

Student Handbook
The Doctoral Program in Educational Psychology
Department of Learning Sciences
Georgia State University

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Student Handbook
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This document has been prepared as an overview for the convenience of the student. It is not intended, nor should it be used, as a substitute for the careful reading of the [Graduate Catalog](#) and the College of Education and Human Development requirements for degree completion. It is the student's responsibility to stay informed of changes to their program. The official document for your program is the College of Education and Human Development Graduate Catalog for the academic year in which you were admitted.

Introduction

The Ph.D. program in Educational Psychology (EPY) develops a substantial knowledge base in the principles of psychology applied to education, broadly defined. The program prepares a student to pursue a variety of career paths, including careers as faculty members in colleges and universities, as researchers in departments of education in government and business, and as professionals in training and research programs in government and industry. Those students who are currently certified or licensed in such fields as teaching, speech language pathology, nursing, counseling, or school psychology can further develop their expertise in these fields by studying the psychological principles of development and learning.

In addition to the requirements in this handbook for EPY, contact the College of Education and Human Development (CEHD) for additional procedures and forms for doctoral students available in the CEHD's Office Academic Assistance's (OAA's) website: [Student Services - Forms, Policies, Regulations](#). *Because these procedures can change, it is best for students to check this website periodically.*

Section I.

Advisory Committees

Upon admission, the EPY Program appoints an advisor to work with the student. First, the student must contact their advisor about initial course work, and continue to do so every semester. Second, towards the end of the first year, the advisor will assist the student in the selection of their Doctoral Advisory Committee, which will influence future decisions regarding the student's dissertation and Dissertation Committee.

During the student's course of their doctoral study, there are two advisory committees: (1) the Doctoral Advisory Committee, and (2) the Dissertation Advisory Committee. The Doctoral Committee's purpose is to assist the student in all predissertation decisions, including coursework, residency plans, and comprehensive exam. The Dissertation Committee's purpose is to assist the student in the preparation of the completion of their dissertation, including the approval of the dissertation prospectus and final documentation.

Doctoral Advisory Committee

The Doctoral Advisory Committee assists the student in planning and approving an appropriate program of study (see Section II) and in preparing for completion of non-course work requirements, including the residency plan (see Section III) and comprehensive exam (see Section IV). The Doctoral Advisory Committee selection should be chosen by the accrual of 27 semester hours of course work. The Doctoral Advisory Committee consists of a minimum of three members. The major advisor serves as chair of the Doctoral Advisory Committee. The Chair is also a full-time tenure track member of the CEHD faculty, and has a primary appointment with the EPY faculty. Also, the Chair has been a faculty member at GSU for at least one academic year and meets the requirements of the CEHD for graduate faculty status. A second member of the Doctoral Advisory Committee must also be a member of the EPY faculty. A third member of the Doctoral Advisory Committee must be a faculty member outside of the EPY faculty. This third member can be a faculty within the Department of Learning Sciences (i.e., the Special Education Program or the Learning Technologies program) or outside of the department (e.g., another department in the CEHD or outside of CEHD). The CEHD requires that at least three members of the Doctoral Advisory Committee hold doctorate degrees. All committee members but one must hold graduate faculty status. The CEHD [web page](#) lists faculty holding graduate faculty status.

Upon the agreement of members to the Doctoral Advisory Committee, the student will work with their major advisor to prepare for the program of study planning meeting – of which the student is responsible for scheduling. During the preparation, the student and major advisor will create an agenda for the meeting. For example, this agenda may include a brief background the student is willing to share about themselves, why the student decided to pursue a doctoral degree, and topics the student is interested in studying (including courses, and potential research interests for the residency plan, comprehensive exam and the dissertation, knowing that these interests can and may be adjusted as the student moves through the program). At the completion of this meeting, the Doctoral Committee will approve and sign the planned program of study form which is available at [Student Services - Forms, Policies, Regulations](#). The planned program form should then be submitted to the department's chair for signature and then forward to OAA. All appointments to the Doctoral Advisory Committee, including its chair, are subject to approval by the student, the Department Chair, and the Dean of the CEHD. After the initial Doctoral Advisory Committee has been established, should a student's research interests change, membership can be revised prior to taking the comprehensive exam.

Dissertation Advisory Committee

The Dissertation Advisory Committee has supervisory responsibility for judging the acceptability of the dissertation prospectus and recommending advancement to candidacy. The Dissertation Advisory Committee aids the student in developing the dissertation prospectus and later the dissertation. The Dissertation Advisory Committee is responsible for judging the significance and acceptability of the dissertation prospectus, the soundness and acceptability of the dissertation, and the competence and acceptability of the student's oral defense of the dissertation. Between completion of the comprehensive examination and submission of the dissertation prospectus (see Section V), the Doctoral Advisory Committee must be expanded by at least one additional member. In addition, changes in the original membership from the

Doctoral Advisory Committee to the Dissertation Advisory Committee, including the committee chair, may be made. This new member can be a faculty member either in EPY or outside of EPY. Exceptions can be made to include members that are faculty outside of the college, and need to be discussed with the Doctoral Advisory Committee on a case-by-case basis. Similar to the Doctoral Advisory Committee, the CEHD requires that the committee chair and all but one of the committee members must hold graduate faculty status with the CEHD. The resulting committee, representing expertise in the research topic and the proposed research methodology, includes no fewer than four members.

All appointments to the Dissertation Advisory Committee, including the chair, are subject to approval by the student, the Department Chair, and the Dean of the CEHD.

Section II.

Program of Study

A program of study includes the sequence of courses required to be completed prior to completing a comprehensive examination and dissertation. Additionally, these courses are necessary for fulfilling CEHD degree requirements. A minimum of 51-57 hours of coursework is required for the Ph.D. program. This coursework is divided into three areas: (1) 18-hour CEHD Core that includes courses in research methodology and social foundations of education and psychology of learning; (2) 18-24-hour EPY *Major*; and (3) 18-hour EPY dissertation. The details of the requirements in these areas are described below:

NOTE: With the guidance and approval of your major advisor and Doctoral Advisory Committee, the student can select additional courses from the Graduate Student Catalog that are relevant to the program of study.

CEHD CORE AREA (MINIMUM OF 18 SEMESTER HOURS)

The purpose of the CEHD core is to develop general research competence, including expertise in at least one particular research paradigm appropriate to the major field, and ultimately to dissertation research. The research area includes five courses in research methodology (15 hours). In addition, the core is intended to develop an awareness of the context in which educational issues can be understood and interpreted by taking a course in social foundations of education (3 hours) or one in psychology of learning (3 hours). Core course selection is specified in the Graduate Student Catalog under the section for the CEHD General Core Area Requirements.

Research Methodology Courses (15 hours)

NOTE: Two of the four research methodology core requirement courses must be completed within the first two calendar years following admission to the doctoral program.

Choose one course (3):

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

Other requirements (12):

- A two course sequence (6 hours) in research methodology (see below for specific tracks/courses)

- □ Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II (3)
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8860 Bayesian Statistics (3)
- EPRS 9550 Multivariate Analysis (3)
- EPRS 9560 Structural Equation Modeling (3)
- EPRS 9570 Hierarchical Linear Modeling I (3)
- EPRS 9571 Hierarchical Linear Modeling II (3)
- EPRS 9900 Advanced Research (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPSF 9280 Interpretive Inquiry in Education (3)

Single-Case Methodology

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

Historical/ Philosophical Methodology

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

Measurement Methodology

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

Social Foundations of Education and Psychology of Learning Core (3 hours)

In addition to highly specialized research in specific areas, doctoral students in the CEHD must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations.

Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understanding

of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree.

The psychology of learning component is based on the following guiding principles: (1) educational leaders make judgments that affect learning, and (2) doctoral students should have a substantial understanding of the psychology of learning.

Select one (3):

- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 9260 Epistemology and Learning (3)
- EPY 8030 Advanced Applied Behavior Analysis (3)
- EPY 8050 The Psychology of Instruction (3)
- EPY 8070 Understanding and Facilitating Adult Learning (3)
- EPY 8080 Memory and Cognition (3)
- EPY 8180 Development During School Age (5 to 18 Years) (3)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- EPY 8260 Psychology of Adulthood and Aging (3)

EPY MAJOR AREA (MINIMUM OF 18 - 24 SEMESTER HOURS)

Required (9):

- EPY 8010 Professional Studies in Educational Psychology (3)
- EPY 8961 Professional Development Seminar in Educational Psychology (3)
- EPY 9000 Facilitating College Teaching (3)

Select additional courses (9-15):

Students must select 9-15 hours of additional credit hours of elective coursework, a majority of which must be in EPY. Students who have previously earned a Master's degree in EPY from GSU may select a minimum of 9 additional credit hours to complete the PhD program of study because they already completed GSU EPY elective courses during their Master's program.

EPY DISSERTATION (15 SEMESTER HOURS)

Required (15):

- EPY 9990 Dissertation (15)

Program total: Minimum of 51-57 semester hours

Students should take EPY 8961 in their first semester of enrollment, while EPY 8010 should be taken no later than the second year of enrollment. Students should note that prerequisites for EPY 8010 include two graduate methodological courses or consent of instructor. EPY 9000 should be taken in the middle or toward the end of the program of study.

Upon completion of EPY 8010, it is expected that students will enroll in a minimum of two directed reading courses (EPY 8810). During these courses, students will meet with a cohort of

students and/or their advisor on a monthly basis. The first expected enrollment in EPY 8810 is the semester following completion of EPY 8010. The purpose of this first directed reading is to work on the residency study. Completion of this course is the residency study submission. Upon successful completion of comprehensive exams, it is expected that students enroll in another EPY 8810 course to work on their dissertation prospectus. Completion of this course is the successful defense of the dissertation prospectus. Each month, students will provide their advisor with an update on their directed reading progress. Progress should also be described in the annual review documentation (see below for annual review information). It is the responsibility of the students, with the help of their advisors, to find a cohort of students, and to organize student and/or advisor directed reading meetings.

Continuous Enrollment Policy

Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in course work in the program of study during the semester they finish degree requirements for graduation. For the most up-to-date continuous enrollment policy, go to: [Student Services - Forms, Policies, Regulations](#).

Residency

As indicated in the CEHD Graduate Bulletin, the purpose of the residency is to provide close and continuous involvement with faculty, professional colleagues, and other graduate students. The residency provides supervised opportunities for development in teaching, research, and service. It also provides time for concentrated study and course work, and opportunities to read, reflect, and do research for the advanced degree.

Each doctoral student must have an DLS Ph.D. Residency Program Plan that is reviewed with and approved by the Doctoral Advisory Committee. The departmental residency requirements assure each doctoral student is involved in professional activities beyond completed course work. Some examples of activities include assisting a faculty member in teaching a course, submitting a data-based article to a refereed journal as senior author, attending conferences, and participating in professional organizations. Some of the residency activities are mandatory while others are optional.

The list of residency requirements is available at: [DLS-Ph.D. Residency Program Plan Form](#)

Teaching Residency

One required activity is the *teaching residency*. To complete the teaching residency, doctoral students will serve as teaching interns. Interns are required to assist faculty in the teaching of a course. Assisting in teaching a course will include attending the classes. Interns will teach at least one unit in that course. They will design, implement, and assess one learning activity for the unit taught. They also will assess students on the material taught in that unit and provide feedback to the students on the assessment. In addition, interns will make a meaningful contribution to the course (e.g., assisting with assessment, offering office hours, providing review sessions, running small groups), and they will collect student feedback on their

performance. Students should consult with their advisor regarding whether to enroll in EPY 9660 Internship in Educational Psychology when completing their teaching internship. With the approval of the advisor, the teaching internship may meet the requirement of teaching a college level course (Area I Residency Requirement). When this option is approved for students, they must complete an additional residency activity under Area III.

If an intern chooses to complete the teaching component of the teaching residency in a course outside the EPY Program, their advisor must approve the course and instructor and must observe at least one of the classes when the intern is teaching. The instructor of the course outside of the EPY Program must be present when the intern teaches and must meet with the intern's advisor at least once. Assisting in teaching a course outside of EPY will include attending the classes. Interns will teach a unit in that course. They will design, implement, and assess one learning activity for the unit taught. They also will assess students on the material taught in that unit and provide feedback to the students on the assessment. In addition, interns will make a meaningful contribution to the course (e.g., assisting with assessment, offering office hours, providing review sessions, running small groups), and they will collect student feedback on their performance.

Teaching Opportunities

Completion of the teaching residency (outlined above) with evidence of competency is a prerequisite for teaching EPY courses. As part of their graduate training, students are encouraged to teach in the EPY Program. In general, students are hired to teach undergraduate courses (EPY 2040 The Science of Learning, EPY 2050 Human Growth and Development, EDUC 2120 Sociocultural Perspectives on Diversity, EDUC 2130 Exploring Learning and Teaching). While the teaching residency should take place in a face-to-face class, students are also encouraged to obtain online teaching experiences. Students should confer with their advisor regarding the course format for their teaching internship.

*Students who are the instructor of record of a college or university course are not required to assist a professor in a course. Instead, these students can fulfill the teaching residency by successfully completing EPY 9000 and preparing a teaching portfolio that documents effective college teaching practices. Specifics about what is included in a teaching portfolio are available from the student's advisor or the program coordinator.

Section III.

The Comprehensive Examination

The comprehensive examination requires students to demonstrate their ability to critically discuss theory and research in the field of Educational Psychology. The comprehensive examination consists of two written papers. The topics of the written papers are determined by the student, advisor, and doctoral committee with the intent that the papers will lay the foundation for the student's dissertation.

Students should view the comprehensive examination as an opportunity to develop and refine the mastery of theory and methodology that will be involved in their dissertation research.

Eligibility for the Comprehensive Examination

A student is eligible to take the comprehensive examination when the advisor has reviewed with the student their progress and agrees that all courses have been completed, or nearly completed, all incomplete grades have been removed, and the residency paper is submitted to a journal or is ready to be submitted to a journal, except for feedback from a coauthor.

The Overall Structure of the Exam

The comprehensive examination consists of two parts: a written portion and an oral portion. The comprehensive examination requirement is considered complete once a student passes both parts.

The Written Portion of the Exam

Students will submit two papers. The papers are meant to represent the best papers that a student can produce.

The first paper will consist of a structured literature review. The purpose of this paper is to demonstrate mastery of the area of research of interest. The paper may be revised after the exam to serve as a stand-alone publication and/or as an introduction to the dissertation. Ideally, the content will be associated with the dissertation topic. The typical range of a literature review will be 30-50 pages, with the length dictated by the scope of the literature review as determined by the student, their advisor, and their doctoral advisory committee.

The second paper will consist of an exploration and evaluation of the research methodologies that can be used to address specific research question(s) that the student identifies. The purpose of this paper is to demonstrate the student's ability to identify and critique the methodologies needed to answer the specific question(s). Ideally, this paper will be associated with the topic covered in the review paper described above (i.e., Paper 1). This exploration could take different forms. Here are some examples: (1) an evaluation of existing approaches to measure constructs relevant to the proposed question(s), (2) an exploration and evaluation of different research paradigms or study designs that could be used to address the research question(s), or (3) a research proposal that could be a precursor to the dissertation prospectus. The typical length of this paper would be 20-30 pages. The student, advisor, and doctoral committee will determine which of these approaches is most appropriate.

Paper topics and/or questions will be co-developed by the advisor and student, and then vetted by the doctoral committee. Once the topics and/or questions are approved by the advisor, the student should send the topics and/or questions to the doctoral committee members. Within 2-3 weeks of the committee receiving the topics and/or questions, the committee and student meet to discuss and finalize them. Once finalized, the student has 15 weeks to write and submit the two papers to the committee. The papers will be submitted electronically to the committee members by 5 pm on the day that the papers are due. If committee members want a hard copy, the student will be responsible to provide it.

Although a student can seek general guidance for the papers from faculty members or peers, neither faculty members nor peers can read or give specific feedback on drafts of the papers. In addition, professional help (editor, proof reader, writing center assistance) cannot be used. The majority of references need to be drawn from peer reviewed journal articles. Some references citing books and chapters in edited books are acceptable, as well as a few references from conference papers, Psych Info, ERIC manuscripts, and Dissertation Abstracts. Website references are strongly discouraged, although in some instances may be justified. The papers must follow guidelines outlined in the current edition of the Publication Manual of the American Psychological Association. Papers should be in the same final format as a manuscript to be submitted for publication.

After Submission of the Written Portion of the Exam

Within 2 weeks of submission, the doctoral advisory committee will evaluate the papers to determine if they are complete enough to be defended. Each paper will receive one of two assessments: (a) Revise and Resubmit or (b) Ready for Oral Defense. If both papers are assessed as ready for the oral defense, an oral exam will be scheduled within three weeks of submission of papers to the committee, or within a timeframe that is conducive to the doctoral advisory committee.

If any paper receives a Revise and Resubmit, the committee will provide the student with specific feedback regarding how to improve the paper. Students will have 7 or 15 weeks to prepare the revisions, depending on the scope of the revisions required and/or number of papers that require revision.

Students will have only one opportunity to revise the paper(s) that receive Revise and Resubmit decisions.

The Oral Portion of the Exam

It is the responsibility of the student to schedule the oral defense room and to notify committee members of the location. Students should plan for a 2-hour meeting for this portion of the exam. The oral defense includes a presentation of papers (15 minutes per paper). The presentation is followed with question and answer time led by the faculty committee members. This is good practice for dissertation and for the real world.

During the oral defense, students are permitted to bring notes and OCCASIONALLY refer to them if needed. After the oral defense is completed, the student will leave the room. The student's committee will then determine if they passed or failed the examination. Students who fail the oral exam will have one opportunity to re-take it.

General Scheduling Note and Reminder

Students should work closely with their advisor and committee members to ensure their oral defense date falls at a time when faculty are available to meet *and* will be scheduled after the 18 (15 weeks for the drafting of the papers; 3 weeks for the committee to read and work on scheduling the oral defense) weeks from finalization of questions. Faculty availability excludes winter break and may exclude the May and summer sessions.

Outcomes of the Exam

A student has no more than two opportunities to pass each of part of the exam. At both the written and oral stage of the exam, 2/3 of the committee members must agree on determining pass/fail. Failure to pass any one or more parts of the comprehensive exam on the second attempt is considered a failure of the entire comprehensive exam and will result in dismissal from the program. All written papers must be defensible for the student to advance to oral defense.

The following are possible outcomes of the examination:

1. After 17 weeks (15 weeks to complete the papers; 2 weeks for the committee to finish reading the papers), the first submission of the papers is ready to defend orally. At the first attempt, the oral defense is passed. The student has passed the comprehensive examination.
2. After 17 weeks (15 weeks to complete the papers; 2 weeks for the committee to finish reading the papers), the first submission of the papers is not ready to defend orally. The committee will inform the student of the Revise and Resubmit decision. The student submits revisions in 7 or 15 weeks (determined by the committee). The revised written portion is ready to defend. At the first attempt, the oral defense is passed. The student has passed the comprehensive examination.
3. After 17 weeks (15 weeks to complete the papers; 2 weeks for the committee to finish reading the papers), the first submission of the papers is ready to defend orally. At the first attempt, the oral defense is not passed. The student gets remediation on how to make the presentation, and/or orally answer questions, and they do orals again. If the student fails the second oral defense attempt, the student fails the exam.
4. After 17 weeks (15 weeks to complete the papers; 2 weeks for the committee to finish reading the papers), the first submission of the papers is not ready to defend orally. The committee will inform the student of the Revise and Resubmit decision. The student submits revisions in 7 or 15 weeks (determined by the committee). The revised written portion is ready to defend. At the first attempt, the oral defense is not passed. The student gets remediation on how to make the presentation, and/or orally answer questions, and they do orals again. If the student fails the second oral defense attempt, the student fails the exam.
5. After 17 weeks (15 weeks to complete the papers; 2 weeks for the committee to finish reading the papers), the first submission of the papers is not ready to defend orally. The committee will inform the student of the Revise and Resubmit decision. The student submits revisions in 7-15 weeks (determined by the committee). The revised written portion is not ready to defend. The student fails the exam.

SECTION IV.

The Dissertation Prospectus

The dissertation prospectus is written following successful completion of the comprehensive examination. Prior to beginning the prospectus, the student should obtain a copy of the CEHD *Guide for Preparing Dissertations* available at [Guide for Preparation of Prospectuses and Dissertations](#). The prospectus is orally presented at a publicly announced open meeting of the Dissertation Advisory Committee attended by no fewer than four members of the Committee.

A **Prospectus Summary Form** for the EPY Program can be found at [Prospectus Summary](#) and must be completed and submitted to the Chair at least 5 business days in advance of needing the Chair's signature on the Announcement of the Prospectus Presentation Form found at [Student Services - Forms, Policies, Regulations](#). This form must be submitted at least 15 calendar days prior to the date of the scheduled prospectus presentation. Calendar days include weekends and Spring Break. Additionally, the prospectus must be presented between the first day of classes and the last day of final examinations. It cannot be presented between academic terms or during term breaks. Candidates should expect a minimum two- week turn-around time for review of drafts of the prospectus. The CEHD stipulates that approval and acceptance of the dissertation prospectus requires a favorable vote of most of the Dissertation Advisory Committee, but the majority for this vote must include no fewer than four members regardless of the size of the Committee.

Human Subjects Review

All research involving human subjects requires appropriate certification of the student (CITI) and review by the Institutional Review Board (IRB). Certification requirements are available at [Human subjects education and training](#). IRB forms and instructions are available at [human subjects](#). A copy of the appropriate human subjects review form showing that all necessary Department approvals have been obtained, together with all required supporting documents specified in the IRB application, must be submitted to the Office of Academic Assistance and Graduate Admissions.

Advancement to Candidacy

The Dissertation Advisory Committee recommends to the dean of the CEHD that the student be admitted to candidacy for the Doctor of Philosophy degree when the student has completed all requirements for the degree except the dissertation. This includes satisfactory completion of all course work required in the program of study within seven years of first matriculation, fulfillment of the Educational Psychology residency requirement, successful completion of all required examinations including the comprehensive examination, and submission and presentation of an approved dissertation prospectus. First matriculation takes place when a student takes the first course to be counted toward the Ph.D. degree.

Preparing for the Dissertation Defense

All dissertations must conform to the CEHD Guidelines for Preparing Dissertations. The CEHD recognizes three formats for the dissertation: the traditional format usually consisting of five chapters, the research article format, and the qualitative model format. The Chair will direct the student to use a specific format. Candidates should expect a minimum two-week turn-around time for review of drafts of the dissertation.

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 to the CEHD Faculty. The announcement must be submitted to the Office of Academic Assistance and Graduate Admissions at least 15 calendar days prior to the scheduled defense. Calendar days include weekends and Spring Break. At the same time the announcement of the oral defense is

submitted, two typed copies of the completed dissertation are made available for faculty review in the Office of Academic Assistance and Graduate Admissions. The oral defense is scheduled on the main campus of the University and must be attended by no fewer than four members of the Dissertation Advisory Committee.

Consult with the Office of Academic Assistance and Graduate Admissions and use their resources for completing paperwork related to the completion of the dissertation: [Student Services - Forms, Policies, Regulations](#)

The dissertation cannot be defended between academic terms or during term breaks. Acceptance of the doctoral dissertation requires a favorable vote of most of the Dissertation Advisory Committee, but the majority for this vote must include no fewer than four members of the Committee.

SECTION V.

Other Important Expectations and Opportunities

The following information details other important requirements and opportunities for EPY graduate students including information regarding the Program of Study, degree completion requirements, certificate opportunities, expectations for annual student reviews, and engagement in the DLS Doctoral Student Association (DLS-DSA).

Additional Information Pertaining to Program of Study

Students who have not previously taken EPY 7080 and EPRS 7900 (or their equivalents) must take these courses prior to beginning their doctoral course work. These courses may not be included in their planned program.

The minimum grade acceptable for all course work is B-. An overall cumulative GPA of at least 3.5 is required to be eligible to take the comprehensive examination and for graduation. No coursework (transferred to or from Georgia State University) that has been completed more than seven years prior to admission to candidacy may be used in the EPY doctoral program. All degree requirements must be successfully completed within nine years of a student's first matriculation into the Ph.D. program.

Inappropriate or unprofessional conduct by a student may result in the student being dropped from a course with a grade of F and/or being dismissed from the program. If such removal is necessary, the student will receive a grade of F for the course and may be judged ineligible to continue in the EPY doctoral program.

Degree Completion

The student must file an application for graduation with the Office of the Registrar at least two semesters prior to the expected date of graduation. The dissertation must be concluded within two years of admission to candidacy. The student must be enrolled during the academic term in which all degree requirements are completed. The last day to defend is typically 3-4 weeks before the semester ends three semester hours of credit is required during at least two out of each

three-term period following successful completion of the comprehension examination until graduation. Students should plan on graduation during Fall or Spring semesters. Many faculty members are not under contract in the Summer. For more information regarding the CEHD dissertation requirements check this link: [CEHD Graduate Student Forms and Policies](#).

Certificate Opportunities

Each student and advisor should discuss the student's career goals. Depending on the outcome of this discussion, students are strongly encouraged to pursue one, two or all three of the following: A Certificate of Excellence in College Teaching, a Certificate in Quantitative Research in Education, and/or a Certificate in Qualitative Research in Education.

Students who select to earn a Certificate of Excellence in College Teaching are required to: 1. Complete EPY 9660 (Internship in Educational Psychology), which is taken after EPY 9000. In this internship, students are encouraged to teach in the EPY Program. In general, students are hired to teach undergraduate courses (EPY 2040 The Science of Learning, EPY 2050 Human Growth and Development, EDUC 2120 Exploring Sociocultural Perspectives in Educational Contexts).

Perspectives on Diversity, EDUC 2130 Exploring Learning and Teaching).

Follow the requirements as listed at: [Certificate Excellence Teaching Learning](#)

Students who elect to earn a Certificate in Quantitative and/or Qualitative Research need to meet the requirements listed at: [Quantitative Research in Education](#) and/or [Qualitative Research in Education](#).

Annual Review

The Annual Review of Ph.D. students in the Educational Psychology Program by the Educational Psychology Program faculty occurs each year in April. Ph.D. students must submit the required documentation to their advisor by March 15th of each year. Failure to submit the report of progress may result in dismissal from the program.

Students Who Have Not Completed Their Comprehensive Examination or Residency Requirements

The student should refer to the EPY electronic Ph.D. Program of Study Form at [Student Services - Forms, Policies, Regulations](#) and the DLS Ph.D. Residency Program Plan at [DLS - Ph.D. Residency Program Plan Form](#) to obtain information.

The student submits the following five items to their advisor:

1. Electronic copy Ph.D. Program of Study Form that includes any course changes.
2. Course grades.
3. Copy of DLS Ph.D. Residency Program Plan completed to date.
4. A written report of progress of coursework and residency including activities from the previous year, professional goals, and plans for the coming year. For students who received an unsatisfactory evaluation the previous year their remediation plan and a summary of how the goals in the remediation plan were accomplished must be submitted.

Students Who Have Completed Their Comprehensive Examination and Residency Requirements

Students who have completed their examination and have met all residency requirements must submit a written summary of progress toward the completion of the dissertation to their advisor. Students who received an unsatisfactory evaluation the previous year must submit their remediation plan and a summary of how the goals in the remediation plan were accomplished.

Review Procedures

The EPY Program Faculty meets to review student progress. Major advisors present information for their students. The evaluation includes (a) academic progress, (b) residency progress, (c) professional growth, and (d) professionalism. Evaluation involves consideration of a student's performance in all academic settings. The Review Committee rates student progress as outstanding, excellent, good, or unsatisfactory. The student receives the Committee's report by the middle of May.

Any student receiving an unsatisfactory evaluation must meet with their Doctoral Advisor to devise a remediation plan. Failure to do so by September 15th is grounds for termination from the program. This written plan will include specific activities that will be accomplished prior to the next annual review. A copy of the plan, signed by both the student and the advisor, will be kept by the advisor and be part of the student's next year's annual review. Students must include how they have accomplished the goals in the remediation plan during the next annual review process.

Two unsatisfactory annual evaluations are grounds for dismissal from the program. Prior to termination, students are notified that their academic standing is in jeopardy and that the EPY program will review their status for possible exclusion from the program.

The DLS DSA

To enrich the academic and professional experience for doctoral students in the DLS department, the DLS Doctoral Student Association (DLS-DSA) was developed in 2010. The aims of DLS-DSA are to provide student-centered programs, services, and opportunities that celebrate diversity, promote recruitment and retention, and foster leadership and development. The specific goals of DLS-DSA are: (1) to support doctoral students through their graduate school experience, (2) to provide fellowship opportunities among doctoral students, and (3) to provide a forum for the presentation of ideas and information that benefit doctoral students. To accomplish these goals, the DLS-DSA executive board holds monthly meetings to discuss services, programs and opportunities needed. Decisions about what to sponsor are determined by feedback from active DLS-DSA members. Two times each semester, DLS-DSA sponsors topical events. Examples of event topics include conferences and presenting, research designs, IRB, vita writing, studying for and practicing written comprehensive exams, writing for publication, editing, and the prospectus and dissertation processes. In addition to topical events, DLS-DSA provides a monthly meeting time and place for members to collaborate and discuss current issues. We encourage all doctoral students to participate. Students should check their GSU email for updates and information related to DSA sponsored activities.