

Department of Early Childhood Education



Ph.D. Program

Welcome to the Department of Early Childhood Education at Georgia State University. The purpose of this program manual is to provide an overview of the College of Education and introduce you to the faculty in the Department of Early Childhood Education. A description of the Ph.D. Program is presented. (Revised May 2008)



**DEPARTMENT OF EARLY CHILDHOOD EDUCATION
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"Leadership and Scholarship Focused on Learning and Development"

DOCTOR OF PHILOSOPHY PROGRAM EARLY CHILDHOOD EDUCATION

Introduction

This handbook offers prospective Doctor of Philosophy Degree (Ph.D.) candidates 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 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 25,000 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 within a six-block area 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 approximately 200 undergraduate and 85 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). There are faculty 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. The ECE 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 ECE faculty endorses the Unit of the Professional Education Faculty's Assumptions that guide teaching and program work:

1. Learning and teaching must continually adapt to changes in society and the expanding knowledge base;
2. Learning is an active process;

3. Quality teaching takes into account individual differences, learning styles, and backgrounds;
4. Learning environments are based on the mutual respect of all participants;
5. A variety of teaching strategies and assessments are used to meet the needs of individual learners;
6. An integrated knowledge base consisting of content, skills, attitudes, technologies, and theories developed and demonstrated in field-based applications.

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

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

In addition, these graduates work collaboratively and exhibit high standards of professionalism as defined by the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct (1997).

Congruent with the Professional Education Faculty framework and the vision of NAEYC, the ECE 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.

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, the community, and/or the profession.

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 & COGNATE
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 & COGNATE *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 & COGNATE *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

The Early Childhood Education 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 three apprenticeships while enrolled in the doctoral program: one in research, one in teaching, and one in teacher development. Once doctoral students identify a focus of inquiry, they work with faculty whose interests best match their own. 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 Ph.D. program in the Department of Early Childhood Education 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) 651-2539 or online at http://education.gsu.edu/coe/content/admissions_ps.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) minimum Verbal subtest score of 500 and a minimum Quantitative subtest score of 500. 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.
- * 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. The TOEFL and GTEP scores must be submitted by international students as part of the application for Admission to Graduate Study.
- * 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-10 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.

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 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.

Student Responsibilities

ECE 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, it is the student's obligation to seek out and participate in a variety of research, teaching, and service activities. Therefore the students should initiate efforts to get to know ECE 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., SRATE, ATE, IRA, 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 three areas: the MAJOR, the CORE, and a COGNATE. In Appendix B, you will find a program planning sheet.

A program is planned after the student has developed specific areas of interest, selected the cognate, 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. The Doctoral Advisory Committee must approve any changes to the program.

A minimum of 66 semester hours beyond the Master's degree is required in each student's doctoral program. Nine (9) hours of coursework must be taken outside the Department of Early Childhood Education. 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: The Major, the Core, and the Cognate

The Major. (18 semester-hours minimum in ECE) The courses in the Major are designed to ensure that the student acquires fundamental knowledge and understanding of several areas, including a) current theoretical and philosophical orientations in the field of early childhood education; (b) historical perspectives within which to frame current issues; (c) problem-solving and inquiry strategies typical in the field; and (d) applications of theories and research to programs for young children. Appendix C provides a tentative course schedule; however, consult the schedule of classes for most current course listings. A list of the courses follows.

Courses in the Major

ECE 9370	Curriculum in Early Childhood Education
ECE 9360	Trends, Issues, and Historical Perspectives in Early Childhood Education
ECE 9850	Research Seminar in Early Childhood Education (Seminar of faculty research topics: *repeatable and a prerequisite for ECE 9890)
ECE 9960	Advanced Developmental Theory

ECE 9890	Research Apprenticeship (<i>Offered according to the individual student's plan</i>)
ECE 9400	Teacher Development
ECE 9810	Directed Reading in Early Childhood Education (<i>Offered as needed</i>)

A tentative schedule for course offerings can be found in Appendix C.

The Core. (30 semester-hours minimum) The purpose of the core is to develop an awareness of the context of education (Humanistic and Behavioral Studies) and to develop competence in systematic inquiry (Research Methodology).

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.

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
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

The second area of courses in the core, Research Methodology, is designed to develop competence in systematic inquiry. Twelve hours are required in this area. Three of the credit hours taken by a student in a particular research track may be part of either the student's Core, Major, or Cognate area. The student and the advisory committee select a research track for specialized study.

* All students are required to take the following courses or their equivalent:

Research Core

Required (6):

EPRS 8500	Qualitative/Interpretive Research in Education I (3)
EPRS 8530	Quantitative Methods and Analysis in Education I (3)

Select a minimum of two courses (6) from the list below:

Research Track: The students and Doctoral Advisory Committee identify a research track based on methodology to be employed in the students' dissertation research. The Doctoral Advisory Committee may require additional coursework in a research track.

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)
- 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)

The Cognate. (18 semester-hours minimum) The third area of coursework is the cognate. The cognate provides opportunities for the doctoral student to develop an extended knowledge base in an area associated with the ECE major field of study. The coursework chosen should lead to the development of an understanding of the origin, history, ontology, philosophy, conceptual bases or appropriate application of the major field of study. The cognate areas are determined by the Advisory Committee and the student. Areas of study include but are not limited to:

Child Development	Mathematics	Urban Education
Teacher Education	Science	Technology
Literacy	Social Studies	Special Education

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) an annual review each year before admission to candidacy, (b) three apprenticeships, and (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.

Annual Review. An annual Review of Ph.D. students in the Early Childhood Education Program occurs each fall semester. 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.

Students Who Have Not Advanced to Candidacy

The student submits the first three items to the Committee as follows:

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

Student Who Have Advanced to Candidacy

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.

Review Procedures

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.

Apprenticeships. The apprenticeships are designed to provide practical and collaborative experience between a student and a faculty member. During these experiences, students work closely with faculty skilled in the apprenticeship area. The three areas in which the student must complete professional apprenticeships are research, university teaching, and teacher development. For each apprenticeship, the student, under the guidance of the apprenticeship supervisor, submits a plan to the Chair of the Doctoral Advisory Committee for approval. If a student undertakes an apprenticeship without such approval, s/he is doing so at her/his own risk. (See Appendix D for Apprenticeship Planning Forms.) With the exception of the research apprenticeship, which may run concurrently with other requirements, it is recommended that each apprenticeship be completed satisfactorily before undertaking another. Although apprenticeships can be flexible to meet the work schedules of students, the most benefit is derived when the doctoral student is full-time.

Research Apprenticeship. During the research apprenticeship, the student completes a research project. To fulfill the research apprenticeship, the student must work with one or more faculty members on a research project. The research apprenticeship may be accomplished while the student is working as a graduate research assistant on a research project. The student must identify a faculty member willing to work collaboratively on the research project and submit a plan for the research apprenticeship to the Advisory Committee Chair for approval. The plan consists of the Research Apprenticeship form and a one- to two-page proposal.

For most students, a year is required to complete the research apprenticeship. At the beginning of the apprenticeship, the student is not expected to have the skills necessary to carry out independently a research project. The expectation is that the student will learn to conduct research through close participation with an experienced faculty researcher, so that at the end of the apprenticeship, the student is able to conduct research independently. During the apprenticeship, the student will engage in many of the following activities necessary to conduct research, for example:

1. Review literature and identify a research problem*
2. Obtain IRB approval
3. Help arrange for subjects
4. Collect data
5. Analyze data*
6. Write a final report in publication form and submit it for publication or presentation at a national professional meeting* OR
7. Present the completed apprenticeship research to a group of interested faculty and students*.

* These activities are required for all students.

Research forums are scheduled each semester for Ph.D. students to present their completed research apprenticeship project. Each student is required to present the completed research at either one of the Ph.D./Faculty forums or at a conference. The student frequently has the research published in collaboration with the faculty supervisor. Publications are extremely advantageous for a student seeking employment in institutions of higher education.

University-Level Teaching Apprenticeship. The teaching apprenticeship requires the doctoral student to experience teaching at the university level. The teaching apprenticeship consists of four components: planning, teaching, faculty evaluation, and analysis/reflection. The planning component occurs during the semester prior to teaching. At this time, the student and apprenticeship supervisor, in consultation with the Chair of the Doctoral Advisory Committee, plan the teaching apprenticeship. More information is available from the Chair of your Doctoral Advisory Committee.

By the end of the teaching apprenticeship, the student will:

1. Prepare a comprehensive course syllabus (for this course or a course you will teach in the future) including objectives, schedule of class topics, activities, reading list, and evaluative procedures,
2. Have responsibility for actual teaching, which will include the development of subject matter, content, and method of presentation (specific guidelines for this requirement must be developed with the faculty supervisor in order to provide a consistent experience for students in the course),
3. Establish methods for evaluating him or herself (e.g., teaching portfolio, journals, surveys) and the course,

4. Analyze and interpret data gathered from all course evaluations; reflect on data for future teaching.

The final assessment of the teaching apprenticeship includes a completed syllabus, a statement of your teaching philosophy, and an analysis and reflection (including future goals) on your learning.

EPY 9000, Facilitating Teaching in the College Classroom, is offered as an elective for doctoral students. Students in this course discuss expectations for teaching at the college level. (See the Graduate Catalog for a course description.)

Teacher Development Apprenticeship. The teacher development apprenticeship includes the design and implementation of a project to support the development of preservice or in-service teachers. Successful completion of the experience requires a positive recommendation by the apprenticeship supervisor regarding the student's ability to carry out independently the apprenticeship responsibilities. Sample teacher development experiences include but are not limited to: supervision of undergraduate preservice teachers during a methods course or during their final teaching internship, supervision of in service teachers' professional development, developing a mentoring program, and mentoring of teachers.

Residency

The College of Education requires that doctoral students complete a residency requirement. The purpose of the residency component in the doctoral program is to provide:

1. Close and continuous involvement with faculty, professional colleagues, and other graduate students;
2. Time for development in the areas of scholarship, teaching, and service;
3. Time for concentrated study, coursework, reading, reflecting, and research.

These objectives can be met in either of two ways:

1. By completing three of the four non-dissertation courses of the research core requirement within the first two calendar years following admission to the doctoral program. To complete this requirement, all grades of Incomplete ("I") or In Progress ("IP") must be removed during this period; OR
2. By completing a Residency Program Plan developed by the student with the Chair of the Doctoral Advisory Committee and approved the director of graduate studies. The program will include activities in such as the research, teacher development, or college teaching apprenticeship.

If you choose option 2, after completion of the residency, a summary of residency activities and outcomes must be submitted to and approved by the Doctoral Advisory Committee and the director of graduate studies. Completion of an approved Residency Program Report (see Appendix E) is a requirement for advancement to candidacy. A list of recommended experiences is also included in Appendix E.

Early Childhood Education Comprehensive Examination

Purpose

The Comprehensive Examination requires that students demonstrate their ability to critically discuss theory, research, and practice in the field of early childhood education. The comprehensive examination consists of three parts: a written examination, a written paper, and an oral examination. Three primary skills are 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 content in the major and cognate areas, and (c) the ability to present one's thinking and ideas orally.

Components of the Comprehensive Exam

Written Examination

This part of the comprehensive examination is taken in the Department. It consists of three questions: two in the early childhood major and one in either research or the student's cognate area (the area not chosen for the written paper). The student is expected to take the exam on two days within one week and is allotted 6 hours to answer the two questions in the major area and 3 hours to answer the one question in the cognate or research. The student may bring in one, 1-inch binder. This binder may include any notes, references, or materials the student determines will facilitate his/her work on the written examination. This should not include a computer disk. A computer and a disk will be provided for the student on the day of the exam.

The written exam consists of questions drawn from a pool written by the Early Childhood Education Ph.D. Committee and questions written for the student by his or her committee. These questions are designed to encourage the student to know a body of literature in depth and to enable the student to demonstrate a breadth of understanding of the field of early childhood education.

Written Paper

The student will write a paper that addresses a major area in research or in the student's cognate area (an area to be different from the written examination). The purpose of the paper is to assess a student's ability to provide a written, in-depth analysis of a specific topic.

Oral Examination

This part of the comprehensive examination is a presentation of the information synthesized for the written examination and the paper. This presentation is to the student's Doctoral Committee and consists of a summary of salient points addressed by the student in the written components of the exam. The student is then asked to address specific questions raised by faculty based on the student's paper and answers in the written examination.

Guidelines for Paper Component of Comprehensive Exam

Content. The written paper should be a comprehensive and detailed discussion of the chosen topic and should be an integration and synthesis of relevant information. Although no specific format is required, it should be written in the form of a manuscript to be submitted for publication. It must present a clear line of reasoning that is logically developed, supported, and written clearly and should follow APA guidelines. The following components are required:

1. Theoretical framework for the topic
2. Literature review
3. Deficits in the literature (such as flaws in experimental designs and/or questions not addressed by authors)
4. Directions for future research and/or practice

Resources. The majority of the references should be drawn from peer-reviewed journal articles. A few references may be drawn from books as well as from ERIC manuscripts and dissertation abstracts. Website references are strongly discouraged, however, in some instances may be justified.

Seeking Help. This paper is meant to represent the best paper the student can produce. It is strongly encouraged that the student reviews the guidelines with the major advisor BEFORE the student begins to work on the paper. With the exception of helping with the guidelines and providing general advice, the faculty is NOT available to read drafts of the paper. However, the student may solicit help from other students. In fact, it is strongly encouraged that the student ask a peer to review the paper and provide feedback BEFORE the paper is submitted as part of the comprehensive examination.

“Ph.D. Comprehensive Exams AT-A-GLANCE” is available in the Department. This document provides a step-by-step overview of what to expect as you complete the comprehensive examination.

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 student’s paper topic 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. As part of this process, students suggest to the committee possible areas of interest. At the meeting, the committee and doctoral student discuss specific topic/issues to be addressed in the written paper. They will also discuss possible areas of interest in the written examination and 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. The written examination is completed in any two days during one calendar week, the writing takes place in the Department, and students write their answers on a department computer during the time allotted. The written paper is turned in the same week as the written examination 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 two weeks after the student completes the examination.

After reading the exams, the committee decides if the student is ready to proceed to the oral examination. A student may be determined ready if the student’s performance is adequate on both the written paper and the written 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 three 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 content in the major and cognate areas, and (c) the ability to present one’s thinking and ideas orally.

If after an initial reading of the written paper and the written examination the committee determines that the student is not ready to proceed to the oral examination phase of the comprehensive examination, specific feedback and suggestions will be provided for improving the quality of the student’s performance. The student will be given another opportunity to do a second writing of the paper and/or a second written examination. An oral examination will be scheduled within four weeks from when the committee determines that the student has adequately satisfied initial concerns.

Progression 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.

Progression 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 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 the 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 apprenticeship requirements,
3. Successfully completed the comprehensive examination,
4. Submitted an approved Dissertation Prospectus, and
5. Completed the residency requirement.

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 (<http://education.gsu.edu/aae/PhD/dissertation/guide/>).

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
Program Planning Worksheet
Ph.D. in Early Childhood

Total degree hours: 66 semester hours

Core hours: 30 semester hours

Major hours: 18 semester hours

Cognate hours: 18 semester hours

CORE (30) hour minimum)	MAJOR (18 hour minimum)	COGNATE (18 hour minimum)
EPRS 8500 Qualitative/Interpretive Research in Education I (3 SH)	ECE 9360 Historical Trends and Issues in ECE	To be selected
EPRS 8530 Quantitative Methods and Analysis in Education I (3 SH)	ECE 9370 Curriculum Models in ECE	To be selected
Research track elective (3 SH)	ECE 9850 Research Seminar in ECE	To be selected
Research track elective (3 SH)	ECE 9960 Advanced Developmental Theory	To be selected
EPRS 9900 Advanced Research Design (3 SH)	ECE 9400 Teacher Development	To be selected
Psychology of instruction elective (3 SH)	ECE 9890 Research Apprenticeship	To be selected
Humanistic/behavioral elective (3 SH)		
Dissertation hours (9 SH)		

Appendix C
Tentative Course Schedule

Even years (e.g., 2004-05, 2006-07)

Fall semester	Spring semester	Summer semester
ECE 9400	ECE 9850	ECE 9960

Odd years (e.g., 2005-06, 2007-08)

Fall semester	Spring semester	Summer semester
ECE 9850	ECE 9360	ECE 9370

**Appendix D
Apprenticeship Forms**

Name _____

Early Childhood Education
Georgia State University

ID # _____

RESEARCH APPRENTICESHIP EXPERIENCE

The purpose of the research apprenticeship is to give the student a practical understanding of all aspects of the research process. This apprenticeship offers the opportunity for the student to work with a faculty member on designing and implementing a research study, culminating in a publishable paper.

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 _____
- Description: _____

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

Signatures

Dates

Ph.D. Student _____

Apprenticeship Supervisor _____

Advisory Committee Chair _____

Name _____

Early Childhood Education
Georgia State University

ID # _____

TEACHER DEVELOPMENT APPRENTICESHIP EXPERIENCE

The purpose of the supervision apprenticeship is to give the student experience assisting in the development of new teachers. The student may acquire this experience in several ways: as a supervisor of student teachers, by developing a school-wide program related to teacher development (especially one targeted at beginning teachers), or by serving as mentor to a beginning teacher or teachers.

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 _____
- Description _____

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

Signatures

Dates

Ph.D. Student _____

Apprenticeship Supervisor _____

Advisory Committee Chair _____

Name _____

Early Childhood Education
Georgia State University

ID # _____

UNIVERSITY TEACHING APPRENTICESHIP EXPERIENCE

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

Dates

Ph.D. Student _____

Apprenticeship Supervisor _____

Advisory Committee Chair _____

**Appendix E
Residency Report**

Name:

Advisor:

All requirements must be completed prior to advancement to candidacy. Summarize activities below.

Complete and present or publish a research report

Assist in teaching a course

Develop and implement a teacher development project or supervise student teachers/interns.

Recommended Doctoral Student Experiences (Can be used to complete residency requirement)

Research

- Attend a conference that has a research focus or research strand (ECE 9890 Research Apprenticeship)
- Present scholarly work at a conference (ECE 9890 Research Apprenticeship)
- Submit an article for publication (ECE 9890 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 9890 Research Apprenticeship)
- Develop a Human Subjects/IRB proposal (ECE 9890 Research Apprenticeship)

Teaching * Experiences from the teaching apprenticeship

- Develop knowledge for scholarly teaching – research on effective college teaching, adult and student learning, learning theories, etc. (ECE 9400 and ECE 9960)
- 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 (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

General

- Create a vita
- Create a cover letter
- Determine how to find advertised positions
- Determine how to negotiate salary
- Determine how to interview successfully

Appendix F 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 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 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.**