

Program Manual for the Doctor of Philosophy Degree in Early Childhood and Elementary Education



Welcome to the Early Childhood and Elementary Education Doctor of Philosophy (Ph.D.) program hosted by the Department of Early Childhood 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 2012)**



DEPARTMENT OF EARLY CHILDHOOD EDUCATION FACULTY

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DOCTOR OF PHILOSOPHY PROGRAM EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Introduction

This handbook offers Doctor of Philosophy Degree (Ph.D.) students an overview of Georgia State University (GSU) and the Department of Early Childhood Education (ECE). Particular attention is given to the procedures and requirements for applying and completing a doctoral degree in Early Childhood and Elementary Education.

Georgia State University

Since its founding in 1913, Georgia State University has experienced remarkable growth. Today, it is a research institution and the largest urban university in the Southeast, with over 32,000 students enrolled in undergraduate, graduate, and professional degree programs. GSU features six academic colleges and an educational philosophy that combines research, teaching, and service into one learning experience.

GSU's main campus is located in the heart of Atlanta's business, government, and retail districts. Therefore, the campus is easy to access. Within a few blocks are three major interstate highways, bus service, and a mass transit system with stops at the University. This dynamic urban area provides an ideal setting for university work.

Department of Early Childhood Education Faculty

The Department of Early Childhood 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 the initial certification programs and the advanced-degree programs (Master's of Education, Specialist in Education, and Doctor of Philosophy programs). 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 Department's website at <http://education.gsu.edu/ece/> and at the beginning of this document.

Conceptual Framework

The Beliefs that Guide the Development of ECE Scholars and Leaders

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 support 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

| Unit Outcomes Based on NBPTS Core Propositions | NAEYC Guidelines for Doctoral Candidates | Doctoral Program Courses and Experiences |
|---|--|--|
| 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 about teaching and learning. | #16 Understand research methods and findings and translate them into practice; disposition to create new knowledge #20 Interpret and expand knowledge base by completing a dissertation | * Research apprenticeship *CORE courses *Residency *Prospectus and dissertation *Research forums |
| 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 PhD 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 PhD 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 endorse 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, can teach at the college level, and can 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 and fall admissions. Interviews are held each spring. Application forms and information about deadlines and submitting transcripts and test scores can be obtained from the Office of Academic Assistance, College of Education at (404) 413-8000 or online at <http://education.gsu.edu/oaa/index.htm>

Admission Criteria

Admission into the program is based on the following criteria.

- A master's degree from an accredited graduate institution or the equivalent as decided by the Faculty Committee on Doctoral Programs.
- A 3.3/4.0 cumulative graduate grade point average (Cum. GPA) on all previous graduate work.
- A Graduate Record Examination (GRE) test scores must be reported officially at the time of application to the doctoral program, rather than taken from student records or transcripts, and can be no more than 5 years old.
- 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. 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 Department.
- A current vita or resume summarizing prior educational and employment history and pertinent professional activities.
- A sample of scholarly writing (e.g., master's thesis, term paper, unpublished manuscript, or other written work). We suggest you check all manuscripts for correct citations of others' work. <http://www.turnitin.com/static/home.html> provides one source for checking written work. *Plagiarism is considered a serious breach of academic integrity.*
- 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 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 in 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 the campus.

If students in the Educational Specialist program in Early Childhood Education successfully completed ECE 8400 Teacher Development (3) and ECE 8410 Curriculum Theory, Design, and Application (3), these courses can substitute for ECE 9360 Curriculum, Issues, and Historical (3), Perspectives in Early Childhood Education (3), and ECE 9400 Teacher Development in Early Childhood Education (3) in the Early Childhood and Elementary Education Ph.D. program.

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 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.

Initially, the Doctoral Advisory Committee includes a minimum of three persons holding earned doctorates. The major advisor (a) serves as the chair of the Doctoral Advisory Committee, (b) is a full-time, tenure-track member of the College of Education (COE) who holds primary appointment in the Department of Early Childhood Education, (c) has been a member of the faculty of GSU for at least one academic year, and (d) is a member of the Graduate Faculty. A second member of the Doctoral Advisory Committee must also be a full-time member of the Department of Early Childhood and a member of the Graduate Faculty. The third member must represent an academic major outside the department major field of study. Early in the development of the Dissertation Prospectus, the Doctoral Advisory Committee is expanded by at least one member (now a minimum of four members) holding an earned doctorate (see section on Dissertation Prospectus). All appointments to a Doctoral Advisory Committee, including its Chair, are subject to approval by the student, the Department Chair, and the Dean of the College of Education. Once a Doctoral Advisory Committee is established, the committee, the student, the Department Chair, and the Dean of the COE must approve any change in membership.

Graduate Faculty at GSU have met a rigorous set of scholarly criteria established by the College of Education and are recommended by their department chair and reviewed by members of the Academic Affairs Committee. Currently several members of the ECE Department serve as graduate faculty and are the ones who may work with doctoral students in a variety of capacities. This includes advisement; comprehensive examination preparation; university teaching, teacher development, and research apprenticeship supervision; and prospectus and dissertation committee membership or chairmanship.

It is important for the student to maintain frequent contact with the major advisor, members of the Doctoral Advisory Committee, and other members of the ECE 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 ECE 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 Pilcher research forums 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. The student must earn a minimum of thirty-six (36) semester hours at Georgia State University. A maximum of 18 semester-hours credit may be transferred from other institutions.

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 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 Education. Students will choose electives that will, together, 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 Bulletin*.

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* (see Appendix G) and the *GSU Graduate Bulletin*.

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 Research Core (minimum 21 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 (6SH) in advanced research methods as identified by the Doctoral Advisory Committee.

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

Possible courses for the research core are listed in Appendix G.

The Major (minimum 27 SH)

Required courses (12 SH):

- ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood Education (3 SH)
- ECE 9800 Doctoral Studies (1SH) [*taken 3 times in first two years*]
- ECE 9860 Evaluating and Interpreting Research in Early Child and Elementary Education (3 SH)
- ECE 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 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/EPRS 9380 Discourse Analysis (3)
- ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education (3)
- ECE 9400 Teacher Development (3)
- ECE 9850 Research Seminar in Early Childhood and Elementary Education (3)
- ECE 9810 Directed Readings (1-3)
- ECE 9860 Teacher-child Relationships in Early Childhood (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 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 courses applicable to the Doctor of Philosophy degree.

Dissertation (minimum 15 SH)

Program total: minimum of 63 semester hours

Non-coursework Requirements

The development of professional behaviors is an important part of a Ph.D. program. The faculty in the Department of Early Childhood Education believes that such behavior is learned through experience and dialogue. To assist the student's development of these behaviors, students must successfully complete (a) residency experiences, (b) an annual review each year before admission to candidacy, (c) written comprehensive examinations and an oral discussion of the comprehensive examination. The student must successfully complete all non-coursework 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 internship
- Guide a professional development experience for teachers (e.g., supervising novice teachers; guiding professional development for experienced teachers)
- 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 a student undertakes an residency experience without such approval, s/he is doing so at her/his 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.**

Annual Review

An annual Review of Ph.D. students in the Early Childhood and Elementary Education Ph.D. program occurs each fall semester. Doctoral students in their first or second semester are exempt. Ph.D. students must submit the following documentation to the chairperson of the Committee by November 1 of each year. The departmental Ph.D. Committee reviews each student's work. The review format is different depending on whether the student has or has not advanced to candidacy.

Students who have not advanced to candidacy submit the first three items to the Committee as follows:

1. Planned program with courses and course grades
2. A written report of progress including progress on coursework and residency experiences, activities/experiences from the previous year, professional goals, and plans for the coming year
3. Completed copy of doctoral student experiences form

The following information is optional:

- ◆ Artifacts to provide evidence of growth
- ◆ Information on student performance from the instructors
- ◆ Information on student performance and professional growth from other members of the committee who have been associated with the student during the previous year
- ◆ Any pertinent student-authored publications.

Students who have advanced to candidacy must submit to the chairperson of the Ph.D. Committee a written summary of progress toward the completion of their dissertation.

Annual Review Procedures are as follows: A subcommittee of the Ph.D. committee meets to review student progress. If the student has a program advisory committee, the chair of the committee attends. Students present their information to the group. The evaluation includes (a) academic progress, (b) apprenticeship and residency progress, (c) professional growth, and (d) professionalism. The committee rates student progress as satisfactory or unsatisfactory. The student receives the Committee's report by the end of April.

Any student receiving an initial unsatisfactory evaluation must meet with his/her Doctoral Program Advisory or Dissertation Committee to devise a remediation plan. A copy of this plan is filed with the Chair of the Ph.D. committee. Students who receive two unsatisfactory annual evaluations are notified that their academic standing is in jeopardy and that the Ph.D. committee will review their status for continuation in the program.

Comprehensive Examination

The Comprehensive Examination requires that students demonstrate ability to critically discuss theory, research, and practice in early childhood and elementary education as well as synthesize and apply their knowledge of theory, research, and practice. The outcome for students is to develop as scholars, thinking and conducting themselves as academics.

Components of the Comprehensive Examination. There are two components of the comprehensive exam: a written and an oral component. Both components are evaluated.

For the **written component**, the student will select *one* task from Category 1 and *one* task from Category 2.

Written Category 1: Synthesis of ECE knowledge base (select 1.1 **OR** 1.2)

- 1.1 Answer three on-campus questions related to the Major through research and/or student's cognate.
 - Questions should be discussed with advisor/committee and provided ahead of time.
 - Time for responding to the questions should be scheduled in advance with the advisor/committee.
 - A laptop computer is provided by the department at the time of the response.

- Students have nine hours to answer all questions and can choose to do it in one or two days.
- The response time is proctored and timed.
- Only a reference list allowed to accompany the student during the proctored, timed response.

1.2 Answer two take-home questions related to the Major through research and/or student's cognate.

- The student and committee collaborate to decide on questions.
- Responses are constructed during a three to four week timeframe.
- Responses are recommended to be approximately 20-25 pages (total for both questions).
- A peer editor is encouraged; faculty are not allowed to read/edit responses.

Written Category 2: Application of synthesized knowledge base (select 2.1 **OR** 2.2)

2.1 Analyze a research article based on different lenses (see prompt).

- A research article is provided by faculty in consultation with advisor/committee. Responses are constructed during a three to four week timeframe.
- Responses are recommended to be approximately 10-12 pages.
- Responses should align with theoretical lenses presented in courses (e.g., child development, curriculum, curricular and policy issues, and research). This could be from an historical and/or current perspective.

2.2 Design a course related to agreed-upon topic of interest (see prompt).

- Students choose an original topic for a course based on personal interests and committee approval (the committee decides level: undergraduate or graduate).
- Students develop an annotated reading list for course readings.
- Students write an 6-8 page paper describing their thinking as they plan for the course. Relevant literature/research should inform course design. Methods for selecting relevant literature should be described. A theoretical framework and a justification for chosen pedagogy should be included. This paper is not only reflective but it also draws heavily on literature, theory, and research to support the course.
- Students will construct a syllabus for this course including: 1) goals and outcomes; 2) readings, listenings, viewings, and text if appropriate; 3) pedagogical activities; 4) assignments; and 5) assessments, including one example and rubric or criteria for evaluation.
- Responses should be constructed within a three to four week timeframe.
- Student will submit three pieces: (1) Annotated bibliography, (2) course design rationale (maximum 10 pages), and (3) syllabus.

The **oral component** is an in-depth discussion (up to two hours) among the student and committee members is based on the student's written component. The purpose of the oral component is to expand and clarify understandings of written material and demonstrate ability to discuss your thinking and ideas orally. Steps for the oral component are as follows:

1. After passing the written component, the chair of the committee gathers and organizes areas for discussion from committee members.
2. Students receive feedback on "major" areas of concern from committee chair and prepare accordingly.

3. Students will re-read their written material, critically examine their work, and anticipate/generate possible questions from faculty.
4. Students will lead a discussion with the committee to expand and to clarify ideas about their work.
5. Students may bring an outline of their thoughts; a PowerPoint presentation is not appropriate.
6. If unsatisfactory, the committee will decide on remediation before rescheduling orals.

Procedures for the Comprehensive Examination. During the year completing coursework, the student will meet with his or her Doctoral Advisory Committee to discuss the comprehensive examinations. The topics and examination questions are based on the student's specific interest in the field of early childhood education, his or her coursework, and the foundational knowledge in ECE. At the meeting, the committee and doctoral student discuss specific topics and questions to be addressed. The committee will make suggestions about preparing for the exam. If in preparing for the exam, a student wants to change a topic, he or she must get committee approval. If the changes are extensive, the student must meet again with the committee.

These exams are scheduled at or near the completion of the student's coursework at a time convenient for the student and the committee. All apprenticeships must be complete. The chart below provides a timeline for completing comprehensive exams.

Time Frame.

| | | |
|--------------|---|-----------------------------------|
| Step 1 | Student meets with committee to determine the two written components | |
| Step 2 | Student completes 1st written component | No more than 4 weeks |
| Step 3 | Student completes 2 nd written component | No more than 4 weeks |
| Step 4 | Faculty read student's work. Student receives notice of passing; feedback on major concerns | No more than 3 weeks |
| If necessary | Student re-writes any components they did not pass | 30 days from time of notification |
| Step 5 | Schedule oral component | |

Evaluating the Comprehensive Examination. All members of the committee read and respond to the examination with the understanding that committee members will focus their feedback in their area of expertise. Feedback to the student is given within three weeks after the student completes the examination. Written material is evaluated by the committee and noted as Pass/Fail. Passing a task in Category 1 and Category 2 of the written component is necessary before moving to the oral component. Students will receive notice of pass/fail and feedback on major concerns. If unsatisfactory, the committee will decide on remediation and the student will be given another opportunity to do a second writing. Students are allowed two opportunities to pass the written component.

After the student has passed the written components, the committee decides if the student is ready to proceed to the oral examination. Permission to proceed to the oral examination should not be interpreted to mean that the student has passed the comprehensive examination. Passing of the entire comprehensive examination will be decided after the oral examination and after the committee members determine whether the student has demonstrated the primary skills assessed by the comprehensive examination process: (a) the ability to provide an in-depth written analysis, (b) the ability to demonstrate in writing a thorough understanding of research, the content in the major, and the cognate area, (c) the ability to synthesize and apply their knowledge and (d) the ability to present one's thinking and ideas orally. The oral component will be scheduled within four weeks from when the committee provides feedback to the student on his/her written components of the exam.

Procession to the next step of the doctoral program, writing the dissertation prospectus, is only permitted once all three 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.

Procession to Candidacy

After the successful completion of the comprehensive examination and prior to the development of the prospectus, the student and his or her Doctoral Advisory Committee will consider reconstitution of the committee to form the Dissertation Advisory Committee. All requirements for the construction of the Doctoral Advisory Committee apply to the Dissertation Advisory Committee with the addition that the committee chair and all but one of the committee members must hold graduate faculty status within the College of Education. The members of the Dissertation Advisory Committee represent expertise in the area of the dissertation research topic and the proposed research methodology. The final committee includes no fewer than four members. Any additional changes to the membership of the committee or the chair occur at this time.

The student will contact the Office of Academic Affairs to ensure all paperwork for procession to candidacy are filed and approved. Procession must be completed prior to submission of the dissertation prospectus. Students may begin taking dissertation hours (ECE 9990) after passing comprehensive exams.

The Dissertation Prospectus Submission and Approval of a Dissertation Prospectus

Submission and approval of the dissertation prospectus follows the student's successful completion of the comprehensive examination. The dissertation prospectus offers the Doctoral Advisory Committee evidence of the significance and rationale of the proposed study, the philosophical/theoretical knowledge base within which the dissertation topic is developed, the methodology or procedures to be employed, and any anticipated implications of the findings or conclusions. The prospectus reflects the student's preparedness to conduct the investigation and write the dissertation.

When the student and the Doctoral Advisory Committee are ready to submit the dissertation prospectus for final approval, one copy is provided for the Department Chairperson's approval. Please allow at least one week for the Department Chair to read and approve the prospectus. Once approved, a public announcement of the presentation of the prospectus is disseminated to the COE faculty via the Office of Academic Assistance at least two weeks prior to the scheduled presentation. At the same time, a copy of the dissertation prospectus is made available for faculty review in the Office of the Dean of the College of Education. The Announcement of the Prospectus Presentation includes the date, the location of the presentation, and an abstract of no more than 350 words. Appendix F provides detail about the expected timeline for a Prospectus and Dissertation.

The Prospectus Presentation. The purpose of the prospectus presentation is to provide the college faculty an opportunity for scholarly critique of the proposed research. The prospectus presentation is scheduled on the main campus of the University during regular dates of operation (that is, between the first day of classes and the last day of final examinations, excluding official holidays). The prospectus presentation must be attended by no fewer than four members of the expanded Dissertation Advisory Committee and is open to all College of Education faculty and invited guests. Guests are invited to communicate to the candidate and the Committee their professional reactions and suggestions.

For the prospectus presentation, the student prepares a presentation of the proposed dissertation research. Once the presentation is complete, those present ask questions and discuss the proposed research plan with the student. 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 successfully completed the prospectus process.

Approval and acceptance of the dissertation prospectus requires a favorable vote of a majority of the Dissertation Advisory Committee members; however, the majority must include no fewer than four members regardless of the size of the committee. The dissertation advisory committee may require the student to pursue additional courses, reorganize the dissertation design, or choose another dissertation topic. Successful presentation of the prospectus enables the candidate to proceed to candidacy.

The dissertation advisory committee determines the sequence and timing of the prospectus process. However, it is recommended that these pre-candidacy requirements be completed within five years of acceptance into the College of Education's doctoral program.

Admission to Candidacy for the Degree

When a student has completed all requirements except the dissertation, the student's Dissertation Advisory Committee may recommend to the Dean of the COE that the student be admitted to candidacy for the Doctor of Philosophy degree. To be recommended for candidacy, a student must have:

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

Dissertation

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.

The dissertation and defense demonstrate the highest levels of scholarly and intellectual activity during the doctoral process and are the culminating activities in a student's doctoral program. The dissertation should contribute to the student's field of interest 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).

Graduate students in the College of Education must register for **two out of every three** consecutive semesters after successful completion of comprehensive exams. These hours of credit must include a minimum of nine semester hours of dissertation (ECE 9990) credit but may also include other coursework. In order to graduate, students must be actively enrolled (at least 3 SH) during the semester of the dissertation defense.

Once the dissertation study is complete and the dissertation is written, the student prepares for the oral defense. The purpose of the oral defense is to enable the Dissertation Advisory Committee to judge the quality of the investigation and the student's ability to defend his or her work. Approval of the dissertation shall be by a majority vote of the Dissertation Advisory Committee. No fewer than four members of the Dissertation Advisory Committee must attend the oral defense. This defense is open to all faculty and invited guests. See the Graduate Catalog for procedures for public announcement of the oral defense and submitting the dissertation for faculty review in the Office of Academic Assistance

and Graduate Admissions. All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education in its *Guide for Preparing Dissertations*.

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,
- developing the dissertation prospectus,
- developing the doctoral dissertation.

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 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 Advisory Committees (See GSU Graduate catalog for more information)

Initial committee (at least 3 members, all but one must have graduate faculty status)

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

_____ (full-time, earned doctorate)

_____ (outside the major)

Dissertation committee (at least 4 members, 3 must have graduate faculty status)

_____ Chair (full-time, earned doctorate, tenure track, in the dept.,
at GSU one year)

_____ (full-time, earned doctorate)

_____ (full-time, earned doctorate)

_____ (outside the major)

The following website is helpful in identifying faculty holding graduate faculty status.
http://education.gsu.edu/main/grad_membership.htm

**Appendix C
Program Planning Worksheet
Ph.D. in Early Childhood**

Total degree hours: 63 semester hours

Research hours: 21 semester hours

Major hours: 27 semester hours

Dissertation hours: 15 semester hours

| CORE (21 hour minimum) | MAJOR (27 hour minimum) |
|--|---|
| EPRS 8500 Qualitative/Interpretive Research in Education I | ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood Education |
| EPRS 8530 Quantitative Methods and Analysis in Education I | ECE 9800 Doctoral Studies (I) [<i>taken 3 times in first two years</i>] |
| Research track elective | ECE 9860 Evaluating and Interpreting Research in Early Child and Elementary Education |
| Research track elective | ECE 9960 Advanced Theory and Research in Child Development |
| Advanced research elective | Elective |
| Advanced research elective | Elective |
| Social Foundations of Education OR Psychology of Learning course | Elective |
| | Elective |
| ECE 9990 Dissertation hours (15 SH) | Elective |

NOTE: All courses are 3 semester hours (SH) unless noted otherwise.

Appendix D
Report of Doctoral Student Experiences
(Including 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)**
- 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

Service

- Serve the university or profession **(Required)**

Grants/Fellowships

- Participate in identifying and applying for a grant, scholarship or fellowship **(Required)**

General

- Create a vita

— Create a cover letter

Appendix E Prospectus and Dissertation Timelines

Prospectus Timeline (approximately 5 weeks)

- 1) The student sets a tentative date with the committee for the prospectus presentation, allowing at least 5 weeks for the overall review process.
- 2) The prospectus and the abstract must be submitted to the doctoral student's Chair and committee members at least 3 weeks (not including semester breaks) prior to 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 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 his or her agreement on proceeding with the prospectus.
- 4) The prospectus and abstract must be submitted to the Department Chair at least 7 days before submission to OAA.
- 5) The prospectus must be submitted to OAA 10 working days prior to the scheduled prospectus presentation.

Dissertation Timeline (approximately 6 weeks)

- 1) The student sets a tentative date with the committee for the dissertation defense, allowing at least 6 weeks for the overall review process.
- 2) The dissertation and the abstract must be submitted to the doctoral student's Chair and committee members at least 4 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA).
- 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 dissertation and abstract must be submitted to the Department Chair at least two weeks before submission to OAA.
- 5) Two copies of the complete dissertation and the original and 20 copies of the Announcement of Dissertation Defense form must be submitted to OAA 10 working days prior to the scheduled dissertation defense.
- 6) 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.**

APPENDIX F

Possible Research Core Courses

Humanistic and Behavioral Studies courses are designed to help students understand the social, political, cultural, and historical contexts of education and **the psychology of instruction and learners**. To develop these understandings, students are required to select one course from the Humanistic and Behavioral Studies and one course from the Psychology of Instruction and Learners (6 hours minimum).

Humanistic and Behavioral Studies Courses

| | |
|---------------|-------------------------------|
| EPSF 8270 | Philosophy of Education |
| EPSF 8280 | Anthropology of Education |
| EPSF 8310 | Sociology of Education |
| EPSF 8320 | Politics in Education |
| EPSF 8340 | History of American Education |
| ECE/EPRS 9120 | Poststructural Inquiry |
| EPSF 9260 | Epistemology and Learning |

Psychology of Instruction and Learner Courses

| | |
|--------------|---|
| EPY 8030 | Advanced Applied Behavioral Analysis |
| EPY 8050 | Psychology of Instruction |
| EPY 8070 | Understanding and Facilitating Adult Learning |
| EPY 8080 | Memory and Cognition |
| EPY 8180 | Development during School Age (5-18 years) |
| EPY/CPS 8200 | Advanced Developmental Psychology I: Cognition and Intelligence |
| EPY/CPS 8200 | Advanced Developmental Psychology II: Personality and Socialization |

Quantitative - Methodology

| | |
|-----------|--|
| EPRS 8540 | Quantitative Methods of Analysis in Education II (3) |
| EPRS 8550 | Quantitative Methods and Analysis in Education III (3) |
| EPRS 8650 | Categorical Data Analysis (3) |
| EPRS 8820 | Institutional Research (3) |
| EPRS 8830 | Survey Research, Sampling Principles, and Questionnaire Design (3) |
| EPRS 8840 | Meta-Analysis (3) |
| EPRS 9550 | Multivariate Analysis (3) |
| EPRS 9560 | Structural Equation -Modeling (3) |
| EPRS 9570 | Hierarchical Linear -Modeling (3) |
| EPRS 9990 | Advanced Research (3) |

Qualitative -Methodology

| | |
|---------------|--|
| EPRS 8510 | Qualitative Research in Education II (3) |
| EPRS 8520 | Qualitative Research in Education III (3) |
| EPRS 8640 | Case Study Methods (3) |
| ECE/EPRS 9380 | Discourse Analysis (3) |
| EPRS 9400 | Writing Qualitative Research Manuscripts (3) |
| EPSF 9280 | Interpretive Inquiry in Education (3) |
| ANTH 8010 | Qualitative Methods in Anthropology (3) |

Single-Case -Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
EPY 8860 Applications of Single-Case Methodology (3)
PSYC 8011 Single-Case Research Methodology (3)

Historical Philosophical -Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
EPSF 9930 Philosophical Analysis and Method (3)
HIST 8000 Introduction to Historical Research (3)

Measurement Methodology

- EPRS 7920 Classroom Testing and Assessment (3)
EPRS 9330 Advanced Measurement Theory (3)
EPRS 9350 Introduction to Item Response Theory (3)
EPRS 9360 Advanced Item Response Theory (3)