



Student Handbook

Doctoral Program in Education

**Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University**

2008-2009

Table of Contents

| | |
|---|----|
| Welcome | 3 |
| About this Handbook..... | 3 |
| Program Vision..... | 4 |
| Admission..... | 4 |
| Administration and Advising..... | 4 |
| Administration | 4 |
| Advising..... | 5 |
| Program of Studies Form..... | 6 |
| Transfer Credits | 6 |
| Degree Requirements..... | 6 |
| 1. Coursework..... | 6 |
| 2. Qualifying Exams | 7 |
| 3. Advancement to Dissertation..... | 7 |
| 4. Major Area Paper..... | 7 |
| 5. Teaching Competency | 8 |
| 6. Dissemination of Research | 8 |
| 7. Professional Portfolio | 8 |
| 8. Dissertation..... | 9 |
| 9. Submission of Manuscript for Possible Publication..... | 10 |
| Timeline (Table 1)..... | 11 |
| Recommended Schedule of Courses (Table 2)..... | 12 |
| Financial Aid | 13 |
| Educational Specialist Degree | 13 |
| Additional resources | 14 |
| Doctoral Program Forms | 14 |
| Signature Form | 15 |
| Adviser Form..... | 16 |
| Milestones..... | 17 |

Welcome

Welcome to the doctoral program in education at SMU. Our program offers a strong foundation in research across many specialty areas for educators with experience and Master's level preparation. We invite you to read this Handbook, and consider the advantages and opportunities that this unique program can offer you, and lay the groundwork for professional success in your educational career.

Sincerely,

The Doctoral Committee
Annette Caldwell Simmons School of Education and Human Development

Dr. Kyle Roberts, Associate Professor, Doctoral Program Director and Committee Chair
Dr. Jill Allor, Department Chair, Associate Professor
Dr. Patricia Mathes, Texas Instruments Professor
Dr. Ken Springer, Associate Professor
Dr. Paige Ware, Assistant Professor

About this Handbook

This handbook is a comprehensive guide to the policies, procedures, and requirements for obtaining a Ph.D. in the Annette Caldwell Simmons School of Education and Human Development (ACSSEHD) at SMU. Please take time to familiarize yourself with the handbook, as it contains information that will be of importance to you throughout your doctoral program. At the end of the handbook you will find an unstapled form to sign indicating that you have read the information provided here.

The information in this handbook is current as of August 2008. We will make every effort to provide you further details about program requirements; in addition, updates to our requirements will be posted on the ACSSEHD website.

Although this handbook provides a complete guide to our program, as a graduate student at SMU you must comply with the general policies and procedures of the university, as well as with those of the Office of Research and Graduate Studies. Further information about graduate student policies and procedures is available online at <http://smu.edu/graduate>. It is your responsibility to review this information.

Feel free to contact us with questions about this handbook, and/or suggestions for improvement, at teachlearn@smu.edu.

Program Vision

The doctoral program in education prepares students to evaluate and conduct research in education that will contribute to the improvement of student learning, teaching practices, services to special populations, and, ultimately to the improvement of all levels of education. The program's distinctive vision is to respond to the need for research leaders who can provide data-based recommendations for educational policy, emphasizing quantitative and mixed methods of research.

Admission

Students often inquire about the program in advance of application. Inquiries should be submitted by email to teachlearn@smu.edu. Applicants should also consult the "Frequently Asked Questions" (FAQ) document accessible at the ACSSEHD web pages within the SMU website.

The following materials are required when applying for admission to the doctoral program:

1. Transcripts of Baccalaureate and Master's degrees (or extended graduate course work) indicating GPAs of at least 3.3 for undergraduate and graduate programs.
2. A minimum GRE score of 1100, obtained within the past five years. A score of at least 1200 is recommended
3. Records demonstrating at least three years of full-time teaching or school-related professional experience
4. A statement of purpose (3-4 pages including description of your background, interests, graduate work, experience in education, and goals for the future)
5. Three letters of recommendation
6. An interview with an ACSSEHD faculty member conducted after applications are completed and accepted
7. TOEFL scores (if the student's native language is not English)

Admission into the program is based on a consideration of all the materials listed above, and does not hinge on any of the items individually. Entry into the program is competitive and meeting minimum requirements does not guarantee admission into the program. **An applicant who does not meet one of the admissions requirements may submit a letter of explanation with his or her application, but there is no guarantee that any admissions requirement will be relaxed or waived.**

Applicants should submit all materials by February 15th to receive priority screening and admissions decisions will usually be communicated by April 15th. Due to delays in grant-funding announcements, some applications may be considered as late as May 1st. **Please note that the first two years of the program require full-time work, including work on research projects and course work at SMU.**

Students may transfer up to 24 hours of coursework from an accredited graduate (Master's-level) program. Decisions about transfer credit involve a process of review and are made on a case-by-case basis. For additional information or to download an application go to the following link:

<http://www.smu.edu/education/teachereducation/graduate/phd.asp>

Administration and Advising

1. Administration

General information about the ACSSEHD and its several departments can be found online at <http://www.smu.edu/education>. The Department of Teaching and Learning, which is currently accepting Ph.D. students and has many of the active research projects, may also be contacted directly by calling 214-768-2346 or sending an e-mail to teachlearn@smu.edu.

2. Advising

Students must have an ACSSEHD faculty adviser at all times. All full-time, tenured or tenure-track faculty are eligible to serve as the student's adviser or dissertation chair. Other full-time faculty members are eligible to serve as dissertation committee members. In the final two years of the program, the dissertation chair is the student's adviser. Each student must confer with his/her adviser at least once per semester for the duration of the program. Students will be assigned a preliminary adviser upon admission into the program. Each student must then identify a major adviser who will mentor the student throughout his/her doctoral program. The major adviser must be identified by March 15th of the spring semester of the first year (see Table 1 Milestones). However, students retain the right to switch advisers given written permission from the new adviser and the department chair. Note that new advisers may or may not require an amended set of courses or activities within the Program of Studies.

With the assistance of their advisers (and dissertation committees, as discussed under the dissertation requirement), students develop programs of study tailored to their particular needs. However, all students share the same set of requirements. Requirements for the doctoral degree encompass coursework, qualifying exams, advancement to dissertation, major area paper, evidence of teaching competency, dissemination of research, a professional portfolio, a dissertation, and an oral dissertation defense. Each of these requirements is described in detail below.

Decisions pertaining to student progress are made by the adviser/dissertation-chair and committee (see the Degree Requirements and Milestones sections for details). Collaboration and teamwork among doctoral students is encouraged. In the future, the program will include a "vertical team approach" (where students in various stages of the program meet together with an adviser, often within a research grant program) to encourage collaboration and peer coaching across the four years of the program.

Students should also feel free to raise questions and concerns with their adviser/chair or dissertation committee members. An appeal concerning any decision made by the adviser and/or dissertation committee may be brought to the chair of the doctoral program, Dr. Kyle Roberts, who will render a final decision upon consultation with the ACSSEHD doctoral committee. Please note that the ACSSEHD doctoral committee consists of the faculty listed on page 1 of this document, and is not the same as the student's dissertation committee, although individual faculty members may participate in both committees. Dr. Roberts may be reached at (214) 768-4494 or at kylerr@smu.edu. Concerns related to a specific course (e.g., assignments or grades) should be brought to Dr. Jill Allor (jallor@smu.edu or (214) 768-4889) after first consulting with the instructor of that course. Dr. Allor can also be contacted if doctoral program issues are not resolved by the doctoral committee.

3. Program of Studies Form

Each student will complete a Program of Studies Form by December 1 of the first year, usually as a requirement in EDU 7301 (see attachment). This form lists the proposed transfer credits and the proposed set of courses planned during the 4 years of the student's program. Each student works with his or her adviser to draft and complete the Program of Studies Form. The form can be obtained from the department office.

4. Transfer Credits

Transfer credits are usually given to 3-semester-hour graduate courses (or equivalents). Requests for transfer credits will be reviewed and verified, and may require the student to provide a written description, syllabus, or other documentation of the course content and credit hours. Exceptions to the usual guidelines on transfer credits should be submitted in writing to the Doctoral Program Chair who will obtain the advice and consent of the Doctoral Committee. The Doctoral Committee will make the final decision and submit a recommended action to the Dean, as well as to the SMU registrar's office.

Degree Requirements

Following is a complete list of requirements for obtaining the Ph.D. in education at SMU.

1. Coursework

Doctoral students must complete a minimum of 60 credit hours of coursework. A grade of B- or better is required for each class. If a grade lower than B- is obtained in a particular class, the student's adviser will develop, in conjunction with the doctoral committee, a remediation plan that may include retaking the class or taking a different class. Required coursework consists of 21 hours of Research courses, 21 hours of Specialty Area courses, and 18 hours of Electives. The four broad specialty areas consist of the following:

- a. Instructional Design
- b. Special Populations (e.g., giftedness, LD, ELL)
- c. Research Methods and Assessment
- d. Literacy, Math, or Science Interventions.

Ordinarily, students must enroll in 9 hours of coursework (i.e., three courses) per semester for the first two years of the program. (Further details about specific courses are given below in the Tables 1 and 2.) The course load in subsequent years must be approved by the adviser. The amount of time required for the dissertation is flexible, but typically 1-2 years from beginning to completion, determined by the pace of the student's work, the number of specialty and elective courses, grant research duties, and revision requirements of the dissertation committee. Course load beyond the first two years may also be influenced by the number of transfer-credit hours, if any. Specialty Area and Elective courses are currently selected from a combination of existing master's level courses (6000 series) or, primarily, from student initiated independent study courses (7300) by arrangement with tenured or tenure-track faculty and Doctoral Committee approval.

2. Qualifying Exams

Students must successfully complete three written qualifying exams (see Table 1). The qualifying exams are based on doctoral course content and will usually include one research-methods question (Question #3 completed during a proctored session at ACSSEHD), and two take-home questions—one in the student's specialization and the other chosen by the student with adviser approval. The student will submit ideas for content of questions to the adviser and, then, the actual exam questions will be determined by each student's adviser with the approval of the ACSSEHD

doctoral committee. The ACSSEHD doctoral committee will provide students with information about format and content requirements and T&L faculty will evaluate students' responses to each exam, using a Qualifying Examination Grade Report form. Guidelines and sample questions and responses will be made available by the Doctoral Chair.

Within two weeks of submitting a qualifying exam response, students may be required by their adviser and ACSSEHD doctoral committee to revise their exam response, or to take a new exam question. In such cases, students will have only one opportunity to successfully resubmit a revised or new exam response. Students who do not turn in an acceptable resubmission within three weeks (two weeks for Question #3) after it is requested will not be able to continue in the program.

3. Advancement to Dissertation.

The phrase "advancement to dissertation" (sometimes called "admission to candidacy") describes students who have successfully completed minimum core requirements and are eligible to begin dissertation-related work and other advanced requirements. In our program, advancement takes place if the student has successfully completed the qualifying exams and maintained a minimum GPA of 3.5 in a minimum of 27 hours of doctoral coursework (approximately 3 semesters or more in the program). Once these prerequisites have been met, the student qualifies for advancement to the dissertation phase and must complete the necessary forms and approvals (see Table 1).

Please note that advancement is not guaranteed. Students who do not successfully complete 27 hours of coursework and qualifying exams will not be admitted to candidacy, and will consequently not be able to continue in the program. At the discretion of the doctoral committee, an alternative degree may be considered (see Educational Specialist Degree). Also, note that advancement does not guarantee the awarding of a doctorate. The student who has been advanced to the dissertation phase must successfully complete all remaining requirements.

4. Major area paper

Students will successfully complete a major area paper consisting of an extensive literature review and synthesis, which will usually serve as the literature review for the dissertation. Typically, this paper will be started by March 15 of the second year (see Table 1) after the Qualifying Exams have been completed. The major paper is often directly related to the dissertation topic, so advancement to dissertation must occur before this step (see Table 1). Any exceptions to the timeline and decisions about the scope of the paper will be determined by the student's adviser/dissertation chair.

The final, written paper must be orally defended. The oral defense will take place at a colloquium to which faculty and graduate students will be invited. Students will make an oral presentation of their major area paper at this colloquium and then field questions from the audience. Following the colloquium, the student will discuss the paper with the dissertation committee as a final review.

The student's adviser and dissertation committee will determine the acceptability of the major area paper as well as the oral defense. If needed, revisions to the paper will be requested in writing by the adviser within two weeks of receipt, and an acceptable resubmission must be received within four weeks after the initial request. APA format, as specified in the most recent edition of the *Publication Manual of the American Psychological Association*, is required for the major area paper.

Other format and content requirements will be indicated in writing by the adviser and dissertation committee.

5. Teaching competency

Each student must serve as a teaching assistant (T.A.) for at least one course offered by the ACSSEHD. Students cannot serve as T.A's for courses offered by other Schools or Colleges within SMU without prior permission from the T&L Chair and Doctoral Program Chair. Evidence of teaching competency is provided by the instructor of the course for which the student serves as a T.A., who will indicate in writing to the student's adviser whether the student fulfilled his or her duties in a timely and responsible manner.

6. Dissemination of research

Students will be active in research throughout the program, beginning with their work on research projects (see Financial Aid section below) and culminating in their dissertation research. As shown in Table 1, each student must complete three types of dissemination: (a) make a colloquium presentation of their major area paper (with oral defense, as noted above; and in Table 1), (b) submit a minimum of one proposal to a professional conference (by May of the 3rd year), and (c) submit one manuscript to an academic journal (usually in the final year; submitted but not necessarily accepted for publication). The particular conference and journal that are chosen must be approved by the student's doctoral chair (adviser) in advance of submission.

7. Professional portfolio.

Each student will create and build a professional portfolio of exemplary work during the program. The purposes of the portfolio are to document and evaluate the student's increasing capabilities in the program, provide a professional collection of work quality, and for doctoral program evaluation purposes. The professional portfolio consists of the following:

- student's vita,
- qualifying exam responses,
- major area paper,
- colloquium presentation,
- journal submission manuscript(s),
- conference proposal(s) (including PowerPoint presentation and conference paper(s), if applicable),
- a course-work paper of choice written by the student (optional),
- an abstract of the student's dissertation,
- and evidence of teaching competency such as teaching evaluations and/or an evaluation written by the professor(s) for whom the student served as T.A.

The portfolio will be evaluated by the student's adviser and dissertation committee. Revisions may be requested.

8. Dissertation.

Each student must complete four dissertation-related requirements. These are, in chronological order, as follows

- a. Formation of a dissertation committee,
- b. Submission of an acceptable dissertation prospectus, including passing the preliminary oral defense (oral defense of the prospectus, see Table 1),
- c. Submission of an acceptable written dissertation,
- d. A successful final oral defense of the dissertation.

Each of these requirements is discussed in detail below (see Table 1 for the sequence and date of requirements).

a. Committee. By the middle of the Spring semester (March 31) of Year 2, if not sooner, students must identify their dissertation committee. The committee consists of the student's chair/adviser and two other full-time faculty members. The chair and one other member must be from the T&L. The chair must be a tenured or tenure-track faculty member in T&L. Plans for a dissertation topic should be approved by the dissertation chair in June of Year 2. Upon approval, the student may begin the prospectus.

b. Prospectus and Preliminary Oral Defense. During the Fall semester of Year 3 (see Table 1), each student must submit a dissertation prospectus to his/her chair. After the chair approves and any revisions completed, the student submits the prospectus to the committee at least two weeks in advance of the scheduled oral defense. The dissertation prospectus should consist of a substantive literature review, a description of methods for the dissertation research, and a timeline for completing the research. For most students, the major area paper is the foundation of the dissertation prospectus. The methods section of the prospectus should also be comprehensive and longer than the methods section of the final dissertation. After the oral defense, the committee will provide written approval of the prospectus after conferring with the student and evaluating any revisions that were requested.

c. Dissertation. The ACSSEHD Doctoral Program policy for dissertation style is a modified APA (American Psychological Association) style, as specified in the most recent edition of the *Publication Manual of the American Psychological Association*. The exception is that the dissertation conforms to the traditional dissertation format in education and psychology—tables and figures embedded in text rather than separated. Also, dissertations must conform to the format and content requirements of the SMU Office of Research and Graduate Studies, available online at <http://www.smu.edu/graduate/format.htm>. Importantly, the program requires a “journal article” length in the range of 25 to 50 pages (plus references), rather than the traditional long dissertation with 100+ pages and extensive appendices. The rationale for the shorter length dissertation is based on research showing that long dissertations are less likely to be published, and also on the practical reality that condensed, focused writing is required for grant proposals and other published works because the costs of publication prohibit long manuscripts. Also, the Major Area Paper can serve as a longer literature review in preparation for the compacted discussion in the final dissertation. The classic sections of research articles are introduction (with purpose, need, and literature review), methods (subjects, instruments, procedures, statistical methods), results (including tables), and discussion or conclusions. Further requirements governing the format of the dissertation will be made available to students in a written document. Additional requirements may be specified by the student's committee at the time the dissertation prospectus is accepted, if not earlier.

d. Final Oral Defense. Once the committee has given written approval of the dissertation final drafts, the student must work with his/her committee to schedule an oral defense. Students are encouraged to discuss strategies for preparation with their committees prior to the dissertation defense. Each student must submit the final dissertation to his/her committee at least two weeks before the scheduled oral defense date. In addition to the written dissertation, the student is required to make a professional presentation of the findings to the committee as part of the final oral defense. The committee may meet separately at the beginning of the oral defense to exchange comments or

expectations before including the student in the oral defense. The committee will judge the acceptability of the written dissertation and typically require revisions of portions of the dissertation. If the revisions are extensive, the dissertation chair may be required to sign approval of changes before the dissertation is finally approved. The committee will complete a written Dissertation Approval Form.

Please note that your dissertation will need to be submitted to the SMU Office of Research and Graduate Studies through a formal, time-constrained process. You should familiarize yourself with this process, and with the steps required for graduation, by reading each section of the “Ready to Graduate” link provided on the left side of the Office of Research and Graduate Studies website: <http://www.smu.edu/graduate>. Also, it is the student’s responsibility to be aware of the SMU deadlines for graduation.

9. Submission of Manuscript for Possible Publication

A research-oriented manuscript must be prepared and submitted for possible publication in an educational journal (or journal in a related field), after discussion of journal options with the dissertation chair. Manuscripts are usually derived from the dissertation because it is typically the most advanced research study produced by the student. However, the format and style of the manuscript may have to be adjusted to the requirements of the journal, and cannot typically be copied strictly from the (unique) dissertation format. Copies of the submitted paper, cover letter, and confirmation of receipt by the journal must be filed with the program (e.g., Program Chair or Department Chair) for credit to be given. Because of the unpredictable nature of journal-article reviewing, acceptance of the manuscript for publication is not required (but is obviously desirable). It will be acceptable to have co-authors who have contributed substantively to the manuscript, but the student seeking credit must be the first author of the work.

Timeline

Students should plan a four-year program and must complete the doctoral program within six years. At the end of the sixth year, students who wish to continue in the program must obtain permission from the SSHED doctoral committee on an annual basis in order to continue. Following are two tables showing (1) Table 1 shows a list of milestones for submissions and finalization of major steps in the program, and (2) Table 2 (next page) shows the sequence of core methodology course work. Students must receive permission from their adviser in order to deviate from this timeline. Students are required to show evidence that they are making adequate progress by consulting with their adviser on each milestone step, and, in most cases, obtaining the signature of the dissertation chair/adviser. If milestones are delayed for any reason, the student must submit a written statement of explanation and description of progress during the period of delay.

Table 1: Timeline and Milestones in the Doctoral Program

| Milestone Activity or Submission | Date Submitted* | Adviser Signature |
|---|---|--------------------------|
| Transfer Credits Approved | December 1, YR 1 | Yes |
| Program of Studies Form Approved | December 1, YR 1 | Yes |
| Choose Permanent Adviser | March 15, YR 1 | Yes |
| Qualifying Exam Question #1 assigned | May 1, YR 1 | Yes |
| Submit Qualifying Exam Answer #1 | August 15, YR 2 | Consult |
| Qualifying Exam Question #2 assigned | October 1, YR 2 | Consult |
| Submit Qualifying Exam Answer #2 | January 7, YR 2 | Consult |
| Proctored Qualifying Exam Question #3 (Research Methods) | February 15, YR 2 | Consult |
| Official Advancement to Dissertation Phase | March 15, YR 2 | Yes |
| Begin Major Area Paper | March 15, YR 2 | Yes |
| Form Dissertation Committee | March 31, YR 2 | Yes |
| Submit Major Area Paper to PhD Committee | June 1, YR 2 | Yes |
| Begin Dissertation Prospectus | June 15, YR 2 | Yes |
| Submit Dissertation Prospectus to Committee | (two weeks prior to oral defense) | |
| Approval of Prospectus (preliminary oral defense) and beginning of dissertation | November 15, YR 3 | Yes, and committee |
| Submit Dissertation to Committee | (two weeks prior to final oral defense) | Consult |
| Final Oral Defense of Dissertation | May 1, YR 4 | Yes, and committee |
| Demonstrate Competency #1—Teaching | Prior to graduation | Yes |
| Demonstrate Competency #2—Presentation | Prior to graduation | Yes |
| Demonstrate Competency #3—Manuscript | Prior to graduation | Yes |

*Note. Due dates are first business day on or following the date shown in Table 1.

Table 2. Recommended Schedule of Courses

| | <u>Fall</u> | <u>Spring</u> | <u>Summer</u> |
|-------------|---|---|--|
| <u>YR 1</u> | ^a 7301 Professional Seminar: Paradigms of Educational Research ^a 7311 Quantitative Statistics for Educational Research Elective/Specialty Area Course | ^a 7302 Advanced Quantitative Research Methods ^a 7312 Intermediate Quantitative Statistics in Education Elective/Specialty Area Course | Elective/Specialty Area Course (in some cases) |
| <u>YR 2</u> | ^a 7313 Advanced Assessment Methods ^a 7314 Advanced Multivariate Statistics Elective/Specialty Area Course | ^a 7303 Mixed Methods: Quantitative and Qualitative Research Elective/Specialty Area Course(s) | Elective/Specialty Area Course (in some cases) |
| <u>YR 3</u> | Elective/Specialty Area Courses (in most cases) ^b Dissertation | Elective/Specialty Area Course (in some cases) ^b Dissertation | |
| <u>YR 4</u> | Elective/Specialty Area Course (in some cases) ^b Dissertation | Elective/Specialty Area Course (in a few cases) ^b Dissertation (if needed) | |

^a Research Core (21 Hours)

^b Dissertation preparation in coordination with and upon approval of your dissertation chair

Brief Core Course Descriptions (Subject to adjustment by individual instructors)

7301 Professional Seminar: Types and methods of educational research and ability to read and critique published educational research articles and reports; Orientation to the PhD program; Visiting lectures by doctoral faculty.

7311 Quantitative Statistics: Review and expansion of descriptive statistics and significance tests (distributions, means, standard deviations, t-tests, and statistics up to the one-way analysis of variance and one-predictor regression); Exposure to computer calculations.

7302 Advanced Quantitative Research Methods: Research designs used for experimental, quasi-experimental, correlational, and single-subject studies in the Specialty Areas of the doctoral program; Connection of research design to the typical statistics used for each (e.g., use of statistical packages such as SPSS).

7303 Mixed Methods: Research designs and statistical methods for studies that combine quantitative analysis with qualitative inquiry; Review of literature employing mixed methods; Computer methods of analysis.

7312 Intermediate Quantitative Statistics: Continuation of 7311 to include such methods as two-way and general linear models; Several regression methods; Continuation of familiarity with computer analysis of data.

7313 Advanced Assessment: Theories and methods of evaluating and designing assessments (tests, scales, questionnaires, surveys, observations, etc.) for a broad range of uses in educational research and for clinical evaluations in special education and psychology; Psychometric methods; Classical and item-response theory; Statistics used in reliability and validity of tests; Reviewing published tests.

7314 Advanced Multivariate Statistics: Continuation of 7312 including multiple regression, discriminant function, canonical correlation, basic structural equation modeling, factor analysis, and hierarchical linear models; Other methods used in research and assessment by visiting lecturers or guest speakers; Computer applications.

Financial Aid

Funding for doctoral students is provided through research grants and is dependent on current funding through federal and other agencies. During the 10 month academic year, each student is required to work an average of 20 hours per week as a graduate research assistant. Students must log the number of hours worked per day and the nature of the work, and have their logs signed on a weekly basis by the supervisor (project coordinator) who oversees the grant. As compensation for this work, no tuition is charged, and students earn monthly income.

Each incoming student will be assigned to a particular research grant. Every effort will be made to assign students to grants related to their own interests. In general, students should be available to work on grant-related activities every day of the week during school hours when they are not in class. A student's exact schedule will be determined by the supervisor who oversees the grant. Students and grant supervisors need to be flexible about scheduling. Students should ask to work less than 20 hours during weeks in which coursework and other doctoral requirements are especially pressing. Students should also anticipate working more than 20 hours per week during particularly busy periods of data collection. Please note that some data collection will be required during SMU holidays when local schools are still in session.

Generally, grant-related research begins mid-August and continues through May 31st of each year. Much of this research will be carried out on school campuses in the Dallas-Fort Worth area. Travel time counts toward the 20 hour per week research requirement, and students are compensated for mileage at a standard rate determined by the university.

Educational Specialist Degree

The Ed.S. degree is not a guaranteed option but rather one that is offered at the discretion of the adviser and doctoral committee. The Ed.S. requires the following: (a) passing qualifying exams, (b) completing 60 semester hours, (c) writing an acceptable major area paper, (d) a conference presentation, and (e) submitting an acceptable professional portfolio.

Additional resources

We encourage you to explore the SMU website (<http://www.smu.edu>), including the pages maintained by the Office of Research and Graduate studies (<http://www.smu.edu>), for information about library usage, technological support, health center services, access to campus facilities, and university policy with respect to diversity, sexual harassment, drug and alcohol use, and other matters of policy. The doctoral program description is at the following location: (<http://www.smu.edu/education/teachereducation/graduate/phd.asp>)

Doctoral Program Forms

The doctoral program forms mentioned in this handbook can be downloaded from our website.

Signature Form

I have read this handbook carefully and understand the requirements for a doctorate in education at SMU. I understand my rights and responsibilities as a doctoral student, and will seek additional information if I have questions or concerns.

Name (printed) _____

Signature _____

Date _____

Please return this sheet to Dr. Kyle Roberts, Doctoral Program Chair, P.O. Box 750381, Dallas, TX 75275-0381.

**Annette Caldwell Simmons School of Education and Human Development,
 Doctoral Program in Education
 Program of Studies**

To be completed by the student, in consultation with the academic advisor. Planned course work must be turned in by the end of the first semester in the program. Revision to this plan is allowable with consent of the advisor. Indicate transfer hours by listing the university in the semester/year column. The maximum number of transfer hours is 24 credit hours.

| | |
|-----------------------------|-------------------------------------|
| Student: | Advisor: |
| Specialization Area: | |
| Beginning Semester: | Anticipated Graduation Date: |

Research Core Requirements

| COURSE # | COURSE NAME | SEMESTER/YEAR |
|--------------------------------------|---|---------------|
| EDU 7301 | Professional Seminar: Paradigms of Education Research | |
| EDU 7311 | Quantitative Statistics for Education Research | |
| EDU 7302 | Advanced Quantitative Research Methods | |
| EDU 7312 | Intermediate Quantitative Statistics in Education | |
| EDU 7303 | Mixed Methods: Quantitative and Qualitative Research | |
| EDU 7313 | Advanced Assessment Methods | |
| EDU 7314 | Advanced Multivariate Statistics | |
| Total Research Core Hours: 21 | | |

Specialization Area *(minimum 21 credit hours, including transfer hours)*

| COURSE # | COURSE NAME | SEMESTER/YEAR | Credit Hours | University (Transfers) |
|--|-------------|---------------|--------------|------------------------|
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| Total Specialization Hours: _____ | | | | |

Electives

| COURSE # | COURSE NAME | SEMESTER/YEAR | Credit Hours | University (Transfers) |
|------------------------------------|-------------|---------------|--------------|------------------------|
| | | | | |
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| | | | | |
| Total Elective Hours: _____ | | | | |

(minimum of 60 TOTAL credit hours is required, including transfer hours) **TOTAL HOURS: _____**

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

MILESTONES

Students are required to show evidence that they are making adequate progress through the doctoral program. Milestones must be updated (below, and copied from the Student Handbook, Table 1, attached) prior to the end of the spring semester each year. Signature of the advisor is required for each milestone indicated by an asterisk (), as shown in Table 1 of the Handbook.. If no milestones are completed in an academic year, students are required to submit a written statement outlining progress during that year.*

| Activity | Date Submitted | Date Completed | ADVISOR APPROVAL |
|---|-----------------------|-----------------------|-------------------------|
| Transfer Credits Approved | | | * |
| Program of Studies Form Approved | | | * |
| Choose Permanent Advisor | | | * |
| Qualifying Exam Question #1 assigned | | | * |
| Submit Qualifying Exam Answer #1 | | | |
| Qualifying Exam Question #2 assigned | | | |
| Submit Qualifying Exam Answer #2 | | | |
| Proctored Qualifying Exam Question #3 (Research Methods) | | | |
| Official Advancement to Dissertation Phase | | | * |
| Begin Major Area Paper | | | * |
| Form Dissertation Committee | | | * |
| Submit Major Area Paper to PhD Committee | | | * |
| Begin Dissertation Prospectus | | | * |
| Submit Dissertation Prospectus to Committee | | | |
| Approval of Prospectus (preliminary oral defense) and beginning of dissertation | | | * |
| Submit Dissertation to Committee | | | |
| Final Oral Defense of Dissertation | | | * |
| Demonstrate Competency #1—Teaching | | | * |
| Demonstrate Competency #2—Presentation | | | * |
| Demonstrate Competency #3—Manuscript | | | * |

All requirements for awarding to the Ph.D. in Education have been completed.

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Table 1 from the Student Handbook for the PhD Program in Education, showing the target dates/year for each milestone, and those items requiring advisor signature.

Table 1: Timeline and Milestones in the Doctoral Program

| Milestone Activity or Submission | Date Submitted* | Advisor Signature |
|---|---|--------------------------|
| Transfer Credits Approved | December 1, YR 1 | Yes |
| Program of Studies Form Approved | December 1, YR 1 | Yes |
| Choose Permanent Advisor | March 15, YR 1 | Yes |
| Qualifying Exam Question #1 assigned | May 1, YR 1 | Yes |
| Submit Qualifying Exam Answer #1 | August 15, YR 2 | Consult |
| Qualifying Exam Question #2 assigned | October 1, YR 2 | Consult |
| Submit Qualifying Exam Answer #2 | January 7, YR 2 | Consult |
| Proctored Qualifying Exam Question #3 (Research Methods) | February 15, YR 2 | Consult |
| Official Advancement to Dissertation Phase | March 15, YR 2 | Yes |
| Begin Major Area Paper | March 15, YR 2 | Yes |
| Form Dissertation Committee | March 31, YR 2 | Yes |
| Submit Major Area Paper to PhD Committee | June 1, YR 2 | Yes |
| Begin Dissertation Prospectus | June 15, YR 2 | Yes |
| Submit Dissertation Prospectus to Committee | (two weeks prior to oral defense) | |
| Approval of Prospectus (preliminary oral defense) and beginning of dissertation | November 15, YR 3 | Yes, and committee |
| Submit Dissertation to Committee | (two weeks prior to final oral defense) | Consult |
| Final Oral Defense of Dissertation | May 1, YR 4 | Yes, and committee |
| Demonstrate Competency #1—Teaching | Prior to graduation | Yes |
| Demonstrate Competency #2—Presentation | Prior to graduation | Yes |
| Demonstrate Competency #3—Manuscript | Prior to graduation | Yes |

*Note. Due dates are first business day on or following the date shown in Table 1.