The ECEE PhD Student and Faculty Mentoring Guide*

Early Childhood and Elementary Education Doctoral Program
Early Childhood Education Department

Georgia State University

*This guide is a supplement to the 2012-13 ECE Ph.D. Manual and GSU Bulletin. Both of these documents are authority on policy. If you entered prior to fall 2012, different requirements may be in place.
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Welcome
& Frequently Asked Questions
WELCOME

Welcome – enjoy your new learning opportunities. Here are some highlights...

You will be assigned a temporary advisor upon admission to the program. Advisors are available for advice at 404-413-8020. Caitlin McMunn Dooley is coordinator of the Ph.D. program and also is available for advisement cdooley@gsu.edu

Remember, you are responsible for keeping up with requirements, course registration, etc. Information for online registration is available at http://www.gsu.edu/registration.html. You must be authorized for all ECEE courses before you can register. Contact Elaine Jones at ekjones@gsu.edu. ECEE courses are offered in the spring, summer and fall semesters. Be sure to look at what is offered, as some are only offered every two years.

Be thinking about a permanent faculty advisor and an advisory committee (required within one calendar year or 27 hours). Advising is an honor for faculty members, so do not hesitate to ask. A form in the PHD Manual is available to assist in composing your committee.

The graduate catalog provides requirements for all doctoral students, http://www.gsu.edu/enrollment/catalogs.html. In addition, the ECEE PhD manual (2012) http://education.gsu.edu/ece/4570.html will provide more detailed information about the ECE program. Helpful information also is available at http://education.gsu.edu/oaa/4058.html

To begin your program, all new doctoral students must register for ECE 9800 Doctoral Studies (1SH) during three semesters (fall, spring, summer) during your first 2 years in the program. You will plan a program of study with your advisor. Be thinking about the type of courses that are of interest to you. Consider taking some of the research core requirements early in your program as these will be important to set you on your research path.

Get to know your fellow doctoral students in ECEE and in other departments. These will be your academic peers during your studies as well as during your initial career pathway as a researcher.

Attend all social events and academic seminars sponsored by the department. This is a good way to get to know faculty and other doctoral students. There will be various events sponsored by the college and the university of which you might want to take advantage.
ECEE PhD Frequently Asked Questions

What is the PhD program?
The Ph.D. program prepares doctoral students to become researchers, knowledgeable teachers, social activists, active seekers, thoughtful writers & speakers and leaders & collaborators.

When does the program start?
The PhD program begins with a new cohort of admitted students every Summer and Fall. The application deadline is January 15 and interviews are held each Spring.

How do I apply?
You may apply for admission to GSU at graduate application online:
http://education.gsu.edu/main/GraduateAdmissions.htm
Application and forms may also be obtained in the Office of Academic Assistance.

What degree and certification will I receive when I complete the program?
You will have a PhD in Early Childhood and Elementary Education. Our college does not recommend for certification at the doctoral level but you would be eligible for a T-7 through application to the professional standards commission.

Can I work and take classes too?
Yes, most classes start at 4:30 and 7:15.

I have been teaching young children for many years. Will this experience count in my program? Yes.

What will I need to apply to GSU?
All application information is available at http://education.gsu.edu/oaa/4427.html In addition, frequently asked questions about the application process are available at http://education.gsu.edu/oaa/3999.html

Can I transfer credits into the Ph.D program?
You may transfer up to 18 hours from approved programs. The courses will be reviewed to determine a fit with your program of study.

Can I get someone to review my transcripts before I apply to GSU?
No, unfortunately we are unable to provide advisement or transcript evaluation unless a student has applied for admission.
How much does it cost to attend GSU?
See the following website for complete information about tuition, fees, expenses and financial aid: http://www.gsu.edu/admissions/tuition_and_fees.html

Who will be my adviser?
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.

For additional information, For further information regarding ECEE and the Ph.D. Program, please visit our website at http://education.gsu.edu/ece/. Additionally, you may contact Dr. Caitlin McMunn Dooley at 404-413-8020 or cdooley@gsu.edu
Goals of the Doctoral Program
Goals of the Doctoral Program

The ECE 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, community and/or the profession.
Annual Review
Annual Review

Each year the PhD faculty members review the progress of all current doctoral students in the ECEE Program. The purpose of the process is to support and document your performance and growth in the program. The Annual Review of Ph.D. occurs each fall semester. Ph.D. students will meet with faculty and must submit the following documentation to the chairperson of the Committee by October 15 of each year. Only students in their first semester of study are exempt.

Students Who Have Not Advanced to Candidacy (Candidacy begins upon completion of comprehensive exams)

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 PhD Committee a written summary of progress toward the completion of their dissertation.

Review Procedures

A subcommittee of the PhD committee meets with students to review their progress. If the student has a program advisory committee, the chair of the committee is invited to attend. 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. If concerns are noted, students will work with their program advisor/chair to devise a remediation plan. Students who do not participate in the annual review process are in jeopardy for continuing their ECEE PhD program, and the PhD committee will review their status for continuation in the program.

Submit all materials electronically to Caitlin Dooley at cdooley@gsu.edu and copy your Advisor by October 15.
Coursework and Residency Requirements

*Remember to contact Ms. Elaine Jones (ekjones@gsu.edu) prior to registering each semester for course authorization.
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.

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 early childhood and elementary 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**
Residency Requirements

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.

Also Note:
Your doctoral experience is what you make it. Ultimately, this program is about becoming an inquisitive researcher and educator who has the “habits of mind” of a scholar. You are expected to go above and beyond minimum expectations in your quest. You should be reading scholarly books and journals, seeking mentors within and beyond the program, leading your peers both locally and nationally, and continuously engaging in inquiry. If you treat this program merely as a list of things to do, courses to take, or items to check off, the loss will be yours.
## Unofficial ECEE PhD Program Planning Worksheet

Write course titles and the semester and year under courses taken; required courses already listed and noted with a *

<table>
<thead>
<tr>
<th>Research Core Courses (minimum 18)</th>
<th>Major: required classes (minimum 12)</th>
<th>Major: Electives (minimum 15)</th>
<th>Residency Experiences</th>
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</thead>
<tbody>
<tr>
<td>*EPRS 8500 Qualitative/Interpretive Research in Education (3)</td>
<td>*ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood Education (3)</td>
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<tr>
<td>*EPRS 8530 Quantitative Methods and Analysis in Education (3)</td>
<td>*ECE 9800 Doctoral Studies (1) <em>(taken 3 times in first two years)</em></td>
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<tr>
<td><em>(course in quant or qual—sequenced)</em></td>
<td><em>ECE 9860 Evaluating and Interpreting Research in Early Child and Elementary Education (3)</em></td>
<td></td>
<td></td>
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<tr>
<td><em>(course in quant or qual—sequenced)</em></td>
<td><em>ECE 9960 Advanced Theory and Research in Child Development (3)</em></td>
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<td><em>(social foundations course)</em></td>
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<tr>
<td><em>(advanced research methods course)</em></td>
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</table>
### (advanced research methods course)

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**Dissertation hrs**: **ECE 9990** (minimum 15)

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

Program total: _______ (minimum 63 hours)

Semester/Year of Admission: ________________________________

Date(s) of Annual Review(s): ________________________________

Date of Comprehensive Exam Pass: __________________________

Date of Prospectus Pass: _________________________________

Date of Dissertation Pass: ________________________________
**Official** Program of Study Form
Available at OAA website

http://education.gsu.edu/oaa/4013.html

This is what you will turn in to OAA:

![Doctoral Program of Study and Advisory Committee Form](image-url)
University Teaching Experience
University Teaching Experience

You are highly encouraged to pursue opportunities to teach university-level courses. Not only does this make you more marketable after graduation, but these experiences provide you an opportunity for mentored learning and development as an adult educator.

Formal teaching apprenticeships are available as well as Graduate Teaching Assistantships (GTAs). Doctoral students are encouraged to do an apprenticeship prior to taking on a G.T.A. appointment.

Apprenticeships need to be arranged no later than the semester prior to the semester in which you will teach (or co-teach) a class. Please discuss this with your Advisor if you are interested.
UNIVERSITY TEACHING APPRENTICESHIP

The purpose of the university teaching apprenticeship is to give the student experience planning, teaching, and evaluating a university-level course. It offers an opportunity for the student to work with a faculty member in all aspects of the provision of a course, including preparing a syllabus, scheduling topics, developing a reading list, and establishing criteria for evaluating students and the course.

Objectives of Apprenticeship Experience (under the guidance of the apprenticeship supervisor):

Outline of Apprenticeship Experience (under the guidance of the apprenticeship supervisor):

- Time Period
- Apprenticeship Supervisor
- University Course
- Description:

Evaluation of Apprenticeship (under the guidance of the apprenticeship supervisor):

Signatures

Ph.D. Student
Apprenticeship Supervisor
Advisory Committee Chair
Department Chair

Dates
GRADUATE ASSISTANT APPOINTMENT
GUIDELINES

Approved
7/13/2006

1. Appointment Criteria and Categories for Awarding Assistantships
   Students must have the permission of their degree program to hold an assistantship. In addition, they
cannot exceed their program’s limitation on the number of hours to be worked.

   Students must be eligible to work in the United States and cannot exceed any hourly limitations placed
on them by a visa.

   Graduate Laboratory Assistant (GLA)
   Graduate Research Assistant (GRA)
   Any student accepted into a graduate degree program may be appointed depending on credentials, such
   as (1) admission test scores, (2) grade point averages in previous course work or in the degree program,
   (3) previous experience, and (4) the nature of the work for which the assistantship is funded.

   Graduate Teaching Assistant, Level A (GTAA)
   Students appointed as a GTA Level A must have a baccalaureate degree and be enrolled in a graduate
program. Students holding GTAA appointments may not have a primary responsibility for a course, but
they may serve as discussion leaders in breakout sections, grade papers, or assist the primary instructor
of a course in other ways. GTAA$s will normally have completed less than 18 hours of graduate course
credits in the appropriate discipline. The department chair or division director shall determine that the
credentials of a student qualify the individual to undertake the work assignment.

   Graduate Teaching Assistant, Level B (GTAB)
   Students appointed as a GTA Level B must have a baccalaureate degree and be enrolled in a graduate
program, and will have completed more than 18 hours of graduate course credit in the appropriate
discipline. GTAB$s must be under the general supervision of regular faculty members, and there must be
a mentoring process in the department or division to assist them in their teaching activities. GTAB$s
require Board of Regents approval prior to assignment as the instructor of record for a course. The
department chair or division director shall determine that the credentials of a student qualify
the individual to undertake the work assignment.

2. Types of assistantships
A graduate student may be appointed as a graduate assistant on a semester-by-semester basis or on a
month-to-month basis (annual). A semester-by-semester appointment begins on the first day of classes
and ends on the last day of exams. Graduate assistants who are employed on a month-to-month (annual)
basis can begin work on any business day during the month. If a student is appointed on any day other
than the 1st working day of the month, the monthly stipend amount will be pro-rated.

3. Employment Classification:
   All graduate assistants are classified as exempt from the federal Fair Labor Standards Act (FLSA). Exempt
work is performed by either (a) executives/administrators; or b) professionals, and is paid on a salaried
basis regardless of the specific number of hours worked in a given week. Graduate Assistants
perform work at the professional level, utilizing content knowledge that requires at least a bachelor’s degree, and as a result are paid as exempt professionals. Graduate Assistants may not be engaged in work that is primarily or materially clerical, service/maintenance, trades/skilled crafts, or technical/paraprofessional, since such work must be classified as non-exempt under the FLSA and must be paid on an hourly basis for all hours worked, including overtime, if applicable.

A graduate assistant may not work or be paid as any other employment classification during the same month in which they either worked or were paid as a graduate assistant (i.e. student assistant, fee based).

4. Multiple Assistantships
Students generally may hold the equivalent of up to 50% FTE (approximately 20 hours per week). With the written approval of the student’s dean, a student (except foreign national students) may be permitted to hold more than a 50% FTE. If a student consistently works at more than 50% FTE, they could be considered a benefit eligible employee, and at a later date, and the department could be obligated to pay retroactive benefits.

5. Effort Commitment
One graduate assistantship is considered equivalent to 20% of a fulltime standard workweek. Please reference the scale below in order to determine the appropriate FTE:

<table>
<thead>
<tr>
<th>FTE</th>
<th>Average # hours/week</th>
<th>Total Number of Hours for Month-Month Graduate Assistants per Pay Block</th>
<th>Total # hours for Semester by Student Graduate Assistant per Pay Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>8</td>
<td>140</td>
<td>120</td>
</tr>
<tr>
<td>25%</td>
<td>10</td>
<td>175</td>
<td>150</td>
</tr>
<tr>
<td>30%</td>
<td>12</td>
<td>210</td>
<td>180</td>
</tr>
<tr>
<td>35%</td>
<td>14</td>
<td>245</td>
<td>210</td>
</tr>
<tr>
<td>40%</td>
<td>16</td>
<td>280</td>
<td>240</td>
</tr>
<tr>
<td>45%</td>
<td>18</td>
<td>315</td>
<td>270</td>
</tr>
<tr>
<td>50%</td>
<td>20</td>
<td>350</td>
<td>300</td>
</tr>
</tbody>
</table>

Graduate assistant positions are exempt level work, work hours can vary per week depending on the needs of the position without affecting the graduate assistant’s FTE. This table should be used as a guide to determine the appropriate FTE. Under no circumstances should a student on an F-1 or J-1 visa work more than 20 hours per week (50% FTE).

6. Workload
Each full GRA and GLA appointment—as well as each GTAA appointment—corresponds to 20% FTE. The appointing department will arrange the specific work schedule for each appointment.

A GTAB appointment may range between 20% and 30% FTE, depending on the size of the class, the course requirements, and other factors. The college or academic unit will determine the commitment of effort associated with teaching a given (normally 3 semester hour) course.
7. Non-Resident Alien Students

Foreign national students may not exceed 50% FTE appointments and must not work more than 20 hours per week. In order to comply with federal immigration laws, the university has defined a 20% FTE as 8 hours of work commitment for each week.

8. Course Enrollment

Students receiving assistantships for a given term generally must be enrolled at least half time during that term. Half-time enrollment means that the student must maintain at least a 6 credit hour enrollment during that term. The terms are Fall, Spring, and Summer (including Maymester). See section on Tuition Waiver for information concerning minimum enrollment to receive either a partial or full tuition waiver.

With approval of the dean, a department may set higher credit hour enrollment minima in accordance with the discipline. The dean may approve exceptions for lower credit enrollment; however, enrollment of at least half time is required in order for students to claim student FICA exemption.

9. Pay Ranges

Pay rates may vary by student experience, funding source, discipline, and responsibilities specific of the appointment. Each semester a student can work no more than 2.5 appointments with a total earning for each semester not to exceed $12,000. Departments and/or colleges should establish fair pay scales. Units should monitor their pay practices for consistency across the unit to ensure that individuals are paid in accordance with that pay scale and that there is no disparate impact on individuals based on protected factors such as age, race, or gender.

10. Additional Compensation

In order for the university to track the work effort of graduate assistants, all work performed should be exempt level work and should be included in the FTE of graduate assistant appointments. If a graduate assistant performs work outside their regular duties, the college should determine the work effort (FTE) for the additional duties and process as graduate assistant pay. In no case should a graduate assistant exceed 50% FTE without written approval from the dean of the college in which the student is enrolled.

11. Pay Schedule

Each Semester will consist of 4 pay blocks for both the monthly (annual) and the semester by semester graduate assistantships.

<table>
<thead>
<tr>
<th>Pay Block</th>
<th>Pay Dates—Last Business Day of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>September, October, November and December</td>
</tr>
<tr>
<td>Spring</td>
<td>January, February, March and April</td>
</tr>
<tr>
<td>Summer</td>
<td>May, June, July, and August</td>
</tr>
</tbody>
</table>

In order for the student to receive payment, all information related to their appointment must be received by HR by the 18th of each month (or the last working day before the 18th). Paperwork received between 18th and the end of the month will be processed on a special check run that will be issued on the 10th of each month. No other special check runs will be initiated for payments due to late paperwork.
12. Reduced Tuition

Full tuition waiver:
To be eligible for a full tuition waiver, a student must:
- Have an appointment total of at least 20% FTE
- Meet a fulltime enrollment minimum (9 credit hours each for fall and spring semesters; 6 credit hours for summer)
- Total earnings of at least the minimum graduate assistant stipend ($2,000 each for fall and spring semesters; $1,000 for summer; or $5,000 per calendar year)
- Minimum stipends can be accomplished through appointments in more than one unit
- Enroll in mandatory health insurance program or provide proof of insurance

Partial (50%) tuition waiver:
To be eligible for a partial tuition waiver, a student must:
- Have an appointment total of at least a 20% FTE
- Meet a part-time enrollment minimum (6 credit hours per academic term)
- Earn at least the minimum graduate assistant stipend of $1,000 per fall and/or spring semester or $2,500 per calendar year or $500 in summer session

Graduate Assistant tuition waivers cannot be applied to the student’s record after the following dates:

- Fall: September 25 (or last business day before September 25)
- Spring: January 31 (or last business day before January 31)
- Summer: June 30 (or last business day before June 30)

**NOTE: These are dates when the Dept. Manager MUST turn in final information to H.R.; She may request your information and set deadlines prior to these due dates.**
Any ECEE student requesting a new GRA/GTA position can fill out the following application. These will be evaluated by the PhD committee and department chair and positions will be granted as funds and opportunities allow. These are not necessary for renewable appointment (e.g., grant supported positions).

**Application for Ph.D. Student Funding for Current Doctoral Students**

**INSTRUCTIONS**

The Department of Early Childhood Education invites doctoral students to apply for financial support through Fellowships, Graduate Teaching Assistantships (GTAs), and Graduate Research Assistantships (GRAs). Although funds are limited, we are often able to provide some support for students. All assignments require doctoral students to work in return for remuneration; however, many of these assignments serve to strengthen a doctoral candidate’s research and teaching as well as his/her marketability for an academic position. *We encourage all doctoral students to apply for support.*

Assignments will be given on a merit basis.

Applicants can apply for semester-long or year-long assignments.

**Process for Application**

Submission requirements:

Please submit the attached form along with an up-to-date curriculum vitae (c.v.) and cover letter to the Ph.D. Program Coordinator by the due date. All submissions must be electronic.

**Deadlines**

Fall Applications due Nov 15 (to begin the following Spring)

Spring Applications due May 15 (to begin the following Fall)
Department of Early Childhood Education

Application for Ph.D. Student Funding for Current Doctoral Students

Name: __________________________ Email: __________________________
ECE Advisor: __________________________ Phone: __________________________
Deadline for this application: ___________ Submission date: ___________

**ADVISOR’s SIGNATURE:**

I am applying for: (check all that apply)

____ A 20-hour per week Fellowship (*only available to full-time Ph.D. students*)

____ A 16-hour per week Graduate Research Assistantship (GRA) and/or Graduate Teaching Assistantship (GTA) (*only available to full-time Ph.D. students*)

____ An 8-hour per week GRA or GTA

Semester/year of admission ECE doctoral program? __________

Expected/targeted graduation year __________ GSU GPA: __________

What is your status? (check one)

____ Full-time student

____ Part-time student

____ Currently part-time student, but prefer to be full-time pending funding (*please discuss this with your advisor, especially if you are under contract with a school system*)

How far along in your program are you? (check one)

____ completing initial courses

____ completed at least 15 hours of coursework

____ completed all coursework
_____ completed comprehensive exams
_____ working on dissertation

What is/are your primary area(s) of interest? What skills do you bring in relation to these interests?

What research courses have you completed and/or are taking?

Please submit this form with an up-to-date curriculum vitae and cover letter to the Ph.D. Program Coordinator by the due date.
GRA/GTA Pay Ranges

Pay ranges for one assistantship (20% FTE, which is 8 hours/week) are as follows. Exact rates of pay may vary by student experience, funding source, discipline, and responsibilities specific of the appointment, but in no case should fall outside the minimum or maximum for the designated level of appointment. Units should monitor their pay practices for consistency across the unit to ensure that individuals are paid equitably and that there is no disparate impact on individuals based on protected factors such as age, race, or gender. For GRA appointments, during Maymester and summer term, pay should be prorated so that it is equivalent to the monthly pay received during a regular semester. For GTA and GLA appointments, during Maymester and summer term, pay should be on a per course basis at the same rate as during a semester. For example, one course that is 20% effort in fall or spring semester at $X appointment would be 30% effort averaged over Maymester and summer term for $X. The composite pay ranges are listed in the table:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Fall / Spring semesters</th>
<th>Summer term, including Maymester</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (masters level)</td>
<td>$800 - $2000</td>
<td>$528- $1320</td>
<td>$2128-5320</td>
</tr>
<tr>
<td>II (PhD level)</td>
<td>$1000 - $2500</td>
<td>$660 - $1650</td>
<td>$2660 - $6650</td>
</tr>
<tr>
<td>III (PhD level)</td>
<td>$2000 - $5000</td>
<td>$1320 - $3300</td>
<td>$5320 - $1330</td>
</tr>
</tbody>
</table>

Additional Compensation. Extra payments to graduate assistants for one-time work or special projects are generally not appropriate. The Provost must approve any extra compensation in writing in advance (before the work is performed) and a PAF signed by the Provost must be submitted to Payroll for payment after such work is performed. Foreign national students must in no cases work more than half time (equivalent to 20 hours) in any week, including all work for additional compensation.

Students are paid by direct deposit according to appointment type.

(A) Academic-Term assistantship pay dates:
- i. Fall semester: Sept 30, Oct 31, Nov 30, Dec 31
- ii. Spring semester: Jan 31, Feb 28, March 31, April 30
- iii. Maymester: June 15
- iv. Summer: July 15 & Aug 15

(B) Annual assistantship pay dates: The last working day of each month.
**Reduced Tuition**

Students whose appointments total at least 1.0 assistantship (20% FTE) AND adhere to the course enrollment minimum are entitled to reduced tuition rates. The minimum dollar appointment to qualify for a tuition waiver is $900 per fall or spring semester, or $700 for Maymester + summer term, or $500 for summer term law students, or $2500 per year.

**Criteria for Awarding Assistantships**

**GLA & GRA (All Levels)**- Any student accepted into any graduate degree program may be appointed to any level, depending on credentials, such as (1) admission test scores, (2) grade point averages in previous course work or in the degree program, (3) previous experience, and (4) the nature of the work for which the assistantship is funded.

**GTA II** - Students appointed to a GTA II position must have a baccalaureate degree and be enrolled in a graduate program. Students holding GTA II appointments may not have primary responsibility for a course, but they may serve as discussion leaders in breakout sections, grade papers, or assist the primary instructor of a course in other ways. GTA IIs will normally have 0-18 hours of graduate course credits in the appropriate discipline.

**GTA III** - Students appointed to GTA III positions must have a baccalaureate degree and be enrolled in a graduate program. GTA IIIs will normally have 18-30 hours of graduate course credit in the appropriate discipline. GTA IIIs must be under the general supervision of regular faculty members, and there must be a mentoring process in the department or division to assist them in their teaching activities. GTA IIIs require Board of Regents approval prior to assignment as the instructor of record for a course.

In the appointment of GTA IIs and GTA IIIs, the department chair or division director shall determine that the credentials of a student qualify the individual to undertake the work assignment.
Information to Remember:

To qualify for a **FULL TUITION WAIVER**, a student must hold the following:
1. Minimum 1.0 assistantship (.20 FTE)
2. Minimum dollar amount of $2,000 (Fall/Spring); $1,000 (May/Summer)
3. Registered for min. 9 credit hrs (Fall/Spring); 6 credit hrs (May/Summer)
4. Health insurance
5. Required GRA course

**HALF TUITION WAIVER** students must hold the following:
1. Minimum 1.0 assistantship (.20 FTE)
2. Minimum dollar of $1,000 (Fall/Spring); $500 (May/Summer)
3. Registered for minimum 6 credit hrs (Fall/Spg); 6 credit hrs (May/SU)
4. Health insurance
5. Required GRA course

**Application form and current C.V. should be submitted to:**

Caitlin Dooley  cdooley@gsu.edu

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Georgia State University, a unit of the University System of Georgia, is an equal opportunity educational institution and an equal opportunity/affirmative action employer. The University is open to people of all races, and actively seeks to promote racial integration. The University does not discriminate in any of its programs, procedures, or practices against any person on the bases of age, citizenship, race, handicap, national origin, political affiliation, religion, gender, sexual orientation, or status as a veteran.
Doctoral Committee
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; research, 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 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.
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.

For a current list of Graduate Faculty members, see http://education.gsu.edu/main/3836.html
Doctoral Advisory Committee
(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 with 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)

Any change in committee or program information needs to be communicated to all former and present committee members and to OAA as soon as possible.
Comprehensive Exams
Comprehensive Examination

The Comprehensive Examination requires that students demonstrate ability to critically discuss theory, research, and practice in the field of early childhood education as well as synthesize and apply their knowledge of theory, research, and practice in the field of early childhood. 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 to complete)

1.1 Answer three on-campus questions related to the ECE 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 ECE 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 to complete)

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 ECE courses.

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.**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student meets with committee to determine the two written components</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student completes 1st written component</td>
<td>No more than 4 weeks</td>
</tr>
<tr>
<td>3</td>
<td>Student completes 2nd written component</td>
<td>No more than 4 weeks</td>
</tr>
<tr>
<td>4</td>
<td>Faculty read student’s work. Student receives notice of passing; feedback on major concerns</td>
<td>No more than 3 weeks</td>
</tr>
<tr>
<td>If necessary</td>
<td>Student re-writes any components they did not pass</td>
<td>30 days from time of notification</td>
</tr>
<tr>
<td>5</td>
<td>Schedule oral component</td>
<td></td>
</tr>
</tbody>
</table>

**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 passing 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.

**Students are responsible for bringing the OAA Comprehensive Exam form to Orals.**
Prospectus & Dissertation
Prospectus and Dissertation Timelines

link to Prospectus and Dissertation Guide:

**Prospectus Timeline** (approximately 5 weeks)

1) The student sets a tentative date for the prospective defense with the committee, 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 their 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 for the dissertation defense with the committee, 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 10 working days 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. The committee chair does not sign the dissertation until all edits are complete.
College Of Education Forms

*Please be sure to check the OAA website to ensure forms are current.
http://education.gsu.edu/oaa/4013.html
College of Education Forms

(Go to http://education.gsu.edu/oaa/952.html for more information about forms)

COE Scholarship
Three scholarships are awarded each fall (deadline Oct. 1) and each spring (deadline March 16) to one undergraduate ($650), one master's/education specialist graduate student ($1,000), and one Ph.D. student ($1,000) in the College of Education. Download Scholarship Application

Federal Teach Grant Program
The Teach Grant Program is a scholarship loan program for both graduate and undergraduate students who meet program criteria and guidelines.

HOPE Teacher Scholarship
Due to State of Georgia budget issues, the HOPE Teacher and Promise Teacher scholarship loan programs are not available for the academic year 2012-2013.

Change of Major or Degree Status
Active graduate students in a degree program may apply for a change of major or degree status. The application includes instructions and Policy 4110, "Changing Major or Degree Status," for reference. Non-degree students who wish to enter a degree program may not use this form -- they must apply through the online admission process.

Continuous Enrollment Policy Waiver
Instructions and the application form for a continuous enrollment policy waiver are available here. You will need to submit a letter stating why the waiver is needed and warranted, a letter of support from your department, and the completed form.

Directed Reading Course
A Directed Reading course provides opportunity for students to focus attention on a specific area of interest not covered in regular course offerings. Directed reading may extend beyond one term. Complete the Application for Directed Readings Course, and after collecting all appropriate signatures (instructor, advisor, department chair), take the form to the COE Office of Academic Assistance and Graduate Admissions (300 COE building) for final authorization.

Reentry
Instructions and the application for reentry into a graduate program are available here. You will need to submit a completed application, a $25.00 application fee (check or money order made out to Georgia State University), plus official transcripts of any coursework taken since last registering at Georgia State. Reentering students are subject to the regulations of the Graduate Bulletin and the degree program current at the time of reentry. Admitted reentry applicants who originally entered their programs prior to the Fall 2011 term will need to submit citizenship verification documentation in order to register for classes. See the Citizenship Verification section for more information.

Transfer of Credit
In order to transfer credit from a previous program into the current program of study, it is necessary to download and fill out the Petition for Transfer of Graduate Credit form.
EDS Residency
In order to satisfy the requirements of residency for the EDS degree, fill out this form and bring it to the Office of Academic Assistance, 300 College of Education. [EDS Residency Form]

Doctoral Fellows
Doctoral Fellows is a student run organization for doctoral students. All doctoral students are invited to join. There is no membership fee. [http://education.gsu.edu/doctoralfellows/]

Doctoral Processes Flowchart
The flowchart lists in chronological order the milestones a doctoral student must meet from first enrollment in the program until graduation. [Download Doctoral flowchart]

Program of Study/Advisory Committee
By the end of the first year in the program or by the completion of 27 semester hours, doctoral students are required to establish their Doctoral Advisory Committee.

The Doctoral Advisory Committee consists of a minimum of three members who hold as follows: 1. The major advisor serves as the chair of the committee, is a full-time, tenure-track COE faculty member, holds primary appointment in the COE, 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 and holds an earned doctorate. 2. A second member must be a full-time COE faculty member holding an earned doctorate. 3. A third member must hold an earned doctorate and represent a major outside that of the student's.

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. Students should refer to the Graduate Catalog under which they were admitted (see acceptance letter) for program requirements. If you started your program prior to fall, 2007, contact Carla Woods in the Office of Academic Assistance. If you started your program between Fall 2007 and Summer 2012, download this version of the form; student starting Fall 2012 or later, use this form. If you are a Doctor of Education student (Ed.D.) then you are to use this form.

Change in Doctoral Program of Study
Approved Program of Study form must be submitted and approved by the student's committee. Only changes involving a change in course number and prefix must be submitted. Changes in expected term of enrollment do not require approval. [Change in Program form]

Comprehensive Exam Form
The comprehensive examination includes a written examination and may also include an oral portion. Doctoral students have two opportunities to pass the comprehensive examination. Students who do not pass the examination on the second attempt are not permitted to continue in the doctoral program. [Comprehensive Exam form]

Dissertation Advisory Committee
After successful completion of comprehensive exams and prior to approval of the prospectus, doctoral students are required to form their Dissertation Advisory Committee. The committee must have a minimum of four members. All requirements for the construction of the Doctoral Advisory Committee apply to the Dissertation Advisory
Committee with the addition that the major advisor and at least two committee members must hold graduate faculty membership status (see link below).

The Dissertation Advisory Committee is communicated to the Office of Academic Assistance and Graduate Admissions via the Announcement of Prospectus Presentation form. Current List of Graduate Faculty for the College of Education

Prospectus Announcement
When the prospectus is completed, a public announcement of the oral presentation of the announcement is disseminated via the Office of Academic Assistance and Graduate Admissions. The announcement must be submitted 10 working days prior to the date of the presentation. The presentation must be scheduled on the main campus of the university between the first day of class and the last day of final exams (see Important Dates). 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 faculty and invited guests. 1) Download instructions, 2) Download Announcement of Prospectus Presentation form

Candidacy
Approval of doctoral candidacy requires the following: successful completion of all coursework, successful completion of comprehensive exams, fulfillment of all residency requirements, and submission and presentation of an approved dissertation prospectus. All requirements for doctoral candidacy must be completed within seven years of the first course taken on the doctoral program of study. Recommendation to Doctoral Candidacy form

Guide for Preparing Dissertations
All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education. The guide should be consulted soon after the student completes comprehensive exams. Download Guide for Preparation of Dissertation.

Announcement of Dissertation Defense
When the dissertation is completed, a public announcement of the oral defense of the dissertation is disseminated via the Office of Academic Assistance and Graduate Admissions. The announcement must be submitted 10 working days prior to the date of the defense. The defense must be scheduled on the main campus of the university between the first day of class and the last day of final exams (see Important Dates). The defense must be attended by no fewer than four (4) members of the Dissertation Advisory Committee and is open to all College of Education faculty and invited guests.

1) Download instructions
2) Download Announcement of Dissertation Defense Form.
## College of Education

**Announcement of Prospectus Presentation**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Time</th>
<th>Room Number</th>
<th>Place</th>
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<tbody>
<tr>
<td>Major Advisor</td>
<td>Signature</td>
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<tr>
<td>Dissertation Committee Member</td>
<td>Department</td>
<td>College</td>
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<td>Department Chair</td>
<td>Chair’s Signature</td>
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**ABSTRACT**
## Announcement of Dissertation Defense

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<tr>
<td>Department Chair</td>
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**ABSTRACT**
Recommended Experiences: Responsibilities of a Doctoral Student
Recommended Responsibilities
for Doctoral Students

Research
↓ Attend a conference that has a research focus or research strand (ECE 9000 Research Apprenticeship)
↓ Present scholarly work at a conference (ECE 9000 Research Apprenticeship)
↓ Submit an article for publication (ECE 9000 Research Apprenticeship)
↓ Write a literature review (ECE 9360 Historical trends & current issues)
↓ Critique quantitative and qualitative research articles (ECE 9850 Research seminar)
↓ Write and critique a variety of research proposals (ECE 9850 Research seminar)
↓ Question posing, collecting and analyzing data (ECE 9000 Research Apprenticeship)
↓ Develop a Human Subjects/IRB proposal (ECE 9000 Research Apprenticeship)
↓ CITI Certification

Teaching
↓ 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*)
* Experiences from the teaching apprenticeship

Teacher Development (choose one of the following possibilities, other ideas can be discussed) It is recommended that students take ECE 9400 prior to the teacher development apprenticeship)
↓ 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

Finding a Professional Position
↓ Create a curriculum vita (c.v.)
↓ Create a cover letter
↓ How to find advertised positions
↓ How to negotiate salary
↓ How to interview successfully

General
↓ File forms with OAA
↓ Attend Pilcher Forum each semester
↓ Participate in Annual Review
↓ Help with Department Interviews
Doctoral Student Awards and Funding Sources
Early Childhood and Elementary Education PhD
External Awards and Funding Sources

American Educational Research Association

http://www.aera.net/fellowships.htm

AERA-AIR Fellows Program
In collaboration with the American Institutes for Research (AIR), the AERA-AIR Fellows Program aims to build the talent pool of high skilled education researchers experienced in large-scale studies in a major research organization. Fellows will receive mentoring from a diverse group of highly recognized researchers and practitioners in a variety of substantive areas in education. Fellows will hone their skills in all aspects of the research process from proposal development through writing and presentations. Up to three fellows are selected annually for a two-year, rotational position at AIR in Washington, DC. More information is available on the AERA-AIR Fellows Program webpage. The application deadline has passed and the application portal is closed.

AERA-ETS Fellowship Program in Measurement and Education Research
In collaboration with Educational Testing Service (ETS), AERA offers the AERA-ETS Fellowship Program in Measurement and Education Research. This fellowship is designed to provide learning opportunities and practical experience to recent doctoral degree recipients and to early career research scientists in areas such as educational measurement, assessment design, psychometrics, statistical analyses, large-scale evaluations, and other studies directed toward explaining student progress and achievement. Up to two fellows will be selected for this rotational research position at ETS's facilities in Princeton, NJ. More information is available on the AERA-ETS Fellowship Program in Measurement and Education Research webpage. The application deadline has passed and the application portal is closed.

Minority Dissertation Fellowship Program in Education Research
AERA offers dissertation support through the Minority Dissertation Fellowship Program in Education Research. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities by supporting their conducting education research and by providing mentoring and guidance toward completion of their doctoral studies. More information is available on the Minority Dissertation Fellowship Program in Education Research webpage. The application deadline has passed and the application portal is closed.

AERA Undergraduate Student Education Research Training Workshop
AERA invites fellowship applications for an Undergraduate Student Education Research Training Workshop to be held at the 2012 Annual Meeting in Vancouver (April 13-15). This workshop is designed to build the talent pool of undergraduate students who plan to pursue doctorate degrees in education research or in disciplines and fields that examine education issues. Applicants are sought who have potential and interest in pursuing careers as education researchers, faculty members, or other professionals who contribute to the research field. Visit the AERA Undergraduate Student Education Research Training
Workshop webpage for the complete program description and application information. The application deadline has passed and the application portal is closed.

National Academy of Education/Spencer Dissertation Fellowships


ETS Research Fellowship and Internship Program

http://www.ets.org/research/fellowships/

ETS Research & Development offers several programs for scholars who either hold a doctoral degree or who are enrolled in a doctoral program in the field of educational research, measurement and related fields and who are interested in research opportunities. Areas of emphasis include the following:

- educational measurement and psychometrics
- validity
- natural language processing and speech technologies
- cognitive psychology
- learning theory
- linguistics and computational linguistics
- teaching and classroom research
- statistics
- international large-scale assessments
- assessment design and development

ETS Summer Internship Program in Research for Graduate Students >
Interns conduct research under the guidance of an ETS mentor in Princeton, N.J. Applicants must be currently enrolled in a full-time doctoral program and have completed a minimum of two years of coursework toward their Ph.D. or Ed.D.

Postdoctoral Fellowship Program >
Selected fellows work on ETS research projects and conduct their proposed independent research that is relevant to ETS’s goals under the mentorship of ETS senior researchers and scientists in Princeton, N.J. Candidates must have received their Ph.D. or Ed.D. within the past three years and must demonstrate scholarship in one of the areas listed above.

Sylvia Taylor Johnson Fellowship in Educational Measurement >
Selected fellows work on ETS research projects and conduct their proposed independent research that is relevant to ETS’s goals under the mentorship of ETS senior researchers and scientists in Princeton, N.J. Candidates must have received their Ph.D. or Ed.D. within the past 10 years. Research proposals focused on issues concerning the education of minority students are especially encouraged.

Harold Gulliksen Psychometric Research Fellowship Program >
Fellows study at their universities during the academic year and conduct a research project under the supervision of an academic mentor and in consultation with ETS research scientists or psychometricians. Selected fellows are invited to participate in the ETS Summer Internship Program. Applicants must be enrolled in a doctoral program, have completed all required coursework, and be working on a dissertation related to statistics, psychometrics, educational measurement or quantitative methods.
**Knowles Science Teaching Foundation**

http://www.kstf.org/

**Social Science Research Council Dissertation Proposal Development Fellowship**
The Dissertation Proposal Development Fellowship (DPDF) Program assists graduate students in preparing dissertation and funding proposals for research that will contribute to the development of interdisciplinary fields in the humanities and social sciences. Students apply to participate in the workshops and carry out related summer research. For more information, contact: dpdf@ssrc.org.

**Harry Frank Guggenheim Foundation Dissertation Fellowships**
Dissertation completion awards of $20,000 for candidates in the final year of their Ph.D. program. The HFG Foundation supports research on violence and aggression in relation to social change, intergroup conflict, war, terrorism, crime, and family relationships, among other subjects. Field / discipline is open, but dissertations with no relevance to understanding human violence and aggression will not be supported.

**National Science Foundation SBE Doctoral Dissertation Research Improvement Grants**
The National Science Foundation’s Division of Behavioral and Cognitive Sciences (BCS), Division of Social and Economic Sciences (SES), and Division of Science Resources Statistics (SRS) award grants to doctoral students to improve the quality of dissertation research. Proposals are judged on the basis of their scientific merit, including the theoretical important of the research question and the appropriateness of the proposed data and methodology to be used in addressing the question. Application deadlines are February 15 and October 15.

**Fulbright Scholar Program**
Fulbright grants enable recipients to expand their professional interests, enrich their teaching, and advance their scholarship in a wide variety of disciplines. For general inquiries, contact: scholars@iie.org.

**Other useful lists:**

See [http://www.asha.org/Publications/leader/2004/040803/040803c.htm](http://www.asha.org/Publications/leader/2004/040803/040803c.htm) for a link to funding sources from ASHA

List from U. Washington:

Also: [http://www.grants.gov/](http://www.grants.gov/)
Writing Support
The Writing Studio at Georgia State University

Location: General Classroom Building, 9th floor, Room 976

About the Studio
At the Writing Studio, we offer space for conversation, coffee, and writers, by creating a welcoming community for graduate and undergraduate students to practice the art of writing. Our purpose is to enhance the writing instruction that happens in academic classrooms by pairing writers with an experienced reader, who engages them in conversation about their writing assignments and ideas and familiarizes them with audience expectations and academic genre conventions. We focus on the rhetorical aspects of the text and provide one-on-one, student-centered teaching on works in progress.

Our Mission
The mission of the Georgia State Writing Studio is to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work.

We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication.

We support a community where writers, readers, and teachers all learn from each other, by responding to each others' texts with engaged conversation.

Information retrieved from www.writitngstudio.gsu.edu (July 24, 2010)

Services:
- Check the Writing Studio website for exceptional writing resources.
- Make an appointment with a trained colleague to discuss your writing.
- Chat live, online with a tutor.
- Email your work to a tutor and receive feedback.

For more detailed information visit: http://www.writingstudio.gsu.edu
**Course Title:** ECE 9910 Developing as a Scholarly Writer  

**Program Title:** Doctor of Philosophy, Early Childhood Education  

**Credit Hours:** 3 semester hours  

**Instructors:**  
Teri Holbrook  
holbrook@gsu.edu  
Sarah Bridges-Rhoads  
bridgesrhoads@gsu.edu  

**Office Hours:** by appointment  

**Catalog Description**  
Students examine the literature on scholarly writing, analyze exemplary research, and study the writing processes involved in writing for publication. Students work with peers and instructors on their own writing currently in progress. Course extends across 3 semesters.  

**Prerequisites**  
None  

**Student Outcomes**  
The participants in this course will:  
- Identify personal goals for improving their performance as scholarly writers.  
- Identify personal strategies that assist them as scholarly writers.  
- Analyze the distinctive characteristics of scholarly writing.  
- Experience writing as a social process.  
- Gain insights into themselves as scholarly writers.  

**Required Text(s)**  
Readings will be selected based on the needs and the interests of the students. Students will read several examples of scholarly writing including one published research study to examine how the author addresses each component of scholarly writing.  

**Standards:**  
The standards of the National Association for the Education of Young Children (NAEYC) provide the foundation for the ECE doctoral program. Specific guidance is provided by the Core Principles for Advanced Degrees outlined by NAEYC, 2003. Additionally, one of the six goals of the ECE doctoral program is for graduates to be “thoughtful writers and speakers who disseminate ideas through publication, electronic media, and other public venues.”  

**Knowledge Base**  
The information explored in the course is based on current research and thinking related to writing as a social process and constructivist learning theories. Sample resources include: those distributed by the International Reading Association and the National Council of Teachers of English. See list of readings below
**Instructional Strategies**

A variety of instructional strategies will be used in this course. Sample strategies include: modeling, conferencing, goal setting, peer editing, reflective writing, self and peer assessment, and instructor presentations. Attending 2 writers’ retreats is a required component of this course.

**Learning Opportunities**

Participants will participate in a variety of experiences to reinforce the understanding of the course content. Possible strategies are:

- Sharing personal examples of scholarly writing;
- Participating in writing workshops, including conferences;
- Identifying exemplars of scholarly writing;
- Planning and participating in a writer’s retreat; and
- Reflecting on self as a scholarly writer.

**Technology**

Technology is viewed as a tool for both learning and teaching. Students will examine current uses of technology in the context of scholarly writing, for example, the editing tools provided in MS Word.

**Diversity**

Scholarly writing, as represented in this course, is composed of three dimensions: (a) the technical dimension of writing (i.e., sentence complexity, flow, and organization); (b) the personal dimension of writing (i.e., how writers went about planning, their voice, and how they saw themselves as writers); and (c) the emotional dimension of writing (i.e., writing that “inspires, challenges or ignites me’’). Dimensions b and c represent areas where individuals express their individuality, i.e., diversity as writers. Additionally, during this course, students will participate in experiences that expose them to writers with diverse writing styles.

**Schedule of Topics**

Although topics are identified to match the needs of the students enrolled, the following are viewed as foundational to most sections of the scholarly writing seminars:

- Identifying distinctive characteristics of scholarly writing;
- Analyzing diverse writing styles;
- Examining the role of theory in the design, implementation, and analysis of research;
- Analyzing components of quality research reports, e.g., a literature review, a rationale and purpose for a study, the methods section of a research report, etc.;
- Examining social aspects of scholarly writing; and
- Examining personal dimensions of scholarly writing.
Helpful Resources
Helpful Resources

ECE Department Contact Information

ECEE PhD Program Coordinator: Caitlin Dooley cdooley@gsu.edu
ECE Department Chairperson: Barbara Meyers Barbara@gsu.edu
ECE Department Business Manager: Dedra Davison dldavison@gsu.edu
ECE Department Curriculum Administrative Specialist: Elaine Jones ekjones@gsu.edu

ECE Main Phone Number: 404-413-8020
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ECE addresses:
In Person
30 Pryor Street
Suite 550
Atlanta, GA 30303

Mailing Address
P.O. Box 3978
Atlanta, GA 30302-3978

Helpful Websites

ECE Department Website:
http://education.gsu.edu/ece/index.htm
ECE Faculty: http://education.gsu.edu/ece/index.htm
Professional Organizations and 2010-2011 Conferences:
http://education.gsu.edu/ece/images/Professional_Organization_Information_2010.pdf
ECE Scholarship Opportunities: http://education.gsu.edu/ece/1617.html
Frequently Needed Academic Forms: http://education.gsu.edu/oaa/952.html
PhD Candidate Graduation Information:
http://education.gsu.edu/oaa/937.html
The Writing Studio: http://www.writingstudio.gsu.edu/
College of Education Scholarships: http://www.gsu.edu/admissions/28461.html