed upon time period (minimum 2 weeks). Some dissertation chairs may request more than two weeks for review of the documents. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members. The chair of the committee will contact each committee member to get their agreement on proceeding with the dissertation defense.
4) The original announcement signed by the major advisor and department chair must be received by Dr. Walter Thompson, Associate Dean for Graduate Studies and Research, Dean’s Office, 10th Floor CEHD, at least 15 calendar days prior to the date of defense.

5) An electronic copy of the dissertation should be submitted to OAA at least 15 calendar days prior to the date of defense.

6) Dr. Walter Thompson, Associate Dean for Graduate Studies and Research, will forward approved original announcement to OAA & Graduate Admissions.

7) After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. If there are substantial revisions required, the committee may request another defense. **The committee chair does not sign the dissertation until all edits are complete.**

8) The signed Dissertation Acceptance Page should be submitted to OAA and Mr. Kendall Jones, ECEE Administrative Specialist, Curriculum.