



Ph.D. in Teaching and Learning:  
Language and Literacy  
Education  
Guidebook

2015-2017

# Guidebook for the Ph.D. in Teaching and Learning Concentration: Language and Literacy Education

**Language and Literacy  
Department of Middle and Secondary Education  
College of Education  
Georgia State University**

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## Introduction

Congratulations on being accepted as a doctoral student in the Language and Literacy Unit in the College of Education at Georgia State University! Although the work is challenging and intense at times, you will find that the work and study that you do will position you to impact the field in which you are studying.

As faculty in the Language and Literacy faculty at GSU, we are fortunate to work closely with doctoral students in specialized classes that focus on current issues and trends in the field, writing the prospectus, and critiquing research and methodologies in our fields of study. Our own experiences will hopefully be helpful as you move towards your ultimate goal, the dissertation and a research position at a college or university. Your research, teaching, service, and professional development activities, while a doctoral student, will be extremely important. Ultimately, writing strong letters of application and developing curricula vitae that highlight the scholarly activity that you undertook will be a significant part of your job search that will strongly position you to choose a place and space in which to continue your development as a scholar.

This guidebook<sup>1</sup> has been prepared to provide prospective and current students with a detailed description of the experiences to expect when accepted as a doctoral student in Language and Literacy Education. Further, it is meant to give you an idea of engagements and opportunities that will enable you to develop your scholarship in the areas of research, teaching, service, and professional development. This guidebook follows the catalog descriptions, is updated as college and/or department policies change, includes program-specific requirements, and is meant as a tool for understanding the program structure. Please refer to the University Graduate Handbook for the most current policies. This guidebook is not intended to replace or supersede the importance of developing and maintaining a close working relationship with an advisor and with committee members. In addition, you are expected to read and follow all GSU, College of Education, and departmental guidelines as stipulated by the university catalog, the *College of Education Graduate Forms* (<http://education.gsu.edu/oa/4013.html>), the *MSE Department Student Handbook* (<http://MSE.gsu.edu/5382.html>), and the *Office of Academic Assistance and Graduate Admissions Advising for Doctoral Students* (<http://education.gsu.edu/oa/4058.html>).

The Ph.D. is for those interested in pursuing research and going on national searches for positions at other universities. Students, who wish to teach at the college or university level, work with state departments of education, conduct research in classrooms, or assume leadership roles in their counties and/or school districts will find the Teaching and Learning Ph.D. suited to their needs. In general when admitting students, Language and Literacy faculty consider students who are committed to scholarship in research and teaching, are dedicated to fully engaging in coursework, and desire to carry out and write up original research.

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<sup>1</sup> This version of the Ph.D. in Language in Literacy Education Guidebook was last updated January 2015

## **Principles Guiding Consideration of Applicants**

Faculty in Language and Literacy use the following principles as guidelines when considering applications:

- All applicants must indicate a clear understanding of the research nature of the Ph.D. degree and a dedication to becoming a contributing scholar in language and literacy education in the country and beyond.
- All applicants should have goals related to research in reading, language, and literacy at (e.g., teacher education, developmental reading, teaching and learning with ESOL adult population, adult literacy).
- An applicant's academic background should include graduate coursework/study beyond the initial preparation stage (e.g., Master's level coursework for individuals certified through a Bachelor's level program; Ed. S. level coursework for individuals certified through a Master's level program).
- All applications are evaluated on the following admissions requirements: a minimum of a 3.30 GPA and competitive GRE scores within the past five years. All applicants with goals/interests related to teacher education should have a minimum of 3 years teaching experience at the P-12 level.
- All applicants complete a required written essay before the application/interview process in relation to goals and theoretical and research background in language and literacy education.
- International applicants must have their application materials reviewed by an approved external agency and meet university entrance requirements.

## **Program Overview**

The Ph.D. in Teaching and Learning with a concentration in Language and Literacy Education (L&L) is unique in that it prepares literacy scholars from across the multiple areas of reading, language arts, English education, English as Second Language (ESOL) education, foreign language education, and college/adult reading. Georgia State University students from all of these areas are brought together to study under the umbrella of Language and Literacy Education.

Those who pursue a Ph.D. degree with a concentration in L&L will find that the majority of their courses will be taken in the College of Education located on the corner of Pryor Street and Decatur Avenue in downtown Atlanta.

## Program Standards

The Ph.D. in Teaching and Learning with a concentration in Language and Literacy Education is based on the following standards:

<b>Knowledge of Research Methodologies</b>	The Ph.D. candidate demonstrates general research competence including expertise in at least one research paradigm.
<b>Knowledge of Psychological and Social Foundations</b>	The Ph.D. candidate develops an in-depth understanding of forces such as historical, social, political, psychological, and economic influences that affect education today.
<b>Knowledge in Major</b>	The Ph.D. candidate develops an in-depth understanding of teaching and learning in language and literacy education.
<b>Scholarship in Major</b>	The Ph.D. candidate engages in scholarship and creates new knowledge about teaching and learning in language and literacy education.
<b>Professional Identity/Service to the Profession</b>	The Ph.D. candidate demonstrates a professional identity by his/her contributions to the community of scholars and educators.
<b>Teaching/Professional Development</b>	The Ph.D. candidate demonstrates leadership through teaching and providing professional development within language and literacy education.
<b>Technology</b>	The Ph.D. candidate understands and uses technology as a tool of inquiry for teaching and learning.

## Faculty in Language & Literacy Education

You can access faculty profiles in the MSE department at the following link: ([http://MSE.gsu.edu/MSE\\_faculty.htm](http://MSE.gsu.edu/MSE_faculty.htm)). Below is a list of Language and Literacy faculty, their research interests, and contact information.

Faculty	Research Interests	Email	Phone
Peggy Albers, Ph.D. (Ph.D. Coordinator)	English Education, Visual Discourse Analysis, Children's Literature, Critical Literacy	<a href="mailto:malbers2@gsu.edu">malbers2@gsu.edu</a>	404-413-8387
Nadia Behizadeh, Ph.D.	Writing Instruction; Writing Assessment for Adolescents; Project-based and Problem-based Learning	nbehizadeh@gsu.edu	404-413-8397
Jayoung Choi, Ph.D.	Adolescent Literacy and Identity (TESOL); Multimodal Literacies	Jayoungchoi@gsu.edu	404-413-8380
G. Sue Kasun, Ph.D.	Transnationalism, Ways of Knowing, ESOL, Dual Language Instruction, Latinx Communities in Education, Teacher Education, Critical Multiculturalism	skasun@gsu.edu	404-413-8388
Joyce Many, Ph.D. (Associate Dean for Academic Programs)	Scaffolding; Mentoring and Scholarly Writing in Academia; Adolescent Literacy	jmany@gsu.edu	404-413-8061
Gholnecsar Eushena Muhammad, Ph.D.	Sociohistorical Foundations of Literacy; Adolescent Literacy; Writing Instruction; African American Literacies	gmhammad@gsu.edu	404-413-8424
Ewa McGrail, Ph.D. (L&L Unit Chair)	Digital writing and new media composition; copyright and media literacy; technology in teaching and learning, multimodal texts, and multimodal assessment	emcgrail@gsu.edu	404-413-8389
Gertrude Tinker Sachs, Ph.D. (MSE Department Chair)	Teaching English to Speakers of other languages (TESOL); Teacher Education; Professional Development; English as a Dialect; Literacy in Global Contexts	gtinkersachs@gsu.edu	404-413-8384
Michelle Zoss, Ph.D.	Arts-integration and English Education; Teacher Preparation; Novice Teacher Mentorship; Aesthetic Experience and Experience in Education	zoss@gsu.edu	404-413-8415

## Suggested Program Flowchart

<b>Admissions</b>	
<p>Priority Deadline: Jan. 15 to be eligible for doctoral fellowships</p> <p>Absolute Deadlines: March 1 October 1</p>	<ul style="list-style-type: none"> <li>• Minimum 3.30 overall graduate GPA</li> <li>• Master's degree or Ed.S. from accredited institution</li> <li>• Competitive GRE scores, test taken within past five years</li> <li>• Completed application (two letters of recommendation; resume; writing sample; goals statement)</li> <li>• Qualified applicants complete a successful interview with program faculty and a timed writing sample</li> </ul>

<b>Beginning the Program (first 21 semester hours)</b>	
Course Requirements: Major	<p><b>Meet with your faculty advisor</b></p> <p>EDRD 8310 Theoretical Models (You will take this course 3 times during the first couple of years for the following content areas: Reading, Writing, Language)</p> <p>EDCI 8970 Seminar in Teaching and Learning</p> <p>EDRD 9870 Writing Support Seminar (1 credit)</p>
Course Requirements: Research Core	<p>Choose one course:</p> <p>EPRS 8500 Qualitative/Interpretive Research in Education</p> <p>or</p> <p>EPRS 8530 Quantitative Methods and Analysis in Education</p>
Social Foundations of Education and Psychology of Learning course	<p>Choose a course, in consultation with your advisor, in EPSF and/or EPY</p>
Residency and Other Requirements	<ul style="list-style-type: none"> <li>• Plan residency activities</li> <li>• Attend Global Conversations in Literacy Research</li> <li>• Attend Professional Advisement Week (PAW)</li> </ul>

	EDRD 9870 Writing Support Seminar (1 credit-repeatable hours)
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<b>During the Program Part I (21-35 semester hours)</b>	
Course Requirements: Major	<p><b>Meet with your faculty advisor</b></p> <p>EDCI 9660 Research/Teaching Internships (6 credits)</p> <p>EDRD 9870 Writing Support Seminar (1 credit-repeatable hours)</p> <p>The student and advisor select 12 credits of additional major specific coursework.</p>
Course Requirements: Research Core	<p>The student and advisor select 12 credits of additional research core coursework.</p> <ul style="list-style-type: none"> <li>• A two course sequence (6 credits) in research methodology (see section 4320 of the Graduate Catalog for specific tracks/courses)</li> <li>• Two courses (6 credits) in advanced research methods as identified by the Doctoral Advisory Committee</li> </ul>
Residency and Other Requirements	<ul style="list-style-type: none"> <li>• Select Doctoral Advisory Committee</li> <li>• Engage in Residency Requirement activities</li> <li>• Complete Program of Study Document</li> <li>• Complete Pre-qualifying Phase</li> <li>• Attend Global Conversations in Literacy Research</li> <li>• Attend Professional Advisement Week (PAW)</li> </ul>

<b>During the Program Part II (36-48 semester hours)</b>	
Course Requirements: Major	<p><b>Meet with your faculty advisor</b></p> <p>Complete 12 credits of additional major specific coursework.</p> <p>EDCI 9900 Critique of Educational Research</p> <p>EDCI 9850 Research Seminar (Prospectus)</p>

	EDRD 9870 Writing Support Seminar ((1 credit-repeatable hours)
<b>During Program Part II, Continued</b>	
Course Requirements: Research Core	<p>Completed selected 12 credits of additional research core coursework.</p> <ul style="list-style-type: none"> <li>• A two course sequence (6 credits) in research methodology (see section 4320 of the Graduate Catalog for specific tracks/courses)</li> <li>• Two courses (6 credits) in advanced research methods as identified by the Doctoral Advisory Committee</li> </ul>
Residency and Other Requirements	<ul style="list-style-type: none"> <li>• Write and defend comprehensive exams</li> <li>• Begin writing Prospectus</li> <li>• Complete Residency Requirement activities</li> <li>• Attend Global Conversations in Literacy Research</li> <li>• Attend Professional Advisement Week (PAW)</li> </ul>

<b>Completing the Program (49-63 semester hours)</b>	
Course Requirements: Major	<p><b>Meet with your faculty advisor</b></p> <p>EDCI 9850 Research Seminar (Prospectus-repeatable hours) EDRD 9870 Writing Support Seminar (1 credit-repeatable hours)</p>
Dissertation Requirements	<ul style="list-style-type: none"> <li>• Defend Prospectus, admission to Doctoral Candidacy</li> <li>• Complete 15 semester hours of EDCI 9990 Dissertation</li> <li>• Finalize Dissertation Advisory Committee</li> <li>• Complete and submit IRB for Dissertation Study</li> <li>• Conduct Dissertation research</li> <li>• Write and defend Dissertation</li> </ul>
Residency and Other Requirements	<ul style="list-style-type: none"> <li>• Apply for graduation</li> <li>• Notify Advisor if attending Ph.D. graduation hooding ceremony</li> <li>• Submit final PDF version of dissertation to OAA</li> </ul>

	<ul style="list-style-type: none"><li>• Attend Global Conversations in Literacy Research</li><li>• Attend Professional Advisement Week (PAW)</li></ul>
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## **Monitoring of Student Progress and Working with Your Major Advisor**

The following procedures are used to monitor your progress throughout the program so that you remain in good standing:

### ***Program of Study***

Each student files an approved Program of Study form by the end of the first calendar year in the program or 27 semester hours. The Program of Study indicates which courses you plan to take in your program. It must include (1) a minimum of 18 semester hours in the Core Area (3 hours in foundations or psychology, 15 hours in research); (2) a minimum of 30 semester hours of coursework in the Major Area (with 6 courses required: EDCI 8970, EDCI 9850, and EDCI 9900 and all three EDRD 8310 courses (language, reading, writing)); and (4) a minimum of 15 dissertation hours (EDCI 9990). You and your Doctoral Advisory Committee (DocAC) may select additional hours in the Major and Research Core Area. In total, the Ph.D. in Teaching and Learning (Concentration: Language and Literacy Education) requires a *minimum* of 63 semester hours.

### ***Continuous Enrollment***

Students must register for a minimum of 6 hours of coursework during any period of three consecutive terms (fall, spring, and summer) until completion of degree. In the College of Education, students must enroll for a minimum of 3 semester hours during at least two of each three-term period following successful completion of the comprehensive examination until graduation. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

### ***Accessibility***

Students registered with the University as having disabilities should work with their Doctoral Advisory Committee (DocAC) for accommodations necessary to successfully fulfill any part of the courses, Comprehensive Exams, and other requirements for the degree. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Our program is designed with accessibility in mind, but you are encouraged to talk with your major advisor if you have a disability so that we can address any issues that may arise. Your input on the accessibility of this program will be treated respectfully and will help improve the program for future students.

### ***Program of Study Updates***

You must keep your Advisor apprised of your progress and any changes in your Program of Study. Advisors present updates to the Unit faculty during the fall and spring Professional Advising Weeks. Recommendations will be constructed in light of each individual's progress.

### ***Grade Point Average***

Students must maintain a 3.5 cumulative grade point average in the Ph.D. program of study in order to be eligible to complete comprehensive exams. Coursework in which a grade below "C" is earned may not be applied to the doctoral program.

### ***Writing Support Seminars***

Three one-hour doctoral writing support seminars (EDRD 9870) are required of all students, and may be taken at any point in the program (During the Program Parts I and II, and Completing the Program and/or in consult with your advisor). This seminar is facilitated by a faculty member and serves as a writing support group that enables you to work toward submitting manuscripts for publication throughout the program. Submitting a manuscript as a lead or primary author is one of the elements listed as a requirement for the College of Education Residency Plan and encouraged at the During the Program Part II and Completing the Program stages.

### ***Building Your Professional Identity and Service to the Unit***

You are expected to begin to build your professional identity the semester that you are admitted to the doctoral program. This includes active participation in the unit, college, university, and profession. As part of research, expectations include those elements listed in the College of Education Residency Plan. From this Residency Plan you must complete at least 5 of the 6 elements: engaging in the research process (literature review, data collection, analysis, and writing) with faculty or on your own; submitting at least one manuscript (research and/or teaching focused) to a peer-reviewed journal; participating in grant writing; presenting at a scholarly conference; presenting a doctoral web seminar; engaging in university teaching internships; and, serving the institution and/or profession. As part of professional development and support of activities within the Unit, you are expected to attend at least one of our Global Conversations in Literacy Research Web Seminars per semester, but it is recommended that you attend as they are offered. As part of service, you are expected to participate actively in Unit service opportunities (work with *Language Arts* and *Ubiquity*), doctoral mentoring, Alpha Upsilon Alpha, local literacy conference, doctoral application process, among others).

### ***Pre-Qualifying Packet***

As part of your program requirements, you must prepare a pre-qualifying packet when you reach the 18-21 hour stage in your program, and present and discuss it with your major advisor during PAW (spring or fall) or at a mutually scheduled time. At this point, you and your major advisor will discuss your progress and plans for research including the Residency Plan and Comprehensive Exams. More information about this process is available in this Handbook.

### ***Residency Plan and Requirements***

The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree.

Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship

6. Serve the institution and/or profession

With regard to items 1 and 5, the Unit requires that all doctoral students complete both a research and teaching internship. These internships may be taken multiple times. You must complete your Residency requirements in order to advance to Doctoral Candidacy.

***Prospectus Writing Class EDCI 9850***

The prospectus is the document that outlines in detail your dissertation study. You must take EDCI 9850 as a regular course and attend class with other doctoral students as you prepare and draft your dissertation prospectus. This course is not meant to replace or supersede the importance of close contact with your major advisor and committee members concerning prospectus drafting and final approval. This course is pass/fail and is repeatable. Passing EDCI 9850 does not mean that you have passed the prospectus; you must present, defend and pass your prospectus in front of your Dissertation Advisory Committee.

***Doctoral Candidacy Timeline***

Admission to doctoral candidacy must be achieved within seven (7) years from the time the first course on the Program of Study was taken (exclusive of dissertation credits) or transferred into the program. For example, if you transfer a course taken in 2010, candidacy must be achieved by 2017. All degree requirements must be completed in nine (9) years from the time the first course on the program of study was taken or transferred into the program. A minimum of 24 semester hours must be earned in the doctoral program of study at Georgia State University.

***Transfer Courses***

Transfer courses may be approved as part of the doctoral program of study and are indicated with an asterisk (\*) on the Program of Study form (a transcript listing all transfer courses must be attached). All transfer courses must have a grade of “B” or better. When considering transfer credits, keep in mind that you must complete a minimum of 24 hours at GSU after admission to the Ph.D. program. Also keep in mind the time-to-degree requirements listed above. Decisions about transfer credits are made by your Doctoral Advisory Committee.

***Maintaining Contact and Working with Your Major Advisor***

It is your responsibility to maintain regular contact with your advisor across the Program of Study, Pre-qualifying Phase, Comprehensive Exams, Prospectus, and Dissertation. At minimum, you should email/talk with your advisor once a semester (early on) to update her or him on your course selection each semester, progress, plans, and questions. Your major advisor works with a number of students, and she or he must be apprised of any changes in your program, work, or other circumstances that will affect changes in your doctoral timeline. Faculty members support your work towards this degree through the communication you have with them.

You should be aware that emails will be sent from GSU, MSE, and the Language and Literacy Unit and should be read and responded to when requested. It is your responsibility to contact your major advisor to discuss where you are in your program, deadlines detailed in this Handbook, and/or forms needed to make changes. Faculty mentor a number of students (from 4-15 students at one time), and it is impossible for the faculty member to continually check on your progress. If a faculty member requests information and/or action, please be expeditious in responding.

The L&L Unit has developed a doctoral listserv where important dates, events, and opportunities will be posted. As a doctoral student engaged in scholarship, teaching, service, and professional development, please take advantage of the experiences posted on this list and communicated to you by your major advisor to build your Residency Plan, work towards your Comprehensive Exams, and develop your Curriculum Vitae.

### **The Program of Study**

Once you are admitted into the Ph.D. program, you are assigned a major advisor who will guide you through the initial planning of your Program of Study and through your Comprehensive Exams. As you take courses within the L&L Unit, within the first 18-21 hours of your program, you may make changes to your Doctoral Advisory Committee (DocAC). This committee is comprised of three faculty members. The major advisor must be from the Unit in which you are earning your degree. One must be from outside the Unit. The third may be from the Unit or from another Unit in the COE (at least two members must be from the College of Education). All members of the DocAC must hold Graduate Research Faculty Membership.

It is your responsibility to keep your major advisor apprised of your progress through the Program of Study Update form. This document helps the major advisor see at a glance which courses you have taken, when you can expect to file your Residency Plan, and when you plan to take your Comprehensive Exams.

## Ph.D. Program of Study Update

Name: \_\_\_\_\_ Semester for PreQuals: \_\_\_\_\_  
 Semester Planned for Comps: \_\_\_\_\_  
 Current Semester: \_\_\_\_\_ Semester Planned for Prospectus: \_\_\_\_\_  
 Semester Started: \_\_\_\_\_ Semester Planned for Dissertation Defense: \_\_\_\_\_

Program of Study Committee Members & Contact Information

Committee Members	Phone/Email Address	Unit	Graduate Research Faculty Membership Y/ N
Major Advisor			
Committee Member			
Committee Member			

### Program Of Study

Please see program descriptions in the *Graduate Bulletin* for number of hours required in each area—minimum hours required vary by major.

CORE (min. of 18 semester hrs.)				MAJOR (min. of 30 semester hrs.)				MAJOR Continued			
Prefix & Number	Hours	Term	Grade	Prefix & Number	Hours	Term	Grade	Prefix & Number	Hours	Term	Grade
EPRS 8500 or 8530	3			EDCI 8970	3			EDCI 9660	3		
EPRS _____	3			EDCI 9850	3			EDRD 9870	1		
EPRS _____	3			EDCI 9900	3			EDRD 9870	1		
Two Advanced Research Methods Courses _____ _____	6			EDRD 8310 (language) EDRD 8310 (reading) EDRD 8310 (writing)	9			EDRD 9870	1		
EPY _____ or EPSE _____	3			TBD	3						
				TBD	3						
				TBD	3						
<b><u>DISSERTATION:</u></b> <b>15 Hours</b>				TBD	3						
EDCI 9990	15										

## Residency Plans

For the residency requirements, you are expected to demonstrate that you have experience in a range of scholarly, teaching, service, and professional development activities, which will prepare you for the Academy. You will document your participation in activities in these areas using the Residency Plan form. Your Residency Plan must be completed and submitted prior to completing your Comprehensive Exams. The Residency Plan will be evaluated by your major advisor, and this evaluation will be shared with Language and Literacy faculty who, as a group, will inform you if you have fulfilled the requirements set forth in this plan.

In some schools, students must be a full-time “resident” within a program/college and complete these activities within a particular timeframe. In MSE, you may not have the luxury of participating full-time, but over a period of time, must demonstrate knowledge of and participation in these same activities. You are encouraged to begin developing your professional identity and engage in multiple experiences with research, teaching, service, and professional development right from the first semester. It is important that you establish your identity as a researcher and scholar.

In discussion with your major advisor, you must develop and maintain a Residency Plan, an outline and demonstration of when and how you will complete the required activities set forth by the College of Education and MSE’s Teaching and Learning Ph.D. You must show experience in Research, Teaching, and Service, the three areas in which scholars are evaluated for Promotion and/or Tenure. Faculty are also evaluated on how they demonstrate Professional Development through engaging with opportunities (attending professional conferences [local, state, national], workshops, seminars, etc.) that come along in their program. The Residency Plan offers insight into this part of the process of becoming a researcher. According to the College of Education, these general experiences will be accepted as fulfilling your Residency Plan:

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship
6. Serve the institution and/or profession

**Research.** You are expected to demonstrate that you have experience working with faculty on a research project, engaging in your own research, participating in grant activities, and/or presenting research at local, state, and/or inter/national conferences (elements 1-4 above). You are required to do a Research Internship with a faculty member, and in this experience, you will participate with the faculty member on collecting and analyzing data, writing up this data, and/or presenting this data in a public venue. Through this experience, you will learn how to design, develop, and report on your own research. This experience offers some foundational work that will benefit you as you move towards your own dissertation research. It is also expected that you will participate in professional organizations as member and/or officer in the organization, and/or in service to the organization. It is also expected that you will begin to publish your teaching and research in peer- and non-peer-reviewed journals.

**Teaching.** You are expected to have experience designing, developing, and teaching a university course, and demonstrate that you will be able to work with undergraduate and graduate students once you earn your degree (element 5 above). You are required to do a Teaching Internship with a faculty member, and in this experience, you should participate with the faculty member to design and develop a syllabus for a course, and then teach part of the course. There are several activities that comprise good teaching residency on your part: 1) Presentation for an online Doctoral Mentoring Webinar in which you share your research and thinking with other doctoral students; 2) Presentation in doctoral level classes (e.g., Seminar in Teaching and Learning, the Prospectus Course) or at venues in which doctoral students are participants (e.g., COE Doctoral symposia, professional organizations SIGs); 3) Teach an undergraduate course in language arts and/or literacy; 4) Work as a mentor for preservice teachers. Further, part of the teaching can involve working one-on-one with recently admitted doctoral students as they enter into this career.

**Service.** As part of your responsibilities as a scholar, you will be called upon to offer your service and expertise in designing and/or developing policy, to serve on committees, to present in colleagues' classes (element 6 above), present an online doctoral web seminar, mentor junior doctoral students, and/or volunteer for opportunities when invited. It is here that you begin to see how your knowledge and experience can support the advancement of the field. It is important that you see service as one of the most important aspects of earning this degree. Just as others support your evolution as a scholar, so, too, must you consider how you can “pay it forward,” working to maintain the collegiality and the service that was offered to you as a new doctoral student.

**Professional Development.** Another area in which you will be assessed is Professional Development, or a conscious effort to engage in on-going learning. You are expected to demonstrate and document that you have engaged in a number of professional development opportunities outside of university-based coursework that show how you have advanced your learning, and see learning as a life-long endeavor. The Language and Literacy's Global Conversations in Literacy Research, or the College of Education Research Wednesdays, for example, offer you opportunities to engage, via Elluminate or face-to-face, in conversation with those presenting cutting-edge research in the field.

### Ph.D. Program – Residency Plan

Name of Student/Panther ID	Doctoral Program Advisor	Date of Submission	Recommendation: Complete/Not Complete
Signature of Major Advisor			Date:
Signature of Student			Date:
Residency Requirement	Semester Completed or Plan to Complete	Description of Completed Activity or Planned Activity	

<b>Research and Scholarly Activities</b>		
Experience collecting, analyzing, and writing up data for research purposes		
Writing grants or working on a grant in which you have participated in the design, development and/or writing up of the grant (local, state, national)		
Presentation experience at a local or state conference ( <i>year, conference</i> )		
Presentation experience at a national or international conference ( <i>year, conference</i> )		
Membership in a national professional organization and attendance at a national conference		
Experience writing and submitting manuscript(s) for consideration for publication ( <i>year, submitted or published, journal</i> )		
Participating in activities related to research <ul style="list-style-type: none"> <li>• Internship (Research and/or Teaching; list semester, faculty, and nature of internship)</li> <li>• Reviewed and/or submitted research conference proposals</li> <li>• Participated in Global Conversations in Literacy Research each semester (write down title of web seminar, date, and presenter)</li> </ul>		
<b>Teaching</b>		
Experience teaching preservice/in-service teachers or college students through graduate coursework or extended professional development activities		
Teaching internship (name of faculty, course, and level of involvement)		
Working with other doctoral students to support them in their degree		
Sharing expertise with others through presentations in university-based courses		

Teaching an undergraduate course in literacy or language arts		
Create an annotated course syllabus		
Participation in Doctoral Mentoring Web Seminars (as a presenter, participant, and generating ideas for mentoring)		
<b>Service/Outreach</b>		
Service experience through involvement in the Unit, department, university, and/or local, state, or national professional organization		
Participation in Alpha Upsilon Alpha (Literacy organization)		
Participation in Doctoral Mentoring Web Seminars (as a presenter, participant, or generating ideas for mentoring)		
Attended Professional Advising Week each semester		
Work with faculty to assess master's video portfolios, LiveText portfolios, work in the Literacy Clinic		
<b>Professional Development</b>		
Experience participating in a writing support group at the beginning, middle, and end of coursework		
Participating in MSE Doctoral Webinars as a presenter and/or audience		
Experiences outside of coursework in which you have continued your learning (e.g., conferences, workshops, etc.)		
Demonstrate use of technology as a tool of inquiry, pedagogy, and communication		
Participation in Global Conversations in Literacy Research each semester (write down date, presenter, title of web seminar)		
Present an online doctoral web seminar		
Participation in Research Wednesdays-COE, and other university-wide speaker Series (Benjamin Mays lecture series)		

## **Doctoral Advisory Committee (DocAC) and Dissertation Advisory Committee (DissAC)**

Once admitted into the Ph.D. program, you are initially assigned a major advisor who will guide you in making good choices in terms of coursework, opportunities for professional involvement, internships, and professional goals. Within the first 18-21 hours, you should identify your choice of a major advisor and two other faculty to comprise your Doctoral Advisory Committee (DocAC). The DocAC will work with you to design and file a Program of Study, work with you on the Pre-qualifying phase, and participate in the Comprehensive Exams (*see requirements for the composition of committee in the Program of Study section*). The major advisor on the DocAC must hold Graduate Research Faculty Membership.

The Dissertation Advisory Committee (DissAC), composed of four committee members, will be organized after you have successfully defended your Comprehensive Exams. Three of the four members must be from the COE. Your major advisor must be from the L&L Unit, and one must be from outside the Unit. If you wish to change the composition of your Doctoral Advisory Committee or your Dissertation Advisory Committee, please follow the procedures below:

1. Contact your major advisor and set up a meeting
2. Talk with your major advisor about the change
3. File Formal documentation with OAA

## **Teaching and Research Internships**

Working closely with your major advisor and committee, you should select and plan teaching and research internships in relation to your own professional goals and doctoral residency plans. For most Ph.D. students in Language and Literacy Education, *both* a teaching internship and a research internship are required as part of their Program of Study and Doctoral Residency. Before teaching courses in our program, you are expected to first complete a teaching internship with a faculty member to learn how to design university-level syllabi, teach and work with university-level students, and assess the work of university-level students. Before you reach the prospectus stage of your program of study, you are expected to complete at least one research internship with a faculty member. You should consider how this research internship will benefit you. You should see this as an opportunity not only to learn about research, but participate in other activities that result from this research (present at conferences, publish in peer-reviewed or non-peer-reviewed journals). The faculty see this as an opportunity to mentor you into presentations and publications. You may select from available internships with faculty each semester as described at the PAW sessions. You should be aware that research internships may take more than one semester to complete, and grades for the internship will be given *after* the work required is completed. While the types of learning experiences involved in internships will vary, some possibilities are listed below:

### **What possible types of learning experiences might be involved in a research internship?**

- Developing a research design and collecting data
- Developing a literature review and synthesis of professional literature
- Experience with data management and analysis
- Presenting research at national or international conferences

- Co-authoring and publishing a research article

### **What possible types of learning experiences might be involved in a teaching internship?**

- Planning the course syllabus and course sessions with faculty
- Team teaching class sessions
- Planning and teaching some class sessions on your own with faculty mentoring
- Responding to and evaluating student work with guidance and mentoring from faculty
- Learning more about adult learning theory and approaches that work in teacher education classes
- Debriefing on class sessions to reflect and grow as a teacher educator

## **Pre-Qualifying Phase**

When you have completed between 18-21 hours of coursework, it is your responsibility to contact your advisor, and indicate that you are ready to submit to your advisor a pre-qualifying packet. Again, you should inform your advisor the semester before this packet will be submitted to keep the advisor apprised of your progress. Completion of this work is essential in order to plan for Comprehensive Exams. This packet is comprised of an annotated discussion of and reflection on your program of study, a sample of your “best” scholarly writing, and an action plan that describes how you will address any weakness you see in your plan of study and/or readings, engagements and/or experiences that provide you with the necessary background for your future work in Comprehensive Exams, prospectus, and ultimately, the dissertation. Organized around the areas of Professional Core and Research Core, you will identify courses within each of these areas, discuss your learning, and design a plan for strengthening your program in preparation for the Comprehensive Exams. This prequalifying phase is designed to assist and support you at an early stage in your program, and offer guidance towards fulfilling your goal of the Ph.D. The Pre-qualifying Packet will be turned in on the Monday morning of Professional Advising Week (PAW) (or before). A meeting with your major advisor should be scheduled during PAW (or at a time mutually scheduled between you and your major advisor) to discuss your plans, progress, and future doctoral experiences.

### ***Procedure***

You will submit your packet to your major advisor during PAW (or before). The major advisor, in consultation with language and literacy faculty, will review the materials. The advisor will schedule a meeting during PAW (or at a time mutually scheduled between you and your major advisor) with you to discuss your progress in the Ph.D. program.

#### **1. Annotated Discussion of and Reflection on Program**

You will examine your program of study and reflect on your learning in the program up to this point. In this document, you will briefly describe each course that was taken, highlighting *key* readings and insights. You will generate questions that arose by studying this topic and/or how this course helped you understand or work towards your scholarly interests and goals. You will annotate and briefly reflect on each of the *key* readings done in each course in a reference list, APA style. (5-10 pages)

## 2. Scholarly Writing

You will submit a piece of scholarly writing that represents your “best” work. This writing will enable the faculty member to evaluate your academic writing progress and make recommendations if necessary.

## 3. Action Plan

Based upon the coursework taken so far in the program and the experiences in which you have participated (internships, research projects, presentations, etc.), you develop a plan of action for the major area of your program. In this plan of action, you reflect on your strengths and weaknesses as a student and emerging researcher. In regards to your weaknesses, you identify a set of actions you can take to address these areas of weakness for the remainder of the program.

## Comprehensive Exams

To be eligible to take Comprehensive Exams, you must have completed or be within 6 semester hours of completing the Core and Major requirements on the Program of Study, have approval of your major advisor. You must have at least a 3.5 cumulative grade point average in the doctoral Program of Study.

After you meet eligibility requirements, you complete *both* written and oral Comprehensive Exams. Students registered with the University as having disabilities should work with their Doctoral Advisory Committee (DocAC) for accommodations necessary to successfully fulfill any part of the Comprehensive Exams.

### ***Comprehensive Exam Process***

The Language and Literacy comprehensive exam process includes the following five components.

<b><i>Document</i></b>	<b><i>Due Date</i></b>	<b><i>Submit to</i></b>
Memo of intent	Semester prior to taking exams (April 15 or November 15)	Major Advisor
Written Exam	Begin the process the semester prior to writing the exam	Major Advisor
	Negotiated with your major advisor	All committee members
Syllabus	Due at submission of written exam	All committee members
Orals*	Determined by you and your advisor	All committee members

*\*Even though you may write your exams in any term, oral defenses will be held only during the fall and spring terms, and after the first week of the term and not during final exams.*

### Memo of Intent

You submit a memo of intent the semester before taking Comprehensive Exams. This brief memo includes description of your major field areas and verifies that you have no outstanding grades of “incomplete” older than one semester. You must submit this memo **to your major advisor** who must approve the plan before distributing the memo to all other Language and Literacy faculty.

Deadline for submitting the comprehensive exam memo:

Fall exams: April 15

Spring exams: November 15

### Written Exam

The written exam is an opportunity for you to demonstrate your comprehensive knowledge in three areas: (a) research, theory, and pedagogy in the major field of language and literacy education; (b) research methodologies; and, (c) a specific area of language and/or literacy research directly related to your research interests. Area A requires two (2) different responses. In total, you will write to four (4) exam questions. In consultation with your advisor, select two from the following as your major field to complete component (a) of the exam:

- Reading (teaching, learning, development, curriculum)
- Writing (teaching, learning, development, curriculum)
- Literature and/or Media (teaching, learning, response, curriculum)
- First/second language issues (teaching, learning, development, curriculum)

It is expected that your responses will include awareness of issues of *diversity* and *urban education* as they relate to your area(s).

The research methodologies question (item b) will be negotiated with your advisor and committee.

For item (c) you can address or focus on special perspectives related to teacher education, classroom discourse, community/family literacy, working with English learners, second language, cultural studies, technology, literacy assessment, etc.

Beginning the Process: After selecting your two major fields for Area A, your methodologies focus for Area B, and identifying your specific area of interest in language and literacy, you will develop preliminary bibliographies appropriate for your studies in each area, and then consult with your major advisor to make necessary revisions and finalize the bibliographies. Next, you will immerse yourself in reading, setting up appointments with your advisor and/or committee members as needed.

Writing the Exam: You will complete four exam questions: 2 for the major, 1 for research methodologies, and 1 in your specific area of interest in language and/or literacy. The questions are based on conversations about your specific areas of focus and on your studies during the previous semesters. You will have a total of 20 consecutive days to write responses to the four questions. Each question should be up to 20 pages (double-spaced, 12 point font, excluding references in APA style). The typical response from students is 15-18 pages. You will be able to refer to any written material during the 20 writing days. Upon request, students whose first

language is not English or who have documented disabilities may be provided additional time as determined by the major advisor.<sup>2</sup> **You must submit electronic copies of the exams to all of the committee members at the close of the 20 day deadline. Paper copies should be provided to committee members if requested by the committee.**

*Written exams not submitted by the deadline will result in a “Failed” attempt. The student will be allowed only one more attempt to take this exam.*

### Course Syllabus

Develop a course syllabus for a future literacy course (undergraduate or graduate) you would like to teach. The ideal time for this part of the process to be completed is during the Teaching Internship in which you are already engaged in the design, development, and teaching of a university-based course. The syllabus is to be accompanied by a commentary. The document should be up to 15 pages, double-spaced, 12 point font excluding references in APA style). The commentary reflects on the framework of the syllabus and the theoretical underpinnings of the course. Here, we envision that you will make connections between theory and practice. You can draw on courses you have taught or taken; however the course syllabus must have your own unique stamp. The reflective commentary must draw on theoretical and empirical literature. **Please submit electronic and/or paper copies to your major advisor no later than 9:00 a.m. on the date negotiated by your major advisor.**

### Oral Exam

The oral exam is typically scheduled two to three weeks after the written exams are submitted. All members of your committee attend the oral exam. The purpose of the oral exam is to provide you with an opportunity to expand upon and clarify your written responses, and ensure that you have an in-depth understanding of the two major areas, research methodologies, and your specific area of interest, as determined by your Doctoral Advisory Committee. All members of the committee receive the complete set of your comprehensive exam documents (questions, manuscript, and syllabus).

Oral exams last approximately 60-120 minutes. Each committee member may ask for additional information based upon your responses to each of the questions.

### Passing the Comprehensive Exams

To pass your Comprehensive Exams, you must successfully complete both the oral and written components. You must also successfully complete all components of the Comprehensive Exams with the expected level of scholarship. If you fail any component of the exam, a meeting will be scheduled with you, your advisor, and your committee faculty to discuss the status of your progress and future in the program. Should you fail the comprehensive exam requirements, you must wait a full semester and make a request to retake the exams. A second failure will result in dismissal from the doctoral program.

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<sup>2</sup> Students registered with the University as having disabilities should work with their Doctoral Advisory Committee (DocAC) for accommodations necessary to successfully fulfill any part of the Comprehensive Exams

## **Procedures for Constituting a Dissertation Advisory Committee, and Writing, Submitting, and Defending the Dissertation Prospectus**

### **Constituting a Dissertation Advisory Committee (DissAC)**

Upon completion of the Comprehensive Exams, you will select a four-person Dissertation Advisory Committee (DissAC) and file appropriate paperwork with the Office of Academic Assistance (OAA). Your major advisor must be from the Language and Literacy Unit. One member must be from outside the Unit. Three of the four members must be from the COE, and hold Graduate Research Faculty Membership.

After the oral defense of your comprehensive examinations, you should select the members for your DissAC. It is important that you begin to consider carefully this very important decision before the comprehensive exams so that once the exams are defended, you can move directly towards the Prospectus. Once you have made the decision regarding who will serve on your Dissertation Advisory Committee, submit appropriate paperwork signed by each faculty member and the Department Chair. Submit paperwork to the OAA. You may then move into the Prospectus phase of working towards the dissertation. At this stage, your major advisor becomes Chair of your Dissertation Advisory Committee. It is here that you will work closely with the Chair on deadlines, drafts, and defenses for both prospectus and dissertation.

### **Writing, Submitting, and Defending the Prospectus**

You are encouraged to explore possible topics for your dissertation as you encounter theory and research throughout your whole doctoral program. Please consult the COE's Guide to Writing the Prospectus and Dissertation. To support the writing of your prospectus, you must enroll in EDCI 9850 toward the end of your coursework. Enrollment in this course should take place only **after** you have read widely on your proposed topic.

In EDCI 9850, you will read previously defended prospectuses, study possible organizational structures of the prospectus, become CITI certified by Institutional Review Board (IRB) concerning research with human subjects, study IRB protocols including the submission of the IRB application, study academic and scholarly writing, complete a draft of a full prospectus, and present your prospectus draft using presentation software (PowerPoint, Prezi, or other). The course is also designed as a writing support group. Each class member reads and responds to others' work and offers substantive feedback on the quality of the research, methodology, and writing. This course is repeatable until you successfully defend your prospectus.

Doctoral students in Language and Literacy Education enrolled in EDCI 9850 are responsible for close communication with their major advisor about their planned dissertation research topic, research questions, IRB approval, submission of required forms, prospectus and abstract, and prospectus defense. Successful completion of the prospectus for the purpose of the EDCI 9850 course does not guarantee that a prospectus will be approved by a Dissertation Advisory Committee. If a dissertation committee chair and/or committee decide that the course-generated prospectus is not yet defensible, you must repeat EDCI 9850 in the subsequent semester to continue the conceptualization and revision process.

The Chair of your prospectus/dissertation needs time to read and respond to your prospectus. Discuss with your Chair the length of time needed for her or him to read and respond to your

prospectus, and plan your defense accordingly. Please do not assume—or expect—that your Chair will read your work overnight or within a day or two or even two weeks. When writing your prospectus, do not expect that your Chair will act as your editor. Your prospectus should be your best writing and should be edited for content (all parts of the prospectus are included and fully described), mechanics (including spelling, grammar, and verb tense and so on) as well as APA formatting. You should identify a colleague, friend, or family member to act as your editor for this document. Your Chair may return your prospectus unread if there are a number of mistakes and/or the format of the prospectus is not followed. Your Chair will let you know when she or he believes that your work is ready to submit to your Dissertation Advisory Committee. Please submit your prospectus to your Dissertation Advisory Committee only after your Chair has given her or his permission to do so.

The Prospectus Defense Announcement and a copy of the prospectus, with the DissAC chair's signature, must be submitted to the MSE Department Chair for review and signature at least *seven to fourteen* calendar days prior to the deadline for submitting to the College of Education's Office of Academic Assistance. The department chair will forward the prospectus defense announcement to your Chair with either a signature of approval or a statement of concerns. It is your responsibility to allow sufficient time for this process in advance of submitting to OAA in case any further revisions are required. A Prospectus Defense Announcement (with signatures) must be submitted to Dr. Walt Thompson, Associate Dean for Graduate Studies, at least *fifteen* calendar days prior to the date of the scheduled defense. An electronic copy of the prospectus must be submitted to OAA at least *fifteen* calendar days prior to the date of the scheduled defense. Please check with the OAA for the latest updates on policies, deadlines, and forms (changes often occur).

You must schedule your prospectus defense during the fall or spring semesters, or negotiate a day/time with your committee. Note that faculty are not expected to be available for defenses or reading revisions of the prospectus during the summer session.

Upon approval of the prospectus by all members of the Dissertation Advisory Committee (DissAC), the committee and Department Chair will sign a Recommendation to Doctoral Candidacy form attesting to agreement among committee members. You are now considered a *doctoral candidate*; you are also identified as All But Dissertation or ABD.

## **Procedures for Writing and Defending the Dissertation**

To earn the Ph.D., all students must design, write and defend original research, written up as a dissertation. You and your Chair work closely on the initial drafts of each chapter of the dissertation prior to submitting the penultimate draft to Dissertation Advisory Committee (DissAC) members. Typically, each DissAC member will have an opportunity to read the completed dissertation draft and determine whether further revisions are necessary prior to the scheduling of the dissertation defense. You should work closely with your Chair and the DissAC committee members to determine how and when drafts of chapters will be shared. As with the prospectus, please allow ample time for your Chair to read and respond to your dissertation chapters; do not assume that your Chair will be able to read your chapters immediately or will be able to respond within a few days.

Once committee members have agreed that you are ready to proceed to the dissertation defense stage, the dissertation defense is scheduled. You must schedule your dissertation defense during the fall or spring semester. Note that faculty will most likely *not* be available during the summer session.

In order to meet the deadlines for doctoral candidates required by the College of Education, a complete draft of your dissertation must be submitted on the following dates to your Chair:

Spring Graduation: Complete draft due to Chair on January 1 or a date negotiated with your Dissertation Chair

Fall Graduation: Complete draft due to Chair on August 1 or a date negotiated with your Dissertation Chair

A complete draft means that you are providing a well-written, revised, and peer-reviewed copy of all chapters within your dissertation. First drafts do not qualify as a complete draft. You are strongly encouraged to work with a writing group of peers and to participate in the EDRD 9870 writing support course.

The Dissertation Defense Announcement includes an abstract of the dissertation study with signatures required by the DissAC Chair and the Department Chair. Two items must be submitted to the Department Chair at least *seven* to *fourteen* calendar days prior to the deadline for submitting to OAA: (a) The final Dissertation Abstract and Defense Announcement, with the Dissertation Advisory Committee chairperson's signature, and (b) a copy of the dissertation. The Department Chair reads the dissertation and determines if it is ready to go to OAA. If the Dissertation Defense Announcement form is signed by the Department Chair, she or he will forward to the advisor. If not, the Department Chair will send along a statement of concerns. It is your responsibility to allow sufficient time for this process in advance of submitting to OAA in case any further revisions are required. The signed announcement of the dissertation defense must be submitted to Dr. Walt Thompson, Associate Dean for Graduate Studies and Research at least *fifteen* calendar days prior to the date of the scheduled defense. An electronic copy of your complete dissertation must be submitted to OAA at least *fifteen* calendar days prior to the date of the scheduled defense. Please check with the OAA for the latest updates on policies, deadlines, and forms (changes often occur).

The dissertation presentation is typically conducted using presentation software (e.g., PowerPoint, Prezi) up to 45 minutes in length. This presentation and the subsequent dissertation defense are conducted at an open meeting that may be attended by fellow doctoral students, faculty, and others whom you may wish to invite. You are expected not only to explain the research, but also to justify methods, actions, and conclusions. After your presentation, the Chair will invite committee members to ask questions about your research, suggest revisions, and sign off on the dissertation if they believe that no substantial revisions are necessary. Invited guests will be invited to ask questions only after the DissAC has been given ample time to address the dissertation.

Approval and acceptance of the dissertation requires a favorable vote of a majority of the Dissertation Advisory Committee. This majority must include no fewer than three members. Final revisions to the dissertation are expected to the Chair within one month of the defense date.

### **Graduation and Doctoral Hooding**

Regardless of whether you plan to attend the Doctoral Hooding ceremony or not, it is essential that you let the Chair of your dissertation know your decision. If your Chair cannot attend, please consult with her or him to find a faculty member who will hood you during the doctoral hooding ceremony. You will need to order your gown, hood, and tam/hat in advance. You carry the hood into the ceremony, and at one point in the ceremony, your Chair will place the hood over your head and shoulders.

## Doctoral Program Checklist

	Select <b>Doctoral Advisory Committee (DocAC)</b> by end of 1st year or 27 semester hours.
	Plan <b>Program of Study</b> by end of first year or 27 semester hours.
	Complete <b>Pre-qualifying Phase</b>
	Submit <b>Program of Study/Doctoral Advisory Committee</b> form by end of first year or 27 semester hours, whichever comes earlier. Transcripts for any work taken at other institutions should be attached.
	Discuss <b>Residency Plan</b> with major advisor.
	Submit Residency Plan to major advisor
	Take <b>Comprehensive Exams</b> at or near completion of all coursework. (4 Questions, Annotated Syllabus)
	Organize date/time for defense of Orals; Submit <b>Report of Doctoral Comprehensive Examination</b> form.
	Select <b>Dissertation Advisory Committee (DissAC)</b> (minimum of four members required; at least three must be members of the College of Education Graduate Research Faculty Membership).
	Obtain copy of the <i>Guide for Preparing Dissertations</i> from OAA site; Please check with the OAA for the latest updates on policies, deadlines, and forms (changes often occur).
	Ideally, submit a draft of your final prospectus at least six weeks before your plan to defend (this does not include previous drafts submitted before this time). Your advisor needs time to respond, and you need time to revise.
	Submit one electronic copy of complete <b>Prospectus</b> to OAA after passing Comprehensive Exams and at least fifteen (15) working days prior to the prospectus defense.
	Submit the signed <b>Announcement of Prospectus Presentation</b> form to Dr. Walt Thompson, Associate Dean of Graduate Studies and Research at least fifteen (15) working days prior to the prospectus defense.
	Confirm with major advisor that all residency activities have been completed.
	Submit <b>IRB application</b> before beginning dissertation research.
	<b>Prospectus Presentation and Defense</b>
	Committee recommends to <b>Doctoral Candidacy</b> after completion of all coursework, passing Comprehensive Exams, completing all residency requirements, and successful presentation of prospectus.
	Submit <b>Recommendation to Doctoral Candidacy</b> form.
	Prepare <b>Dissertation</b> after admission to doctoral candidacy.
	Submit <b>Application for Graduation</b> and graduation fee at <b>least two semesters</b> before the semester you expect to graduate.
	Ideally, submit a draft of your final dissertation draft at least six weeks before your plan to defend (this does not include previous drafts submitted before this time). Your advisor needs time to respond, and you need time to revise.
	Submit a copy of your completed <b>dissertation</b> and <b>Defense Announcement</b> , with the Dissertation Advisory Committee chairperson's signature to the department chairperson for review and signature at least <i>seven to fourteen</i> calendar days prior to the deadline for submitting to the COE OAA
	Submit the signed <b>Defense Announcement</b> to Dr. Walt Thompson, Associate Dean for Graduate Studies and Research at least fifteen (15) calendar days prior to dissertation defense

	Submit an electronic copy of a complete <b>Dissertation</b> and the signed <b>Announcement of Dissertation Defense</b> form at least fifteen (15) calendar days prior to dissertation defense. Confirm deadlines for each term at <a href="http://education.gsu.edu/OAA/">http://education.gsu.edu/OAA/</a>
	Notify major advisor if you plan to participate in Doctoral Hooding ceremony
	Upload dissertation to GSU Scholarworks
	Change title suffix to Ph.D.

## **Awards and Scholarships for Doctoral Students**

### **College-Wide Awards**

#### *Dean's Doctoral Fellow (available prior to admission)*

The Georgia State University (GSU) College of Education (COE) Dean's Research Doctoral Fellowship initiative recognizes outstanding scholarly accomplishments and the academic potential of newly admitted research doctoral students in the COE. Recipients of the four-year fellowship embody the highest standards of research and scholarship in the COE's graduate programs. All deadlines are by 5:00 p.m. on the given date.

#### *Hayden Waltz Doctoral Dissertation Award*

Established by College of Education alumni Dr. Melvin Hayden and Dr. Lucy Welzant Hayden to honor their parents, Mr. & Mrs. Ralph Waldo Hayden, Sr. and Mr. & Mrs. Edwin Millart Waltz. This \$1,000 award is presented to a doctoral student whose dissertation exhibits originality, clarity and effectiveness in the presentation of ideas, quality writing and contributes to the future scholarly productivity of his or her field.

#### **College of Education Alumni Scholarship**

The Georgia State University College of Education Alumni Scholarship Fund honors students who exemplify excellence by their scholarship and commitment to improving student achievement. Applications are available on the College of Education Alumni Club website:  
<http://education.gsu.edu/main/7976.html>

### **Department-Wide Awards**

#### *Beverly J. Armento Doctoral Award*

Established by Dr. Beverly J. Armento to honor doctoral students in the department who have a commitment to improving pedagogy in teaching and teacher education. The award(s) will be to a doctoral student(s) who is in good standing at GSU and will exhibit the following: (a) a commitment to improving pedagogy in teaching and teacher education, (b) a demonstrated financial need, and (c) overall quality of application.

### **Language and Literacy Unit-Wide Awards**

#### *Outstanding Ph.D. Student Award*

The Applicant should provide evidence of meeting the following criteria:

1. Must submit a cover letter and CV
2. Must have defended the prospectus
3. Excellence in research, teaching, and service
4. Leadership in service
5. Committed to equity educational issues

#### *Dr. Jennifer Wells Greene Doctoral Award*

Dr. Jennifer Wells Greene is a graduate from our Language and Literacy Teaching and Learning Degree with specialization in ESOL and Applied Linguistics. The award recognizes a doctoral student in Language and Literacy education whose studies focus on English as a Second Foreign Language.

The Applicant should provide evidence of meeting the following criteria:

1. Successfully completed Prospectus or should be in the dissertation writing or defending stage;
  2. Research participants include 70% or more of ESOL teachers and/or learners;
  3. Successfully completed a minimum of 4 ESOL/AL courses at the masters/doctoral level while attending GSU;
  4. Has obtained a GPA of 3.5 or higher in the doctoral program;
  5. Should have made one peer-referred conference presentation;
  6. Should have at least one paper submitted for publication in a peer-referred journal.
- Please submit a cover letter to ESOL faculty specifying your qualifications for this award and a 5 page 12 inch font, double-spaced synopsis of your prospectus/dissertation with references. References are not included in the 5 pages.

## Dissertation/Research Awards for Graduate Students in Professional Organizations

1. IRA Outstanding Dissertation of the Year Award  
[http://www.reading.org/resources/AwardsandGrants/research\\_outstanding.aspx](http://www.reading.org/resources/AwardsandGrants/research_outstanding.aspx)
2. AACTE Outstanding Dissertation Award  
(American Association of Colleges for Teacher Education)  
<http://www.aacte.org/professional-development-and-events/awards/446-writing-and-research-awards#outstanding-dissertation-award>
3. AERA Research Awards (AERA, Division, and SIG or Special Interest Group Awards)  
(American Educational Research Award)  
<http://www.aera.net/SIG037/Awards/tabid/15184/Default.aspx>
4. APA Research Awards (by Division)  
(American Psychological Association)  
<http://www.apa.org/about/awards/search.aspx?query=&fq=%28AwardTypeFilt:%22Dissertation%20Award%22%29>
5. IMA Outstanding Doctoral Dissertation Award  
(International Mentoring Association)  
<http://mentoringassociation.org/>
6. NCTE Promising Researcher Award  
(National Council of Teachers of English)  
<http://www.ncte.org/awards/research>
7. NRC Outstanding Student Research Award  
(National Reading Conference)= LRA,  
<http://www.literacyresearchassociation.org/>
8. PDK Outstanding Doctoral Dissertation Award  
(Phi Delta Kappa)  
<http://www.pdkintl.org>
9. Spencer Foundation Dissertation Fellowships for Research Related to Education  
(The Spencer Foundation)  
<http://www.spencer.org/content.cfm/fellowship-awards>
10. TESOL Awards and Grants  
(Teachers of English to Speakers of Other Languages)  
<http://www.tesol.org>
11. Southern Regional Education Board (SREB) State Doctoral Scholars Program  
[http://www.sreb.org/page/1113/types\\_of\\_awards.html](http://www.sreb.org/page/1113/types_of_awards.html)