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Introduction

This document has been prepared for the convenience of students as an overview of the Ph.D. program in Exceptional Students. It is not intended, nor should it be used, as a substitute for a careful reading of documents of the College of Education and Human Development. It is the student’s responsibility to know about and keep up with requirements for his or her program. The official document is the Georgia State University Graduate Catalog for the academic year in which the student was admitted.

Program Assumptions

The doctoral program for preparing educators to become research professionals and teacher educators in higher education is based on these assumptions:

♦ Individuals preparing to become program leaders in higher education need a foundation of broad general education based in the major academic disciplines.

♦ Special education program leaders in higher education understand, respect, and value the multicultural backgrounds and diverse educational needs of students in schools and promote cooperative programs.

♦ Special education program leaders in higher education understand evidence-based practice and apply research on effective instruction and personnel preparation to their preparation of teachers. We believe this is accomplished, in part, by having doctoral students collaborate with faculty members who are conducting research.

♦ Special education program leaders can identify and evaluate teaching and service delivery options of programs that are related to the educational and developmental needs of individuals with disabilities.

♦ Special education program leaders possess the knowledge and skills to develop and modify programs for students with disabilities as well as programs for other educators who work with these students. The knowledge and skills should be based in personnel experience, professional literature, and outcome data.

♦ Special education program leaders provide observation, feedback, supervision, and self-evaluation of personnel in applied experiences.

♦ Special education program leaders can use technology to access resources, communicate and collaborate with colleagues, and present information.
Program Philosophy

Faculty members in the Special Education program at Georgia State University are committed to preparing special educators as program leaders in higher education who can become change agents through their research contributions to the evidence base. These higher education leaders will make decisions that provide high quality instruction and support services consistent with the diverse needs and abilities of individuals with disabilities and their families. Faculty members in the Special Education program recognize that the higher education researchers and leaders being prepared must have the flexibility to adapt to the changing role of the special educator, changing patterns regarding how special education services are delivered, and changing social and economic contexts in which individuals with disabilities live. Graduates of this program are prepared to take on the role of faculty members in special education at institutions of higher education, providing teaching, scholarship, and service. These individuals will be able to train teachers whose research-based education has prepared them to implement best practices in special education, to communicate effectively, and to work collaboratively with other special educators, general educators, parents, and support personnel.
Doctoral Program Advisory Committees

Two advisory committees guide the student’s course of doctoral study. These are the Doctoral Program Advisory Committee and the Dissertation Advisory Committee. Students are responsible for the completion and timeliness of all forms that have to be submitted in each step of the student’s doctoral study as outlined below and in the GSU Graduate Catalog. The forms include signatures from faculty members on these two committees.

Doctoral Program Advisory Committee

The members of the Doctoral Program Advisory Committee assist the student in the following activities:

- Plan and approve an appropriate program of study
- Define and approve non-course work requirements (e.g., residency, internship)
- Prepare and grade the major area of study component of the Doctoral Comprehensive Examination

The Department Chair appoints a temporary major professor upon admission of the student. This professor assists the student in initial course selection and the selection of the Doctoral Program Advisory Committee. The committee composition should be decided as soon as possible, but not later than the accrual of 27 semester hours of course work, or no later than one calendar year from the beginning of course work, whichever comes earlier. (The major professor does not become permanent until the official Advisory Committee is approved and filed as outlined below.)

The Doctoral Program Advisory Committee consists of a minimum of three members as follows:

The major professor serves as the chair of the Committee. He or she is a full-time tenure-track member of the College of Education and Human Development and holds primary appointment in Special Education. The major professor needs to have been a faculty member at GSU for at least one academic year, hold an earned doctorate, have served on a previous doctoral committee within Special Education at GSU, and have Graduate Faculty Status in the College of Education and Human Development.

A second member of the Committee must be a full-time member in Special Education in the Department of Educational Psychology and Special Education, holding an earned doctorate.

A third member of the Committee represents a major other than that of the student and holds an earned doctorate. This person must be a faculty member whose primary appointment is outside the student’s program (i.e., Special Education).

At all times, a majority of the membership of the Committee is from the Special Education program. All committee members but one must hold Graduate Faculty Status in the College of Education and Human Development.
All appointments to the Doctoral Program Advisory Committee, including its chair, are subject to approval by the student, the department chair, and the dean of the College of Education and Human Development. After the Committee has been established, any subsequent change of membership is documented as the student advances to candidacy (i.e., via signatures on the prospectus approval form). If committee members change, students are encouraged to send an email to Carla Woods in the Office of Academic Assistance so that she can verify the composition of the committee prior to the submission of signed documents.

**Doctoral Dissertation Advisory Committee**

At the time of preparation of the dissertation prospectus, appropriate changes in the membership and/or chairmanship of the Doctoral Program Advisory Committee are made in order to constitute the Doctoral Dissertation Advisory Committee. The student and the Committee consider reconstitution of its membership to best facilitate the dissertation research.

In every case, the Committee is expanded by at least one additional member between completion of the comprehensive examination and submission of the dissertation prospectus. The resulting Dissertation Advisory Committee, representing expertise in both the research topic and the proposed research methodology, includes no fewer than four members.

The Doctoral Dissertation Advisory Committee has supervisory responsibility for judging the acceptability of the dissertation prospectus and recommending advancement to candidacy.

All appointments to the Doctoral Dissertation Advisory Committee, including its chair, are subject to approval by the student, the department chair, and the dean of the College of Education and Human Development. The chairperson must hold Graduate Faculty status in the College of Education and Human Development and all other committee members but one must hold graduate faculty status. A majority of the membership of the Committee must be from the Special Education program. After the Committee has been established, any subsequent change of membership must be approved by the Office of Academic Assistance.

**Policy for Changing Major Advisors**

Students may change major advisors only one time during the program. In the event that it becomes desirable to change major advisors, the student will meet first with his/her advisor to discuss the proposed change. Then the student will make an appointment to meet with the Department Chair to provide written and verbal justification for the request and to submit the Request for Change of Advisor Form to the Department Chair. The Department Chair may call a meeting with the student and major advisor to discuss the change prior to bringing the request to the Special Education faculty. The faculty will determine if the request will be approved, and if so, will assign a new advisor. If the request is not approved, the student remains with the current advisor. If the student’s major advisor is the Department Chair, then the student will follow all aforementioned procedures with the Special Education Program Chair.
The Program of Study

Minimum Hours for Program

A minimum of 58 semester hours of course work is required for the Ph.D. program (see Appendix A). Ph.D. programs in special education typically exceed the 58-hour minimum imposed by the GSU Graduate Catalog. College of Education and Human Development courses applied to this minimum must be at the 8000 or 9000 levels.

At least 15 semester hours of dissertation are required. Students must be registered for at least 3 semester hours of dissertation during the semester of graduation. Students should plan their program to meet their objectives for the Ph.D., not to conform to the minimum number of credit hours.

The doctoral planned program must be approved by the Doctoral Program Advisory Committee and filed with the College of Education and Human Development Office of Academic Assistance within the first year following admission to the program or within the first 27 hours of course work, whichever is earlier.

Areas of Study

A doctoral program fosters the development of skills and abilities in a core area, major area, and university teaching cognate, and dissertation.

Core Area (18 hours minimum). The purpose of the core is to develop general research competencies including expertise in at least one particular research methodology appropriate to the major field and/or dissertation research, and to develop awareness of the context in which educational issues can be understood and interpreted.

A. Research Core (15 hours)
   1) Choose one course (3 hours):
      EPRS 8500 Qualitative/Interpretive Research in Education (3)
      EPRS 8530 Quantitative Methods and Analysis in Education (3)

   2) Required (6 hours):
      Select a two course sequence (6 hours) in research methodology:

      a) Quantitative Methodology
      EPRS 8540 Quantitative Methods and Analysis in Education II
      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)

b) 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)

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

d) Historical/Philosophical Methodology
EPSF 9850 Historical Research in Twentieth Century American Education (3)
EPSF 9930 Philosophical Analysis and Method (3)
HIST 8000 Introduction to Historical Methods and Theory (4)

e) 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)

3) Required (6 hours):
Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee that is to be employed in the dissertation research. The doctoral advisory committee may require additional coursework in a research track. Students must complete two of the courses in the research area within the first two calendar years following admission to the doctoral program.

B. Social Foundations of Education and Psychology of Learning Core (3 hours). Select one:
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)

Major Area (19 hours minimum): The purpose of this component is to increase the student’s knowledge base in the general area of special education and in the primary content area selected for the program.

Required (16 hours)
   - EXC 8961 Professional Development Seminar in Special Education (4)
   - EXC 8980 Professional Investigation and Writing in Special Education (3)
   - EXC 9900 Research Seminar in Special Education (3)
   - EXC 9981 Grant Proposal Writing in Special Education (3)
   - EXC 9985 Ethics and the Advancement of Research (3)

Select (3 hours): Course will be selected and approved by the student’s Doctoral Advisory Committee.

University Teaching Cognate (6 hours minimum): The purpose of this component is to provide systematic study of, and a supervised internship in, college teaching

Required (6 hours):
   - EPY 9000 Facilitating College Teaching (3)
   - EXC 9660 Internship in Special Education I (3)

Dissertation (15 hours)

Required (15 hours)
   - EXC 9990 Dissertation (15)

Program total: minimum of 58 semester hours

Additional Information Pertaining to Program of Study

Forms. There are several forms that students will use during doctoral study. These forms include the Program of Study, Dissertation Advisory Committee, Announcement of Dissertation Defense and Prospectus Presentation, Comprehensive Exam Form, and Doctoral Candidacy. The most up to date version of these forms can be found at: http://education.gsu.edu/forms-policies-regulations/.

Course schedule. A tentative schedule of the major area doctoral courses is in Appendix B.

Grades. The minimum grade acceptable for course work in the major area is B; for course work outside the major area, the minimum grade is C. An overall cumulative GPA of at least 3.5 is required to be eligible to take the comprehensive examination and for graduation.
Credits hours and transfer credits. A minimum of 36 hours in the planned program must be earned in the doctoral program of study at Georgia State University. The 36-hour minimum may not include credits transferred from other institutions, from another doctoral program within the college or university, from a specialist program, or from non-degree status.

Continuous Enrollment Requirement: Graduate students must register for a total of at least six semester hours of course work during any period of three consecutive terms (i.e., fall, spring, and summer) until completion of degree. In order to graduate, students must be registered for at least 3 semester hours of dissertation during the semester of graduation. For the most up-to-date continuous enrollment policy, students are directed to go to: http://education.gsu.edu/oaa/.

Professional Development Seminar: Included in the Major is the requirement that doctoral students enroll each Fall and Spring Semester for three (3) semester hours of EXC 8961 (Professional Development Seminar in Special Education) until they have advanced to candidacy (i.e., have an approved prospectus). (In certain cases, exceptions may be made regarding the number of semester hours taken each semester, as determined by the student’s major advisor and/or the Special Education faculty.) This seminar typically meets three times each semester. In the seminars, Ph.D. students meet with faculty members to discuss relevant issues in special education, to apply knowledge of learning theory to special education practice, and to report on research they have been conducting to meet residency requirements. Doctoral students are to attend all scheduled meetings of EXC 8961 during the semester they are enrolled. Absences must be approved in advance by their major advisor. Doctoral students also are to notify the instructor if they are going to be absent and to report whether the absence has been approved by their major advisor. Any missed seminars will result in an alternative assignment/activity provided by the major advisor. Absences that exceed one per semester, or any unexcused absence, will result in a grade of “U” for the semester, and will be reflected in the student’s Annual Evaluation.

Quantitative Research in Education Certificate. Students who plan to pursue a dissertation that utilizes quantitative methodology are encouraged to pursue a Graduate Certificate in Quantitative Research in Education, which is available from the College of Education and Human Development to eligible students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level quantitative research methods courses with a collective GPA of 3.5 or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate. Four of the seven courses must be the following:

- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- EPRS 8540 Quantitative Methods and Analysis in Education II (3)
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPSF 9260 Epistemology and Learning (3)

The remaining three courses must be doctoral-level quantitative method courses, bearing a call number of 8000 or higher, from the approved list of certificate courses. The list is updated yearly and available in the Department of Educational Policy Studies. A current list of these courses is provided in the Graduate Catalog and includes the following:
EPRS 8600 Computer Use in Educational Research (3)
EPRS 8620 Program Evaluation I (3)
EPRS 8660 Bayesian Statistics (3)
EPRS 8820 Program Evaluation and Institutional Research (3)
EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)
EPRS 8840 Meta-Analysis (3)
EPRS 8920 Educational Measurement (3)
EPRS 9350 Introduction to Item Response Theory (3)
EPRS 9360 Advanced Item Response Theory (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 9600 Advanced Computer Methods in Educational Research (3)
EPRS 9900 Research Design (3)
PSYC 8430 Psychological Research Statistics (3)
Other Quantitative Methods courses as approved by the Certificate Coordinator and the Department Chair

In addition, students must successfully defend a quantitative or multi-methods research dissertation. Although a faculty member from the Research, Measurement and Statistics (RMS) program of the Department of Educational Policy Studies need not be on the student’s dissertation committee, the prospectus for the dissertation must be endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.
Residency Requirements and Student Supports

Purpose and Requirements

The Special Education Ph.D. Residency Program Plan includes activities in scholarship, teaching, service/professional development, and collegiality. The departmental residency requirements ensure each doctoral student is involved in professional activities beyond just completing doctoral course work. Activities include assisting a faculty member in teaching a course (separate from the teaching internship requirement) and submitting a data-based article to a refereed journal as senior author. Other activities include attending professional conferences and participating in professional organizations.

As indicated in the GSU Graduate Catalog, the purpose of the residency is to provide close and continuous involvement with faculty members, professional colleagues, and other graduate students. This involvement provides supervised opportunities for development in teaching, research and service; time for concentrated study and coursework; and opportunities to read, reflect, and conduct research appropriate for the advanced degree.

The objectives of the doctoral residency are met in two ways: (1) by completing two of the four non-dissertation courses of the research-core requirement within the first two calendar years following admission to the doctoral program, and (2) by completing the Ph.D. Residency Program Plan that has been approved by the faculty within the Department of Educational Psychology, Special Education, and Communication Disorders (ESC) and the Director of Graduate Studies.

A residency is important because a doctoral program is not just another collection of courses. A residency will provide experiences that broaden a student’s appreciation of the various elements of being a member of the profession. Under the supervision of his or her major advisor, a student will participate in various and numerous research activities, prepare and deliver presentations at state and national conferences, and teach at the university level. Completion of the approved Residency Program Report is a requirement for advancement to candidacy.

See Appendix C for a copy of the ESC Ph.D. Residency Requirements.

ESC- Doctoral Student Association

The purpose of the ESC Doctoral Student Association (DSA) is to enrich the collegiate experience for doctoral students in the department. ESC-DSA strives to provide quality, student-centered programs, services, and involvement opportunities which celebrate diversity, promote recruitment and retention, and foster leadership and student development. The goals of ESC-DSA are: (1) to support doctoral students through their graduate school experience, (2) to facilitate 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 ESC-DSA executive board holds monthly meetings to discuss services, programs and opportunities needed. Decisions about what to sponsor are determined by feedback from active ESC-DSA members. Two times each semester, ESC-DSA sponsors topical events. Examples of event topics include: conferences
and presentations, research designs, IRB, vita writing, studying for and practicing writing comprehensive exams, writing for publication, editing, and the prospectus and dissertation processes. In addition to topical events, ESC-DSA provides a monthly meeting time and place for members to collaborate and discuss current issues.

Support for Travel and Research

Multiple lines of financial support are available for doctoral students at the department, college, and university levels. General information regarding scholarships available to students can be found at: [http://education.gsu.edu/student-services/scholarships-fellowships/](http://education.gsu.edu/student-services/scholarships-fellowships/).

ESC Department Support

The ESC Department offer mechanisms for funding of residency and dissertation research, and for travel to disseminate results.

- **Graduate research assistantships.** ESC offers graduate research assistantships for master’s and doctoral level students in Communication Disorders, Special Education, and Educational Psychology. Recipients of research assistantships work closely with ESC faculty members for up to 20 hours per week, collaborating on research projects that frequently lead to presentations at professional meetings and publications. In addition to a waiver of tuition, research assistantships provide stipends up to $2,000 for master’s students and from $5,000 to $10,000 for doctoral students per academic semester.

- **Travel awards.** A portion of student activity fees are available for students who are members of any chartered organization, including DSA. To be eligible for funds to attend conferences (i.e., travel, meals, registration), students must belong to that organization (via simple declaration). To request fiscal support, students complete the “Travel Fund Application” and “Travel Authorization Form.”

- **Department awards.** Members of ESC are committed to ensuring that doctoral students develop competency in all skills valued in institutions of higher education. Toward that goal, funding is available to support research (maximum = $400) and travel to disseminate results (maximum = $1,000, which can be requested for two separate trips). Both full-time and part-time students can request ESC support.

- **ESC Doctoral Fellowship.** ESC provides fellowships to select individuals enrolled full time in the doctoral program. Recipients of the fellowship work closely with their advisor on research projects with opportunities for publications. Opportunities to teach undergraduates are also included in the fellowship. In addition to a waiver of tuition, the fellowship recipients receive an annual stipend up to $30,000 per year. For more information, see: [http://esc.education.gsu.edu/files/2013/10/EPSE_Doctoral_Fellowships_flyer_FINAL.pdf](http://esc.education.gsu.edu/files/2013/10/EPSE_Doctoral_Fellowships_flyer_FINAL.pdf)

College and University Support

In addition, the following GSU awards may be of particular interest to doctoral students (note that this list of scholarship and financial aid opportunities is not complete. Students interested in obtaining financial support for completing their doctoral degrees are encouraged to actively seek such information):
- **CEHD Doctoral Dissertation Support Grant.** All CEHD doctoral students who have an approved prospectus may apply for this grant. The CEHD will award a maximum of 10 grants for $1,000 each (up to 5 per semester), depending on the quality of proposals and availability of funds. Awards may be used for research expenses, including purchase of manuscripts through interlibrary loan, software, data collection expenses, professional travel and any other expenses that are allowed by Board of Regents accounting rules and as approved by the Associate Dean for Graduate Studies and Research.

- **Hayden-Waltz Doctoral Dissertation Award.** Presented to a doctoral student or graduate 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. The award is given to the winner at the annual Student Awards Ceremony toward the end of the spring semester.

- **University Dissertation Grant Program & Suttles Graduate Fellowship.** The purpose of the Dissertation Grant Program is to support the scholarly dissertation research of doctoral level graduate students at Georgia State University. The grant program is designed to help full-time (at least 9 hrs./semester) doctoral graduate students meet the cost associated with their dissertation work. There is one campus-wide competition for these awards each year and award winners may elect to apply the funds to the current or to the next fiscal year. Applicants to the Dissertation Grant Program may also be nominated for the William M. Suttles Graduate Fellowship by their dissertation director. There is a place on the application cover page to note whether the applicant is a Suttles nominee and justification and support for this nomination must be included in the letter of support from the Dissertation Director (more details below). The fellowship will be awarded to the applicant deemed to have the most outstanding qualifications within their field of study and who also submits an outstanding dissertation grant proposal as determined by the team of faculty reviewers.

- **The Provost’s Dissertation Fellowship.** This fellowship supports doctoral students from across the university as they complete their dissertations, allowing them to minimize other obligations, such as teaching. Applicants may apply for up to twelve months of funding to support focused efforts toward dissertation completion, which they will lay out in a plan detailing their monthly goals. It is expected that this plan will be written in collaboration with the applicant’s dissertation advisor and should be realistic and comprehensive. Every month, fellows will meet with the Associate Provost for Graduate Programs to discuss their progress and the students’ advisors will submit monthly status reports. Funding may be suspended at any time should a fellow fall behind on their monthly goals.

- **CEHD Dean’s Research Doctoral Fellowship.** The Dean’s Research Doctoral Fellowship initiative recognizes outstanding scholarly accomplishments and the academic potential of newly admitted research doctoral students in the CEHD. Recipients of the four-year fellowship embody the highest standards of research and scholarship in the CEHD’s graduate programs. The primary function of the CEHD Dean’s Research Fellowship initiative is to recruit and enroll newly admitted first year doctoral students. Selection
preference will be given to applicants who have not started their doctoral programming at GSU. However, it is recognized that there may be exceptions when a current CEHD doctoral student may be seeking funding. As such, the Dean’s Research Fellowship is available to applicants who are in their first year of study. Funding is available beginning the first summer semester after applicant acceptance. Funding will be provided during fall, spring, and summer semesters for a maximum of up to 12 consecutive semesters. Tuition remission will be available to fellows during those same semesters.

- **Interdisciplinary Research Fellowships, Research on the Challenges of Acquiring Language and Literacy Program.** The goals of the Language and Literacy program are to integrate and build on our current nationally recognized individual research programs to create a world-class interdisciplinary research and doctoral training program focused on the acquisition of language and literacy. The Language and Literacy Program includes faculty from the College of Arts and Sciences and the College of Education & Human Development, including the departments of Educational Psychology and Special Education, Psychology, Anthropology, Applied Linguistics, Communication, Early Childhood and Elementary Education, Educational Policy Studies, and Philosophy. It also involves partnership with the Center for Research on Atypical Development and Learning, the Language Research Center, and the Regents' Center for Learning Disorders. L&L Graduate Research Fellowships are available to full-time Georgia State University graduate students who are participating in research that is in the area of challenges to the acquisition of language and literacy broadly conceived. The student’s mentor/advisor must be a member of the L&L faculty. Preference is given to students who are working with faculty who have a funded research program. New nominations are accepted once a year. Nominations are made by the faculty mentor and include a letter of nomination detailing the student’s area of research activity. L&L Fellows receive a research stipend of $25,000 and tuition remission for an annual appointment beginning July 1 and ending June 30. Fellowships are pro-rated for incoming students who begin in the Fall semester. The number of new and continuing awards is variable and dependent on qualified candidates and budget availability. Fellowships may be renewable for up to four years of support (depending on the student’s status, year in the program, at entry).

- **Ron Colarusso Outstanding Urban Education Dissertation Award.** The Ron Colarusso Outstanding Urban Education Award provides a $1000 award to a full-time doctoral student in the College of Education & Human Development in support of his/her dissertation research in the field of urban education. The student must have a dissertation prospectus in the area of urban education approved by their committee, and provide a summary of how the funds will be used to support research efforts for their dissertation study.

- **The Asa G. Hilliard, III Memorial Scholarship.** This award recognizes excellence at the post-baccalaureate level. This honor bears a $1,000 award. The selected graduate level student’s leadership, scholarship, and activities in urban education settings will have improved - and will demonstrate the promise to continue to improve - the educational context and/or student development and learning in these settings. The student must be a graduate level student in good academic standing in the College of Education & Human
Development. The student may utilize funds for tuition, fees, books, room, board, and other associated expenses incurred during graduate level study.

- **The Glenn A. Vergason Scholarship for Special Education.** This $1,500 award is granted to graduate level students who meet the requirements and are pursuing an M. Ed. or Ph.D. in ESC and who plans to teach or serve students who have learning or behavior disorders in Special Education.

- **The Nicolas R. Castricone Award.** This $1,500 award is granted to a student in Special Education for genuine caring and involvement with individuals with an intellectual disability that demonstrates an exceptional level of commitment.

**External Fellowships, Grants, and Awards**

Finally, students are encouraged to seek out external awards to support their graduate study. These applications are very competitive, require letters of support and research/work proposals, and typically completed with the student’s advisor. Most application deadlines are in the fall. Most require students to commit to full-time graduate study, and not have any other source of employment or funding. Common examples include:

- **American Educational Research Association (AERA).**
  [http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities](http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities)
  
  - **AERA Minority Dissertation Fellowship Program in Education Research:** AERA offers dissertation support through the Minority Dissertation Fellowship Program in Education Research. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities by supporting their conducting education research and by providing mentoring and guidance toward completion of their doctoral studies.
    - **Amount:** (1) $19,000 stipend, (2) $1,000 in travel support to attend the AERA Annual Meeting, (3) present research at Invited AERA Poster Session, and (4) AERA Minority Fellows Mentoring and Career Development Workshop.
    - **Tenure:** Each fellowship award is for 1 year, beginning July 1 or later, and is nonrenewable.
    - **Submission deadline:** typically early-November each year.

  - **AERA Research and Dissertation Grants Program:** With support from the National Science Foundation, the program seeks to stimulate research on U.S. education issues using data from the large scale, national and international data sets supported by the National Center for Education Statistics (NCES), NSF, and other federal agencies, and to increase the number of education researchers using these data sets. The program supports research projects that are quantitative in nature, include the analysis of existing data from NCES, NSF or other federal agencies, and have U.S. education policy relevance.
    - **Amount:** (1) $20,000 stipend, (2) grantees will participate in a 2-day conference in Washington, DC. The conference will provide unique professional development experiences for grantees, including highly
qualified speakers on topics of education policy and career development, presentations of dissertation research by former grantees, and interaction with the Governing Board and federal agency staff. This conference is specifically for AERA grantees, and travel expenses will be paid by AERA, and (3) grantees will present their research at a poster session during the AERA Annual Meeting and will participate in a one day capstone workshop. Grantees must include travel funds (up to $1,000) in their grant budget to attend the AERA Annual Meeting held in Spring.

- **Tenure:** each fellowship award is for 1 and is nonrenewable.
- **Submission deadline:** typically mid-January each year.

- **The Spencer Foundation (Spencer).**
  [https://www.spencer.org/dissertation-fellowships-1](https://www.spencer.org/dissertation-fellowships-1)

  - **The Dissertation Fellowship Program** seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. This highly competitive program aims to identify the most talented students conducting dissertation research related to education. These fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, analysis, or practice of formal or informal education anywhere in the world.
    - **Amount:** $27,500
    - **Tenure:** not less than one academic year (nine months) and not more than two calendar years (24 months)
    - **Submission deadline:** typically mid-January each year.

- **The Ford Foundation.**
  [http://sites.nationalacademies.org/pga/fordfellowships/index.htm](http://sites.nationalacademies.org/pga/fordfellowships/index.htm)

  Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation’s college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

  - **Predoctoral fellowships** will be awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.
    - **Amount:** (1) annual stipend: $24,000, (2) expenses will be paid to attend at least one Conference of Ford Fellows, and (3) access to Ford Fellow Regional Liaisons, a network of former Ford Fellows who have volunteered to provide mentoring and support to current fellows.
- **Tenure**: Fellowship recipients must begin the first year’s tenure on September 1, and must remain on tenure full-time for the academic year. After the first year of fellowship tenure, fellows may choose to defer funding for up to two years. All three years of support must be used within a five-year period.

- **Submission Deadline**: typically mid-December each year

- **Dissertation fellowships** will be awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

  - **Amount**: (1) one-year stipend: $25,000, (2) expenses will be paid to attend at least one Conference of Ford Fellows, and (3) access to Ford Fellow Regional Liaisons, a network of former Ford Fellows who have volunteered to provide mentoring and support to current fellows.

  - **Tenure**: no less than 9 months and no more than 12 months, with tenure beginning no earlier than June 1 and no later than September 1.

  - **Submission Deadline**: typically mid-December each year

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- **Southern Regional Education Board.**
  [https://www.sreb.org/dissertation-scholars-program](https://www.sreb.org/dissertation-scholars-program)

  The goal of the Doctoral Scholars Program is to increase the number of minority students who earn doctorates and choose to become faculty at colleges and universities. The Doctoral Scholars Program provides multiple layers of support — not only financial assistance and research funding, but also career counseling, job postings and a scholar directory for networking and recruiting. Mentoring and advocacy for scholars is crucial, and support continues into early careers as graduates become faculty members.

  - **Doctoral Award (3- to 5-year package)**: You may apply for this award if you are within the first year of your Ph.D. program or are expecting admission before the academic year begins. You must be enrolled in or applying to a participating institution in a participating state listed on this website. The Doctoral Award offers three years of direct program support and two years of institutional support from the scholar’s college, university and/or department, in the form of a $20,000 annual stipend. Each recipient also is awarded up to five years of university-covered tuition and fees (unless the institution prohibits a fee waiver). In addition, the program provides professional development support and covers expenses associated with attending the annual Compact for Faculty Diversity Institute on Teaching and Mentoring.

    - **Amount**: (1) $20,000 annual stipend, (2) up to five years of university-covered tuition and fees (unless the institution prohibits a fee waiver), and (3) professional development support and covers expenses associated with attending the annual Compact for Faculty Diversity Institute on Teaching and Mentoring.
• **Tenure:** up to 5 years  
  • **Submission Deadline:** typically late-March each year

  - **Dissertation Award.** You may apply for this award if you have completed all course work and comprehensive/ preliminary exams and have defended (or will defend) the dissertation prospectus successfully before the academic year begins. You must be enrolled in a participating institution in a participating state listed on this Web site.
    
    - **Amount:** (1) $20,000 stipend, (2) university-covered tuition and fees (unless the institution prohibits a fee waiver), (3) $500 research allowance, and (4) professional development support and covers expenses associated with attending the annual Compact for Faculty Diversity Institute on Teaching and Mentoring.
    
    - **Tenure:** one year  
    - **Submission Deadline:** typically late-March each year

  - **International Literacy Association.**
    
    [https://www.literacyworldwide.org/about-us/awards-grants](https://www.literacyworldwide.org/about-us/awards-grants)

  - **ILA Helen M. Robinson Grant:** This US$1,200 grant established in memory of Helen M. Robinson is given annually to support a doctoral student in the early stages of his or her dissertation research in reading and literacy. Dr. Robinson devoted much of her work to developing a better understanding of instructional interventions. This grant will be used to support eligible dissertation research in this area. Applicants must be ILA members.
    
    - **Amount:** $1,200 to be used to conduct research
    - **Tenure:** n/a  
    - **Submission Deadline:** typically mid-January each year

  - **ILA Steven A. Stahl Research Grant:** This US$1,000 award was established to honor the memory and work of Steven A. Stahl by encouraging and supporting promising graduate students in their research. This grant will be awarded annually to a recipient with at least three years of teaching experience who is conducting classroom research (including action research) focused on improving reading instruction and children's reading achievement. Applicants must be ILA members.
    
    - **Amount:** $1,000 to be used to conduct research
    - **Tenure:** two years  
    - **Submission Deadline:** typically mid-January each year
Annual Review

The Special Education faculty conducts an Annual Review of all Ph.D. students in the Special Education Program each spring semester. Ph.D. students must submit the following documentation to the major advisor and the program administrator (Ms. Sandy Vaughn) by March 15 of each year. Failure to submit the report of progress may result in expulsion from the program.

Contents of Review
Students Who Have Not Advanced to Candidacy:
The faculty reviews the following information. Failure to submit any one of them will result in an unsatisfactory score on your Annual Review. Students submit the following items as a single PDF document:

- EXC Doctoral Student Annual Review Form
- A copy of the planned program, noting course changes and terms completed with grades
- A copy of the Special Education Ph.D. Residency Program Plan, noting activities completed.
- Current vita

See Appendix C for a copy of the ESC Ph.D. Residency Requirements and for the Annual Review Documents.

Students Who Have Advanced to Candidacy:
Students who have advanced to candidacy must submit a written summary of progress toward the completion of their dissertation to their major advisor. They also must complete the annual update of Doctoral Program Indicators Form (i.e., SACS outcomes data), which is emailed by Ms. Sandy Vaughn prior to the annual review due date.

Review and Notification Procedures

The student’s Doctoral Advisory Committee or Dissertation Committee (for students who have advanced to candidacy) meet with the student annually to review student progress. The committee may also seek out information on student performance from the instructor of the professional development seminar (EXC 8961), as well as other members of the faculty who have interacted with the student during the year. The evaluation includes information on the student’s (a) academic progress, (b) residency progress, (c) professional growth, and (d) professionalism. The committee rates student progress as satisfactory of unsatisfactory. The student receives the Committee’s report by the end of the semester (typically not later than May 15). Major advisors also present information on their students’ progress to the entire special education faculty. Any student receiving an initial unsatisfactory evaluation must meet with the committee to devise a remediation plan. A copy of this plan is filed with the Special Education Program Chair. Students who receive two unsatisfactory annual evaluations are notified that their academic standing is in jeopardy and that the committee and special education faculty will review their status for possible dismissal from the program.
The Comprehensive Examination

The comprehensive examination consists of two major requirements: (a) residency study; and (b) one additional manuscript, the scope of which is to be determined, collaboratively, by the student and the doctoral committee (e.g., literature synthesis, methodological paper). See Appendix D for additional information and supports for the exam.

Residency Study

The residency study consists of six parts: (a) residency study proposal, (b) residency study proposal oral defense, (c) residency study IRB, (d) residency study execution, (e) residency study manuscript, and (f) residency study defense. The residency study is a study to be conceived of, designed, and executed by the student with support from the doctoral committee. While the residency study is meant to be a demonstration of a student’s ability to design, execute, and write-up research, it is a learning process and as such, the committee should provide necessary scaffolding, support, feedback, and assistance as deemed necessary for the individual student.

Publication and Authorship. The residency study should be designed with the intention of being submitted for publication with the student as first author. It is the student’s prerogative to have authorship discussions with other parties and as first author, it is the student’s choice as to include or not include others as authors on the manuscripts, weighing contributions from others in balance with their own efforts. Committee chair and committee members are not automatically given authorship without the typical ethical standard of significant contribution to the work established through APA. Having authorship discussions is an important part of developing productive researchers, so expecting students to lead this process, with appropriate support, is essential.

Residency Study Proposal. To meet the requirements of the comprehensive examination, the student must develop a written proposal for the study that includes all standard manuscript sections (see APA manual). All aspects of the study must be included in the proposal (e.g., standard manuscript sections, tables, graphs, and figures, even if blank). While results, discussion, implications, limitations, and future directions may be blank, the section headers need to be included in the proposal document. The proposal should be written in future tense, 12-point Times New Roman font, double spaced, 1” margins, using APA style.

Feedback. Students should expect at least one round of comprehensive feedback from at least one committee member (typically the chair) prior to formally submitting the proposal for defense, though more may be expected from some committees. It is important that the student and committee establish expectations about the required rounds of revision, which committee members need to review what sections, the time each party may need to give feedback, and the time the student will require to incorporate feedback prior to defense.

Proposal Submission. The residency study proposal is to be submitted to all committee members two weeks prior to the scheduled defense date, though some committees may need more or less review time. Students must check with each committee member to determine time requirements. The document is to be submitted electronically via email to each committee member by the agreed-upon date and time. Some committees may request hard copies. Students should
inquire about committee preferences.

**Residency Study Proposal Defense.** To gain an understanding of a student’s depth of knowledge in research, an oral defense of the research proposal will be conducted with the committee. The focus of this defense will be the rationale for the study and the proposed methodology including study design, analysis, setting, participants, measures, and procedures.

**Scheduling.** The student is responsible for: (a) scheduling the oral defense with the committee and, (b) securing a room for the presentation (1.5 hours). The defense should be scheduled for 1.5 hours. The residency study proposal defense does not need to be announced through OAA and is not publicly announced. The student and committee can collaboratively determine if the defense will be open to others and if the student will be permitted to invite a note taker for the defense.

**Presentation.** The student will create a defense presentation (e.g., handout, power point, prezi) and will be prepared to present and defend the study’s importance, design, and methodology. The visual(s) must be provided to all committee members prior to defense. Insure all virtual committee members have the visual in advance and are able to access the file sent. The committee will have read the proposal, so the presentation should focus on the salient points of the study, much the same way a conference presentation does. The presentation should be no longer than 20 min. to allow ample time for questions. The committee may ask questions about any aspect of the study during defense and the student is expected to be able to justify and explain, in depth, their choices.

**Feedback.** The proposal submission will be scored by each committee member as: (a) Accept, (b) Revise and resubmit (R&R; with comprehensive feedback regarding expected revisions), (c) Revise, resubmit, and re-defend (RRR; with comprehensive feedback regarding expected revisions), or (d) Reject. Committee feedback will be modeled after the peer review process for research manuscripts.

Committees may decide to send feedback to the student individually or they may provide the score and feedback to the committee chair who will share with the student the written feedback, overall decision, and next required steps. Students are expected to incorporate feedback from all committee members. The committee will determine if the student must resubmit a revised document to all committee members or only the chair prior to writing the IRB.

Committees are made of three members, so decisions are simple majority. If there is no majority (e.g., one accept, one R&R, one Reject), the committee can: (a) ask one non-committee member to read the study and make an independent recommendation (i.e., accept, R&R, RRR, or reject) and accept the majority, if there is a majority; (b) default to R&R; (c) discuss recommendations to come to agreement; (d) ask the committee chair to make the decision, much as an editor might.

Feedback on the oral defense/presentation will be provided as well. The committee determines the form of the feedback (e.g., rubric, oral, written narrative). Sample rubrics are provided. Based on the feedback, the student is to set a presentation improvement goal along with
actionable steps to take for improvement. Growth on this goal will be measured during the study defense.

**IRB.** An essential component of research is writing IRB applications. As such, the student will be required to write an IRB application for the residency study proposal. If the study does not involve human subjects, the student will need to submit an application for research with non-human subjects. If the study involves human subjects, the student will submit the appropriate human subjects application. The committee will offer necessary guidance and support throughout this process. No research is to be conducted prior to receiving IRB approval.

Students should recognize the IRB application requires a study protocol, which can be the Accepted study proposal. They must also prepare and submit all consent, assent, and permission documents written at the appropriate reading level, sample measures (if applicable), site letters of agreement (if obtained), and other study materials.

The IRB application is to be written with student as the Student PI and the chair of the committee as the PI. The application must be routed through the committee chair and the department chair for signoff on first submission. Revisions and amendments need to be routed through the committee chair only.

**Study Execution.** After receiving IRB approval, the student, with committee support, is to execute the study. Committee members and others may support contact and navigation of research at research sites. Committee members may also help identify individuals who may support the study (observers, scorers).

**Residency Study Manuscript.** After completing the study, students are expected to write-up the study as a manuscript to submit for publication. Working with the committee, students should target a journal, read the submission requirements, and read a few recent articles on a similar topic from the target journal. Students are expected to produce a high quality manuscript meeting APA standards.

**Feedback.** Students should expect at least one round of comprehensive feedback from at least one committee member (typically the chair) prior to formally submitting the manuscript for defense, though more may be expected from some committees. It is important that the student and committee establish expectations about the required rounds of revision, which committee members need to review what sections, the time each party may need to give feedback, and the time the student will require to incorporate feedback prior to defense. Committee members should provide necessary support throughout the process.

**Residency Study Defense.** To gain an understanding of a student’s depth of knowledge in research, an oral defense of the research proposal will be conducted with the committee. The focus of this defense will be on the study execution, handling of issues encountered, results, interpretation of results, limitations, implications, and future directions.

**Presentation.** Students will prepare a presentation of their research project much in the same way one prepares for a conference presentation. A visual is typically provided, which can
take the form of a handout, a power point, prezi, or other effective means the student desires. The visual(s) must be provided to all committee members prior to defense. Insure all virtual committee members have the visual in advance and are able to access the file sent. The presentation should be no longer than 20 min. to allow 40 min. for questions (the oral defense).

**Scheduling.** The student is responsible for scheduling the oral defense with the committee and securing a room for the presentation (1 hour). The defense should be scheduled for 1 hour. Committee members may attend virtually if agreed upon by all The residency study defense does not need to be announced through OAA and is not publicly announced. The student and committee can collaboratively determine if the defense will be open to others and if the student will be permitted to invite a note taker for the defense.

**Feedback.** The residency study manuscript will be scored by each committee member as: (a) Accept, (b) Revise and resubmit (with comprehensive feedback regarding expected revisions), (c) Revise, resubmit, and re-defend (with comprehensive feedback regarding expected revisions), or (d) Reject. Committee feedback will be modeled after the peer review process for research manuscripts. Committees are made of three members, so decisions are simple majority. If there is no majority (e.g., one accept, one R&R, one Reject), the committee can: (a) ask one non-committee member to read the study and make an independent recommendation (i.e., accept, R&R, RRR, or reject) and accept the majority, if there is a majority; (b) default to R&R; (c) discuss recommendations to come to agreement; (d) ask the committee chair to make the decision, much as an editor might. Committee members will provide the score and feedback to the committee chair who will provide the student the feedback and notify of the overall decision.

**Additional Manuscript**

The additional manuscript serves to develop and demonstrate additional research-related skills. As such, the student and committee should work together to determine the most appropriate focus for the manuscript. Some suggestions to consider are a literature review, a systematic literature synthesis, a methodological manuscript, a conceptual manuscript, or a research-to-practice manuscript. The focus of the additional manuscript should be a match to an area the student needs to develop in their repertoire.

The student and committee will work together to determine when would be the best time to prepare and submit the additional manuscript. With committee approval, the additional manuscript may be submitted prior to, along with, or after the residency study.

**Timing**
The student may complete the comprehensive exam process at any time in the program upon committee approval. Submissions and defenses are to be scheduled with the committee and may take place at any time during the year with committee approval.

**Statement for Students with Disabilities**
Students with disabilities requiring accommodations for the comprehensive exam must be
registered with the Office of Disability Services. Students need to start this process early to be sure they are registered in time for the examination.

**Adequate Progress**
A student who fails to earn an “Accept” on either the residency study manuscript and/or the additional manuscript after two attempts will be dismissed from the Ph.D. program.
The Dissertation Process

Enrollment for Dissertation Hours

Upon successful completion of the comprehensive exam, students must enroll for a minimum of 3 semester hours of credit during at least two out of each three-term period until graduation, including 3 hours the semester they graduate. These hours of credit must include a minimum of 9 hours of dissertation (EXC 9990), but also may include other course work. Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination. Students should follow the requirements for enrollment in dissertation hours which are published in the GSU Graduate Catalog in effect at the time of their admission.

Dissertation Advisory Committee

At the point of dissertation students may change the membership of their advisory committees. At a minimum, one new member must be added to the Program Advisory Committee, which at this point becomes the student’s Dissertation Advisory Committee. At least one member of this committee must have experience/expertise in the research paradigm to be used in the dissertation.

Dissertation Formats

The College of Education and Human Development recognizes two formats for the dissertation: (a) the traditional five-chapter format and (b) the review and research manuscript format. Each student and his or her Dissertation Advisory Committee should determine the proper format for the dissertation.

There are no fixed conventions, rules, or practices for writing a dissertation. Students are restrained, however, by the technical requirements in the College of Education and Human Development document on dissertations and the current APA Publication Manual. When there is a conflict between those two sets of guidelines, the CEHD document applies.

Writing the Dissertation Prospectus

The dissertation prospectus is written following successful completion of the comprehensive examination. Prior to beginning the prospectus, the student should download a copy of the College of Education and Human Development’s Guide for Preparation of Prospectuses and Dissertations from the College of Education and Human Development Office of Academic Assistance. The prospectus must be approved by the major advisor prior to the student providing copies to other members of the Dissertation Advisory Committee. Several drafts of the prospectus may be required prior to approval by the major advisor. Students should allow two weeks for review of each draft by the major advisor.

The dissertation prospectus should include the following information. This is a guideline only, and may be reconfigured by dissertation advisors.

A. Statement of the Problem and Supporting Literature:
Theoretical basis for the proposed investigation
- Review of research, legal, philosophical, or professional experience that leads to a statement of a recognized problem
- Presentation of a proposed line of inquiry to address the problem.
- Hypotheses or research questions

For the prospectus, the dissertation advisor will direct the student regarding the amount of detail that should be included in the literature review. In some cases, a student will be asked to do a complete literature review for the prospectus; in other cases, the student will be directed to give just the primary points made in the main bodies of literature upon which the research is based.

B. Methodology:
- Participants: selection, inclusion/exclusion criteria, sample size, and rationale
- Setting and rationale
- List of materials and equipment needed and rationale
- Research design and rationale
- Statement and operationalization of independent and dependent variables
- Data analysis
- Timeline for executing the research plan

Prospectus Defense

The prospectus is presented orally at a publicly announced, open meeting of the Dissertation Advisory Committee attended by a majority of the Committee, with the concurrence and indirect participation of any absent member.

Prior to submitting a prospectus announcement to the Office of Academic Assistance, the dissertation advisor must give approval for the student to submit a Prospectus Summary form to the Department Chair, as required by the Dean of the College of Education and Human Development. An outline of the form is provided in Appendix E. Students may get an electronic copy of the form from their advisors. The Department Chair is allowed five (5) business days to review the prospectus summary and ask for changes, prior to signing the prospectus announcement. An announcement of the prospectus presentation must be made 10 working days before the scheduled presentation. The announcement is made on the Announcement of Presentation of Prospectus form available in the department. Final copies of the prospectus are provided to all members of the Dissertation Advisory Committee at this time. Prospectus defense presentations must be scheduled between the first day of class and the last day of exams. No dissertation prospectus presentation can be scheduled during the summer term. It is recommended that students ask another student to attend the defense and take notes.

Prospectus Approval

Approval and acceptance of the prospectus requires a majority vote for acceptance by the Dissertation Advisory Committee. The Dissertation Advisory Committee may require revisions prior to final acceptance.
All research conducted by students must be approved by the student’s Dissertation Advisory Committee prior to the student’s beginning the research. In addition to approval from the committee, a student who plans to conduct research pertaining to human subjects must secure approval in accordance with federal protection of human subject requirements. The human subject protection policy applies only to research with living human subjects about whom the researcher obtains data through intervention or interaction.

A student whose planned research meets one of these criteria for the protection of human subjects must submit an Application for Approval of Research Project Involving Human Subjects (http://irbwise.gsu.edu). Additional information is available from the Institutional Review Board website (www.gsu.edu/irb).

**Advancement to Candidacy**

Students must meet the following requirements to be recommended for advancement to candidacy:

- Enrollment in EXC 8961 during each Fall and Spring semester until advancement to candidacy
- Successful completion of the comprehensive examination
- Completion of all residency requirements
- Successful defense of the dissertation prospectus

The student’s Dissertation Advisory Committee is responsible for making a recommendation for advancement to candidacy to the Dean of the College of Education and Human Development. Students should secure the form, complete the necessary sections, and have it available for signatures at the time of the prospectus defense.

**Writing the Dissertation**

**Rules of the Road**

**Rule 1.** Send drafts of your dissertation ONLY to your dissertation advisor; do NOT send any version of your dissertation to other members of your committee until your dissertation advisor tells you to do so.

**Rule 2.** It is expected that the dissertation will be a clear exposition of the study carried out. Making assumptions about the knowledge of your committee or readers of your document is a fatal practice. It is your job to produce all necessary information in a clear, logical, grammatical, and professional manner. Use your spelling and grammar checkers for your initial review.

**Rule 3.** Your name is not the only one that shows up on your dissertation. Your dissertation advisor and committee members are held accountable for the quality of the finished document. Therefore, expect to make modifications until the committee is satisfied that the document is something they are willing to put their names on. Dissertations are not taken lightly; faculty members read them very, very carefully.
**Rule 4.** It should be clear that the dissertation is not about just collecting and analyzing data. It also includes the writing of a document that must meet technical standards for writing and professional communication. One can “fail” the final oral examination not only on the basis of inability to defend the substance of one’s study, but also on the basis of a poorly written document. Give special attention to the abstract, since this is the first, and often the only, contact people have with your study.

**Rule 5.** Do not rush the writing of your dissertation. You should allow enough time for faculty members to read your document and respond to it. A general rule of thumb is to allow at least two weeks for faculty members to read and provide feedback on your dissertation drafts.

**Rule 6.** Plan your writing using the outline and timeline in Appendix F as guides.

**Preparing the Dissertation for Defense**

All dissertations must conform to the College of Education and Human Development Guidelines for Preparing Dissertations. These guidelines can be downloaded from the web site of the College of Education and Human Development Office of Academic Assistance.

**Dissertation Defense**

The dissertation is defended orally at a publicly announced, open meeting of the Dissertation Advisory Committee attended by a majority of the Committee, with the concurrence and indirect participation of any absent member. It is held on the main campus of the University. Guidelines for the announcement of the meeting are given with the Announcement of Dissertation Defense form, available in the department.

A public announcement of the oral defense of the dissertation is disseminated via the Office of Academic Assistance to CEHD faculty members. The announcement must be submitted to the Office of Academic Assistance at least 10 working days prior to the scheduled defense. Oral defenses must be scheduled between the first day of classes and the last day of exams. No dissertation defense can be scheduled during the summer term.

At the same time the announcement of the oral defense is submitted, a typed copy of the completed dissertation is made available for faculty members’ review in the Office of the Dean of the College of Education and Human Development. Final copies also are distributed to the Dissertation Advisory Committee at this time.

Approval and acceptance of the dissertation requires a favorable vote of a majority of the Dissertation Advisory Committee.

“Once a dissertation has been approved by the student’s committee (i.e., a successful defense), and the committee has signed the Acceptance Page, a hard copy of the dissertation must be submitted to the department chair for his/her signature. Once that has been completed the hard copy of the dissertation and the Acceptance Page must be submitted to the Office of Academic Affairs and
Graduate Admissions (Ms. Carla Woods) before being submitted to the dean for his signature. Ms. Woods will deliver the hard copy of the dissertation and the Acceptance Page for the dean to sign. Students delivering a dissertation and Acceptance Page directly to the dean’s office will be sent to the Office of Academic Affairs and Graduate Admissions.

**Publishing the Dissertation**

Students are encouraged to publish their literature review and results of their dissertation research, however no part of the dissertation may be published prior to the dissertation defense and acceptance of the dissertation by the student’s dissertation committee.
Degree Completion

The following list will assist students in completing final requirements prior to graduation:

- Graduate students must meet continuous enrollment requirement. Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, and summer) until completion of degree. Students must be enrolled for 3 semester hours of credit during the semester they are scheduled to graduate. The most up-to-date continuous enrollment policy can be found at: http://education.gsu.edu/oaa/

- The student must file an application for graduation with the Office of the Registrar at least two academic terms prior to the expected date of graduation. The PMA committee recommends that students submit their application for graduation at least three semesters prior to the term in which they hope they will graduate.

- All requirements for the doctoral degree must be successfully completed prior to the date of graduation. It is the student’s responsibility to meet with Carla Woods in the Office of Academic Assistance to verify that all requirements for graduation have been met. Students are encouraged to schedule a meeting with Ms. Woods at the same time they submit their application for graduation (i.e., three semesters before they anticipate graduating).

- A minimum of 58 semester hours of course work used in the doctoral degree may not be more than seven years old at the date of admission to candidacy. The dissertation must be concluded within two years of admission to candidacy.
Appendix A
ESC Special Education Ph.D. Program Guidelines

**Total degree hours:** Minimum 58 semester hours

Core hours: 18 hours
Major hours: minimum 19 hours
University Teaching Cognate hours: 6
Dissertation: minimum 15

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<th>Core</th>
<th>Major</th>
<th>Teaching Cognate</th>
<th>Dissertation</th>
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<tr>
<td>1) EPRS 8500 or EPRS 8530</td>
<td>1) EXC 8961</td>
<td>1) EPY 9000</td>
<td>1) EXC 9990</td>
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<tr>
<td>3) research track I</td>
<td>2) EXC 8980</td>
<td>2) EXC 9660</td>
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<tr>
<td>4) research track II</td>
<td>3) EXC 9981</td>
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<tr>
<td>5) advanced research</td>
<td>4) EXC 9985</td>
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<tr>
<td>6) advanced research</td>
<td>5) EXC 9900</td>
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<td>7) social foundations</td>
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# Appendix B

**Tentative Course Schedule for Special Education Coursework (subject to change)**

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<tbody>
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<td><strong>EXC 8980</strong>* Professional Investigation and Writing in Special Education</td>
<td><strong>EXC 9981</strong>* Grant Proposal Writing in Special Education</td>
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<tr>
<td><strong>EXC 8961</strong> Professional Development Seminar in Special Education</td>
<td><strong>EXC 8961</strong> Professional Development Seminar in Special Education</td>
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<tr>
<td><strong>EXC 9900</strong> Research Seminar in Special Education</td>
<td><strong>EXC 9900</strong> Research Seminar in Special Education</td>
</tr>
<tr>
<td><strong>EXC 9660</strong> Internship in Special Education</td>
<td><strong>EXC 9660</strong> Internship in Special Education</td>
</tr>
<tr>
<td><strong>EXC 9990</strong> Dissertation</td>
<td><strong>EXC 9990</strong> Dissertation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (2019)</th>
<th>Spring Semester (2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXC 9985</strong>* Ethics and the Advancement of Research</td>
<td><strong>EXC 9981</strong>* Grant Proposal Writing in Special Education</td>
</tr>
<tr>
<td><strong>EXC 8961</strong> Professional Development Seminar in Special Education</td>
<td><strong>EXC 9900</strong> Research Seminar in Special Education</td>
</tr>
<tr>
<td><strong>EXC 9900</strong> Research Seminar in Special Education</td>
<td><strong>EXC 9660</strong> Internship in Special Education</td>
</tr>
<tr>
<td><strong>EXC 9660</strong> Internship in Special Education</td>
<td><strong>EXC 9990</strong> Dissertation</td>
</tr>
<tr>
<td><strong>EXC 9990</strong> Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

***Offered once a year, every other year in fall and spring semester***
- EXC 8980 Professional Investigation and Writing in Special Education
- EXC 9981 Grant Proposal Writing in Special Education
- EXC 9985 Ethics and the Advancement of Research

**Offered every fall and spring semester***
- EXC 8961 Professional Development Seminar in Special Education

*Offered every semester***
- EXC 9900 Research Seminar in Special Education
- EXC 9660 Internship in Special Education I
- EXC 9990 Dissertation
Appendix C

Ph.D. Residency Program Plan
Department of Educational Psychology, Special Education, and Communication Disorders

NAME: ____________________________  ADVISOR: ____________________________
PANTHER # ____________________________  MAJOR: ____________________________

As requirements are completed, they should be approved and initialed by the major advisor. All requirements must be completed prior to advancement to candidacy. **No single activity may be used to meet more than one of these requirements.**

**Area I**

All items must be completed:

- Senior author of a data-based article submitted to a refereed journal
- Teach a college level course that is approved by the advisor
- Present authored or coauthored content at state/regional/national/international conference
- Complete residency course work requirements as specified in the Graduate Catalog

**Area II**

At least two activities, each approved in advance by your advisor, are required from the following:

- Participate in ongoing research and scholarly experiences by assisting in data collection for a faculty or doctoral level research project (your dissertation does not qualify)
- Participate in identifying and applying for a grant/fellowship
- Serve the institution or profession with evidence of participation

**Area III**

At least two activities, each approved in advance by your advisor, are required from the following:

- Publication of article submitted for Area I
- Author or co-author a publication in a refereed or non-refereed scholarly journal or book (repeatable once with different content)
- Present authored or coauthored content at state/regional/national/international conference (different content than presented in Area I activity above)
- Present authored or coauthored content at a university based conference
- Author or co-author content that is presented at a national/international conference (attendance or presentation not required)
- Conduct a professional workshop (at least ½ day in length with participant evaluation)
- Attend an international/national/state/regional conference
- Attend a professional workshop related to research (e.g., IES workshop)
- Assist in supervision of practicum (not to meet teaching internship requirement)
- Hold office in a professional organization/association
EXC Doctoral Student Annual Review Form

Name: ______________________________ Annual Review Year: ________

Attach your approved Program Plan indicating completed items with month/year.

I am currently completing my (1, 2, 3, 4, 5, X) year in the doctoral program. My major area is Education of Students with Exceptionalities.

Student Name:
Program/Degree objective: PhD
Date entered current degree program: Expected Graduation date:
Current cumulative Grade Point Average:

SCHOLARSHIP

1. Authorship Accomplishments

   Published. I have x publications this year.

   First and second authorship. (indicate your role, co-authors, where its published, and significance for each)

   Other authorship. (indicate your role, co-authors, where its published, and significance for each)

   Submitted. I have x publications submitted and x publications that are revise and resubmit.

   First and second authorship. (indicate your role, co-authors, where its published, and significance for each)

   Other authorship. (indicate your role, co-authors, where its published, and significance for each)

2. Presentations

   I have presented at x inter/national conferences, x state conferences, and x local/GSU conferences this year. (Include conference, type of presentation, co-presenters, your role, significance)

3. Research Experiences

   I have worked on x projects this year, detailed below. (include IRB applications, data collection, data analysis, scoring, training, etc.)
**Project 1.** Describe the project, your role, and its significance. Explain how this aligns with your line of research and development of your research skills.

**Project 2.** Describe the project, your role, and its significance. Explain how this aligns with your line of research and development of your research skills.

**TEACHING**

1. **University Teaching**
   I have taught x courses and co-taught x courses this year. I taught COURSE, COURSE. I have co-taught COURSE, COURSE.

2. **Professional Development**
   I have designed/participated in/conducted x in LOCATION. (briefly describe the activities, purpose, and significance).
PROGRESS ON RESIDENCY REQUIREMENTS & PROGRAM OF STUDY

Name: ___________________________________________

Program of Study:
(There are 8 activities required of your program of study – check those completed)

<table>
<thead>
<tr>
<th>Area I</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All items must be completed:</td>
<td>1. □ Senior author of a data-based article submitted to a refereed journal</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. □ Teach a college level course that is approved by the advisor</td>
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<tr>
<td></td>
<td>3. □ Present authored or coauthored content at state/regional/national/international conference</td>
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</tr>
<tr>
<td></td>
<td>4. □ Complete residency course work requirements as specified in the Graduate Catalog</td>
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</tbody>
</table>

A. Research Core (15 hours)

1) Choose one course (3 hours):
   □ EPRS 8500 Qualitative/Interpretive Research in Education (3)
   □ EPRS 8530 Quantitative Methods and Analysis in Education (3)

2) Required (6 hours):
   Select a two course sequence (6 hours) in research methodology:
   a) Quantitative Methodology
      □ EPRS 8540 Quantitative Methods and Analysis in Education II
      □ 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)
b) 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)

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

d) Historical/Philosophical Methodology
- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)
- HIST 8000 Introduction to Historical Methods and Theory (4)

e) 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)

3) Required (6 hours):
Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee that is to be employed in the dissertation research. The doctoral advisory committee may require additional coursework in a research track. Students must complete two of the courses in the research area within the first two calendar years following admission to the doctoral program.

B. Social Foundations of Education and Psychology of Learning Core (3 hours). Select one:
- 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)
Major Area (19 hours minimum): The purpose of this component is to increase the student’s knowledge base in the general area of special education and in the primary content area selected for the program.

**Required (16 hours)**
- EXC 8961 Professional Development Seminar in Special Education (4)
- EXC 8980 Professional Investigation and Writing in Special Education (3)
- EXC 9900 Research Seminar in Special Education (3)
- EXC 9981 Grant Proposal Writing in Special Education (3)
- EXC 9985 Ethics and the Advancement of Research (3)

**Select (3 hours):** Course will be selected and approved by the student’s Doctoral Advisory Committee.

University Teaching Cognate (6 hours minimum): The purpose of this component is to provide systematic study of, and a supervised internship in, college teaching

**Required (6 hours):**
- EPY 9000 Facilitating College Teaching (3)
- EXC 9660 Internship in Special Education I (3)

Dissertation (15 hours)

**Required (15 hours)**
- EXC 9990 Dissertation (15)

Program total: minimum of 58 semester hours

<table>
<thead>
<tr>
<th>Area II</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At least two activities, each approved in advance by your advisor, are required from the following:</strong></td>
<td></td>
<td></td>
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<tr>
<td>5. [ ] Participate in ongoing research and scholarly experiences by assisting in data collection for a faculty or doctoral level research project (your dissertation does not qualify)</td>
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<tr>
<td>6. [ ] Participate in identifying and applying for a grant/fellowship</td>
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<tr>
<td>7. [ ] Serve the institution or profession with evidence of participation</td>
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<table>
<thead>
<tr>
<th>Area III</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At least two activities, each approved in advance by your advisor, are required from the following:</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Publication of article submitted for Area I</td>
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<tr>
<td>9.</td>
<td>Author or co-author a publication in a refereed or non-refereed scholarly journal or book (repeatable once with different content)</td>
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</tr>
<tr>
<td>10.</td>
<td>Present authored or co-authored content at state/regional/national/international conference (different content than presented in Area I activity above)</td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>Present authored or co-authored content at a university based conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Author or co-author content that is presented at a national/international conference (attendance or presentation not required)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Conduct a professional workshop (at least 1 day in length with participant evaluation)</td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>Attend an international/national/state/regional conference</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15.</td>
<td>Attend a professional workshop related to research (e.g., IES workshop)</td>
<td></td>
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<tr>
<td>16.</td>
<td>Assist in supervision of practicum (not to meet teaching internship requirement)</td>
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<tr>
<td>17.</td>
<td>Hold office in a professional organization/association</td>
<td></td>
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</tr>
</tbody>
</table>

**STATEMENT OF GOALS FOR THE NEXT ACADEMIC YEAR**

During the next academic year, I would like to accomplish the following:
COMMITTEE RATING OF ACADEMIC PROGRESS

_________The student is making **satisfactory** progress in the doctoral program.

_________The student is making **unsatisfactory** progress in the doctoral program.

REMEDIATION PLAN (IF NECESSARY)

The student is making **unsatisfactory** progress in the doctoral program. Students who receive two unsatisfactory annual evaluations are notified that their academic standing is in jeopardy and that the committee and special education faculty will review their status for possible dismissal from the program. The following remediation plan has been developed with the student and the committee to support satisfactory progress in the program during the next academic year. Progress on this remediation plan will be reviewed at the next annual review meeting.
# Appendix D

## Comprehensive Exams Support Documents

### COMPREHENSIVE EXAMS – OVERVIEW & FORMS

<table>
<thead>
<tr>
<th>RESIDENCY STUDY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residency Study Proposal</strong></td>
<td>Manuscript with all required elements of an APA research manuscript, including abstract (empty sections may include: results, discussion, implications/limitations/future directions; tables, graphs, figures)</td>
</tr>
<tr>
<td>Feedback</td>
<td>At least one round of comprehensive feedback from committee chair or committee member prior to submission to full committee</td>
</tr>
<tr>
<td>Submission</td>
<td>Typically submitted electronically at least two weeks prior to scheduled defense date – committees may vary, so student needs to check with each committee member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Residency Study Proposal Defense</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling</td>
<td>1.5 hours&lt;br&gt;Time/date agreed upon by all committee members&lt;br&gt;Room scheduled&lt;br&gt;Committee members may attend virtually if agreed upon by all</td>
</tr>
<tr>
<td>Presentation</td>
<td>20 min.&lt;br&gt;Visual aid required – must be provided to all committee members prior to defense. Insure all virtual committee members have the visual in advance.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Comprehensive written feedback from each committee member on proposal&lt;br&gt;Feedback on presentation (committee determines feedback method)&lt;br&gt;Student sets presentation improvement goal</td>
</tr>
<tr>
<td>Scores</td>
<td>Accept&lt;br&gt;Revise and resubmit (R&amp;R)&lt;br&gt;Revise, resubmit, and re-defend (RRR)&lt;br&gt;Reject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IRB</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB Proposal Submission</td>
<td>Written after proposal is Accepted&lt;br&gt;Routed through committee chair and department chair initially</td>
</tr>
<tr>
<td><strong>RESIDENCY STUDY</strong></td>
<td></td>
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<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Study Execution</strong></td>
<td>Revisions and amendments routed through committee chair only</td>
</tr>
<tr>
<td>Conduct Study</td>
<td>Student leads research project Committee provides support as needed</td>
</tr>
<tr>
<td><strong>Residency Study Manuscript</strong></td>
<td></td>
</tr>
<tr>
<td>Manuscript Document</td>
<td>Manuscript with all required elements of an APA research manuscript</td>
</tr>
<tr>
<td>Feedback</td>
<td>At least one round of comprehensive feedback from committee chair or committee member prior to submission to full committee</td>
</tr>
<tr>
<td>Submission</td>
<td>Typically submitted electronically at least two weeks prior to scheduled defense date – committees may vary, so student needs to check with each committee member</td>
</tr>
<tr>
<td><strong>Residency Study Defense</strong></td>
<td></td>
</tr>
<tr>
<td>Schedule</td>
<td>1 hour Time/date agreed upon by all committee members Room scheduled Committee members may attend virtually if agreed upon by all</td>
</tr>
<tr>
<td>Presentation</td>
<td>20 min. Visual aid required Student displays improvement on presentation improvement goal</td>
</tr>
<tr>
<td>Feedback</td>
<td>Comprehensive written feedback from each committee member Feedback on presentation (committee determines feedback method) Committee evaluates growth on the presentation improvement goal</td>
</tr>
<tr>
<td>Scores</td>
<td>Accept Revise and resubmit (R&amp;R) Revise, resubmit, and re-defend (RRR) Reject</td>
</tr>
</tbody>
</table>

**ADDITIONAL MANUSCRIPT**

| Topic                  | To be determined collaboratively between student and committee |
| Timing                 | To be determined collaboratively between student and committee, and can be prior to, alongside, or after the residency study. |
| Submission             | To be determined collaboratively between student and committee, but before dissertation. |
Residency Study Proposal Planning & Tracking Form – For Student Use

Name:

Defense Date: Submission deadline for committee:

Proposal Title:

Proposal Abstract (50 words or less):

### Planning for Committee Requirements

<table>
<thead>
<tr>
<th></th>
<th>Chair</th>
<th>Member 1</th>
<th>Member 2</th>
<th>Member 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires draft submission via hard copy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Requires draft submission via email</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Lead time for comprehensive feedback</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gives written feedback via hard copy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gives written feedback via email</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Will give feedback on presentations via Rubric</td>
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**Residency Study**

<table>
<thead>
<tr>
<th></th>
<th>Chair</th>
<th>Member 1</th>
<th>Member 2</th>
<th>Member 3</th>
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</thead>
<tbody>
<tr>
<td>Expects to see a draft of proposal prior to defense</td>
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<td>☐</td>
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<tr>
<td>Expects to see a revision of draft proposal prior to defense</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Expects to see revisions following defense prior to writing IRB</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Expects to see IRB application prior to submission</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Expects to be involved in study execution</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Expects to see draft of manuscript prior to defense</td>
<td>☐</td>
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<tr>
<td>Expects to see a revision of draft prior to defense</td>
<td>☐</td>
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<tr>
<td>Expects to see revisions following defense</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>I have had an initial authorship discussion with:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Allows a note-taker during defense (both proposal and final)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Allows a public invitation</td>
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</table>

**Additional Manuscript**

<table>
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<tr>
<th></th>
<th>Chair</th>
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<tr>
<td>Expects to see revisions of additional manuscript prior to formal submission of additional manuscript to committee</td>
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<tr>
<td>I have had an initial authorship discussion with:</td>
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Appendix E
ESC Prospectus Summary

(Submit this to the Chair at least 5 business days in advance of needing the Chair’s signature on the prospectus announcement form.)

Student’s Name:
Advisor’s Name:
Title of Dissertation:

A. Statement of the Problem:
   1. State the purpose of this study (Why does it need to be done or what contribution will it make?):
   2. Briefly describe the theory, model, or observation upon which the study’s scientific or application question is based:
   3. Research hypothesis or question to be investigated:

B. Literature: Cite and summarize up to three but no less than two research papers that are foundational to your study:

C. Methodology:
   1. Specify and briefly describe the independent variable(s) in your study, if appropriate:
   2. Specify and briefly describe the dependent variable(s) in your study:
   3. Specify your research design with a brief statement of your reason for selecting it:
   4. Participants:
      a. Demographic characteristics: (e.g., age, gender, ethnicity, disability, etc):
      b. Sample size
      c. Participant selection procedures:
   5. Setting for the study and rationale for the selection:
   6. Implementation procedures:
      a. Investigator/participant interaction (if any):
      b. Personnel training (if any assistants are employed):
      c. Intervention monitoring (if any assistants are employed):
      d. Other considerations of note:
   7. Data collection system (e.g., observational) or instrumentation (e.g., test), including reliability and validity of measurement system or instrument(s).
   8. Briefly describe your approach to data analysis, e.g., graphic, criterion related, or statistical analysis:

This is an accurate summary of the prospectus to be presented to the dissertation committee. Student will let Chair know of any major changes that occurred as a result of the prospectus committee meeting.

________________________________________  ___________________________  __________
Major Advisor                      Student                          Date
Appendix F
Outline of Steps in Writing the Dissertation

The College of Education and Human Development has approved two formats for dissertations: the traditional chapter format and the review and research manuscript format.

**Traditional Chapter Format:** The five chapters of the traditional dissertation format are (1) The Statement of the Problem, (2) Review of the Literature, (3) Methods, (4) Results, and (5) Discussion.

**Research Articles Format:** In this format you will write your dissertation in the form of two manuscripts that may be submitted for publication. The first manuscript is a comprehensive literature review. The second is a research manuscript that includes the Introduction (purpose of the study, research hypotheses, null hypotheses, limitations, and assumptions), Literature Review, Methods (subjects, materials, instrumentation, procedure, and data analysis), Results, and Discussion. Additional material may be required in Appendices by your Dissertation Advisory Committee.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Should be submitted to your dissertation advisor only.</th>
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<tbody>
<tr>
<td><strong>Options</strong></td>
<td>Submit chapters 1, 2, &amp; 3 (traditional chapter format) or Introduction, Literature Review and Methods (manuscript format) to your advisor for approval while you are collecting or analyzing your data.</td>
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<td>Submit chapters 1, 2, 3, &amp; 4 [chapter 1 – 3 with corrections] or Introduction, Literature Review, Methods, and Results (research articles format) to your advisor as soon as you finish data analysis.</td>
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<td></td>
<td>Submit chapters 1, 2, 3, 4, &amp; 5 [chapters 1 - 4 with corrections] or Introduction, Literature Review, Methods, Results, and Discussion (research articles format) to your advisor as soon as you finish the discussion section.</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>It is not recommended that you submit chapters one at a time. The reason is that the parts of the document must relate to one another and be internally consistent. The advisor, of course, may choose not to review the previously submitted chapters. Your advisor will guide you as to what he or she expects you to submit. It also is a good idea to return the list of corrections or previous copy on which corrections were made so that the advisor may be assured that you have done what was requested. Be certain to carefully identify the various iterations.</td>
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<tr>
<th>Step 2</th>
<th>Your advisor will tell you when he or she will be able to give you feedback. This may be anywhere from two [2] weeks to a month, depending on the time in the semester and other responsibilities of your advisor.</th>
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<tbody>
<tr>
<td><strong>Wait Time:</strong></td>
<td>2-4 weeks</td>
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<tr>
<th>Step 3</th>
<th>Prepare your revisions based on the feedback from your advisor. The amount of time this takes depends on you.</th>
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<tr>
<td><strong>Revise:</strong></td>
<td>1 week</td>
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</table>

**THIS IS YOUR SECOND DRAFT**
Step 4
Submit
Submit draft 2 to your advisor. Do not be surprised when you submit this draft that there will still be revisions to make. One of the characteristics of this process is that when one problem is cleared up, another may assume ascendancy. Further, your advisor may decide that a previous suggestion for revision is no longer a good one.

Step 5
Wait Time: 2-4 weeks
Wait! See step 2.

Step 6
Revise
Revise. Steps 4 – 5 may continue through several drafts, especially if you have a very complex study.

Step 7
Announcement
When your advisor approves your draft, you may submit the final version to committee members and Office of Academic Assistance. You must submit your final draft to the Office of Academic Assistance at least ten (10) working days prior to your defense. This draft should be in tip-top shape, including typing. Do not expect your committee to be your editor; do it yourself or hire someone to assist you. Don’t give your committee sloppily printed, unreadable light copies. In fact, the recommendation is that the final draft should be typed and printed as if it were going to be the final copy. In other words, from the beginning, pay attention to spelling, punctuation, margins, and the other qualities of good writing and required format. This copy will be reviewed by the Office of Academic Assistance to assure compliance with the APA Manual and College of Education and Human Development format requirements.

Step 8
Preparation: 2-3 weeks
Prepare for the dissertation defense. Discuss your presentation with your advisor. Make arrangements with another student who will take notes for you during your defense.

Step 9
Oral Defense
Expect revisions. If you have followed these steps, these should be minor revisions and corrections. Note that there may be increasing numbers of other faculty members attending final orals because defense announcements are sent to all departments in the College of Education and Human Development. Other students, as well as faculty members, are invited to attend.

Step 10
Revise
Revise at the direction of your Dissertation Advisory Committee. Depending on the number of revisions required, your entire Dissertation Advisory committee may want to read your final product again, or final approval may be left to the discretion of your committee chair.

Step 11
Submit
Submit final copies to Office of Academic Assistance. Make sure that all appropriate paperwork has been submitted. The Assistant Director of Academic Assistance will clear you for graduation.

Denouement
A careful reading of the above steps reveals that the process of writing your dissertation will take anywhere from 13 to 18 weeks AFTER you have submitted the first draft to your major professor until the final defense. This assumes you will make your revisions in a timely fashion.

Therefore, work backward from the deadline dates you must meet in order to graduate in the semester you prefer. This will give you a deadline for getting your first draft to your major professor. Be realistic! Don’t plan for faculty members to give you feedback in one week; it does
not work that way. If you miss your deadlines, don’t expect faculty members to take up the slack. Change your graduation date.

Remember, even the best writer cannot produce an acceptable document in one draft. Expect to make revisions; they are in your best interest.
Appendix G
Guide for Prospective Doctoral Students in Education of Students with Exceptionalities

Thank you for your inquiry about our Ph.D. program in special education. Our program is comprised of national leaders known for excellence in research, teaching, and service, with expertise across the field of special education. Our program is designed to prepare students to work in higher education and other research-oriented public or private organizations. Former students currently work across the nation and internationally in leading universities and research organizations. All prospective students are encouraged to apply, but due to rigor and time commitment of our program, priority is given to students who can attend full-time. Please use the following information learn more about our program.

<table>
<thead>
<tr>
<th>Information Needed</th>
<th>Contact Information</th>
<th>Faculty</th>
<th>Contact</th>
</tr>
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<tbody>
<tr>
<td>General Program Questions</td>
<td>Dr. Dashaunda Patterson, Program Coordinator</td>
<td>Lauren Boden</td>
<td><a href="mailto:lboden1@gsu.edu">lboden1@gsu.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dpatterson@gsu.edu">dpatterson@gsu.edu</a></td>
<td>Intellectual Disabilities</td>
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<tr>
<td>General questions (e.g., admissions</td>
<td>Ms. Sandy Vaughn</td>
<td>Claire Donehower</td>
<td><a href="mailto:cdonehower@gsu.edu">cdonehower@gsu.edu</a></td>
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<tr>
<td>and registration)</td>
<td><a href="mailto:svaughn@gsu.edu">svaughn@gsu.edu</a></td>
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<tr>
<td>College</td>
<td>College of Education &amp; Human Development (CEHD)</td>
<td>Judith Emerson</td>
<td><a href="mailto:jemerson@gsu.edu">jemerson@gsu.edu</a></td>
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<tr>
<td>Department</td>
<td>Educational Psychology, Special Education, and Communication Disorders (ESC)</td>
<td>Sarah Hansen</td>
<td><a href="mailto:shansen@gsu.edu">shansen@gsu.edu</a></td>
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<tr>
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<td>David Houcins</td>
<td><a href="mailto:dhouchins@gsu.edu">dhouchins@gsu.edu</a></td>
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<td>Admissions and Advising</td>
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<td>Eliseo Jimenez</td>
<td><a href="mailto:ejiminez7@gsu.edu">ejiminez7@gsu.edu</a></td>
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<td>GSU Financial Aide</td>
<td>Debra McKeown</td>
<td><a href="mailto:dmckeown@gsu.edu">dmckeown@gsu.edu</a></td>
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<td>CEHD Fellowships and Awards</td>
<td>Dashaunda Patterson</td>
<td><a href="mailto:dpatterson@gsu.edu">dpatterson@gsu.edu</a></td>
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<td>Nicole Patton Terry</td>
<td><a href="mailto:npterry@gsu.edu">npterry@gsu.edu</a></td>
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<tr>
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<tr>
<td>ESC Doctoral Student Association</td>
<td>Facebook page: GSU ESC Doctoral Student Association</td>
<td>Jessica Scott</td>
<td><a href="mailto:jscott96@gsu.edu">jscott96@gsu.edu</a></td>
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