

# DIVISION OF EDUCATIONAL STUDIES

## Emory University

### Ph.D. in Educational Studies

#### INTRODUCTION

The Ph.D. program offered by the Division of Educational Studies is designed to extend knowledge and develop skills for independent scholarly work and research in education. Progress toward attainment of those goals is demonstrated through course work, by the caliber of the work completed in the Empirical Study, and, ultimately, by the production of a dissertation. In conjunction with the Department of French and Italian, the Division also offers a joint Ph.D. program in French and Educational Studies.

#### ADMISSION AND GUIDANCE

The Division faculty maintains rigorous admissions criteria to the doctoral program and is committed to the early development of a mentoring relationship with students. Applications are evaluated on the basis of demonstrated potential for advanced scholarly work and the fit between the applicant's scholarly goals and the interests and expertise of the faculty. To aid the faculty in making this assessment, the applicant will submit the following:

1. A *Statement of Purpose* that makes clear that the applicant's goals in undertaking graduate study are consistent with the opportunities and potential resources within the Division of Educational Studies. This statement should include a brief intellectual autobiography describing the formation of the applicant's academic interests and present concerns; a description of the special area of interest or particular problems, theories, movements, periods, etc., on which the applicant's future study may focus; and a description of tentative plans for research, either specific problems or general areas in which the applicant hopes to work.
2. Evidence of a competitive score on the *Test of English as a Foreign Language* (TOEFL) for applicants whose native language is not English, together with any other evidence of the applicant's ability to speak English fluently. Applicant should consult the GSAS catalog as regards ESL testing and programs.
3. Competitive verbal, quantitative, and analytical scores attained on the *Graduate Record Examination* (GRE), which should be taken within five years prior to the application.
4. Three *Graduate School Rating Sheets* from persons familiar with the applicant's academic and/or professional performance.
5. Transcripts and other evidence of academic performance of all previous graduate and undergraduate course work attempted.

In addition, short-listed applicants are brought to campus for a visit with DES faculty and students.

The Division gives preference to applicants who have earned a Master's degree or its equivalent from an accredited college or university in a field of specialization appropriate to the proposed doctoral work in the DES. In exceptional cases, however, students may be admitted to the Ph.D. before earning a Master's degree.

Initially admitted Ph.D. students meet with the Division's Director of Graduate Studies (DGS) for course advisement and program planning. Later, the Director of the Division will, with reference to the student's statement of purpose, assign each student a Research Advisor who will provide guidance as the student engages the specified course requirements for the degree. In addition, the Advisor will assist the student in choosing and enlisting other members of the Division faculty to serve on the student's Research Committee. The choice of a faculty person to serve as Research Advisor should be made no later than the beginning of the fourth semester of residence at Emory. It is desirable that this same faculty person continue to serve as Research Advisor for the duration of the program; however, with the advice and consent of the Director of the Division, a student may at any point during the program select another member of the faculty to serve as Research Advisor.

At the end of the Spring semester of each academic year, The Division faculty will review the academic progress of students. On presentation of evidence of satisfactory progress and recommendation of the student's advisor, the faculty may approve or disapprove the student's continuation in the program.

On successful completion of (a) all course requirements, (b) all components of the TATTO Program, and (c) the Empirical Study, the candidate applies for admission to Ph.D. Candidacy.

## COURSE REQUIREMENTS

A candidate for a Ph.D. in the Division of Educational Studies must fulfill the following minimum course and seminar requirements beyond the Master's degree.

1. **Professional Seminars.** Required each semester. The Division of Educational Studies is committed to the professional socialization of its students. To this end, doctoral students take part in Professional Seminars designed to enrich and support their evolving understanding and appreciation of educational research. Consequently, doctoral students will successfully complete each of the following courses:

*Introduction to Educational Research* (taken fall semester of first year - 4 hours - LG).

*Professional Colloquia* (taken each semester during the Program - 1 hour per semester - S/U).

The Professional Colloquia consist of meetings devoted to enriching the intellectual life of students and faculty in the Division. Colloquia may take the part of presentations made by faculty or students within the Division or Emory University; lectures by guest speakers; colloquia on specific educational issues; or informational meetings. Colloquia are held each semester, and *attendance by all DES doctoral students is required throughout their enrollment in the Program.*

2. **Foundations of Education.** Sixteen (16) semester hours. The Division of Education is committed to the belief that each student should be exposed to four foundational areas. Consequently, doctoral students will successfully complete each of the following courses:

*Comparative Education*

*Education and Cultural Diversity*

*History of American Education*

*Philosophical and Psychological Foundations of Education*

These courses are scheduled bi-yearly so that students will take a foundations course during each of their first four semesters in the Program. *Under ordinary circumstances, no other courses may be used to meet the Foundations of Education requirement.* If an extraordinary situation prevents a student from enrolling in a required Foundations course, the student may petition the Director of the DES, the DGS, and the professor of the class in question for permission to substitute an alternative course to fulfill this requirement. Foundations courses must be taken LG.

3. **Research Methodology.** Sixteen (16) semester hours. As part of this requirement, all students must successfully complete each of the following courses.

*Inferential Statistics I\**

*Inferential Statistics II*

*Qualitative Methods I*

These courses are offered bi-yearly. With permission from the student's Academic Advisor and the DGS, Biostats 500 and 501 may be taken in lieu of Inferential Statistics I and II. No other course may be used in place of Qualitative Methods I. If an extraordinary situation prevents a student from enrolling in a required Research Methodology course, the student may petition the Director, the DGS, and the professor of the class in question for permission to substitute an alternative course to fulfill this requirement. Students must complete one additional Research Methods course from those offered by the Division or by other department as approved by their advisor. Research methodology courses must be taken LG.

(\*students must have had the equivalent of EDS 453 within the past three years or demonstrate that they have mastered its content to enroll in Inferential Statistics I).

4. **Area of Specialization.** Students will complete at least 16 hours of coursework in their area of specialization. Most graduate seminars are variable in topic and require the student to produce a research paper. Courses selected to meet the Area of Specialization requirement must be approved by the student's Research Advisor. *Note that courses taken to fulfill the Foundations of Education or Research Methodology requirements may not be used to fulfill the Area of Specialization requirement.* No more than 4 hours of independent study/research hours may be used to meet the Area of Specialization requirement. Where appropriate, and with the consent of the advisor, the student may in part fulfill the Area of Specialization requirement by enrolling in relevant course work in departments outside the Division. Area of Specialization courses must be taken LG, with the exception of independent study classes, which are taken S/U.
5. **Internships.** As an integral part of the Division's educational program, students will participate in teaching and curriculum, research, or supervision internships every semester. The DGS will make internship assignments in consultation with student and advisor. Emory's Graduate School TATTO program is a part of this requirement (see page 9). Students should enroll in internship-related courses using the S/U option only.

6. **General Doctoral Examination.** The following courses are required.

*EDS 597R Directed Study: Empirical Proposal* (variable credit), S/U

*EDS 599R Individual Research: Empirical Study* (variable credit), S/U

7. **Dissertation Research.** The following courses are required.

*EDS 597R Directed Study: Dissertation Proposal* (variable credit), S/U

*EDS 799R Dissertation Research* (variable credit), S/U

### **EMPIRICAL STUDY**

The Graduate School requires all doctoral students to pass a General Doctoral Examination before they can be admitted to candidacy. In the Division of Educational Studies, this Examination consists of successful completion of an Empirical Study. The purposes of the Empirical Study are (a) to provide the student with the opportunity to integrate the knowledge and skills acquired in coursework and to bring these to bear in analyzing specific educational problems and (b) to provide a basis for predicting the student's ability to undertake and successfully complete a doctoral dissertation. In evaluating the Empirical Study, faculty expect that the work will be of publishable quality and will be disseminated and presented at scholarly conferences, appropriately converted into an article, and submitted for publication to a refereed journal.

The Empirical Study should provide evidence that the student can identify a question of educational importance, design a study to answer the question(s) selected, collect and analyze appropriate data, and prepare a final report of the findings. The Study is intended to add to the body of scholarly knowledge on a given topic. The Study will include a comprehensive review of the literature that provides evidence of the student's ability to identify a problem of educational importance, design a strategy for the search and retrieval of scholarly knowledge about the problem, analyze and synthesize the scholarly knowledge available in the area of study, and report the findings in a clear, concise, and scholarly way. The analysis and synthesis embedded in the literature review should provide a foundation for understanding the basic questions that will be addressed in the Empirical Study, including a thoughtful critique of previous efforts to address the questions. The Empirical Study should conclude with carefully considered educational implications as well as recommendations for further research in the area. It is expected that the complete manuscript will be at least 50 pages in length.

### **Procedures for Completing the Empirical Study**

By the second year of the doctoral program, students should begin to narrow their research focus, identify a topic for the Empirical Study, and obtain the consent of a regular DES faculty member to serve as Chair of the Empirical Study Committee. For students in the Ph.D. program in French and Educational Studies, the Chair may be a tenure-track faculty member from either department. With the advice of the Chair, the student will seek at least two additional faculty members to serve on the Committee, one of whom must be a regular faculty of the DES. Other DES faculty, associated faculty, adjunct faculty, or faculty members from other departments at Emory may serve as additional members of the Committee. With the approval of the Dean of the Graduate School and of the DES Director, faculty from other institutions may serve as a fourth member of the Committee. Once faculty have agreed to serve on the Empirical Study Committee, the student will submit to the Director a *Student Request for Appointment of Research Committee* form officially requesting the appointment of the faculty members to the Committee and specifying the contribution that each will make to the student's successful completion of the work.

### **Guidelines for Completing the Empirical Study Proposal**

In consultation with their Chair, students will develop an Empirical Study Proposal describing the work to be accomplished. The Proposal should include as many of the following components as the Chair and committee members believe are applicable:

- Statement of the Problem
- Purpose of the Study
- Theoretical Framework, Perspective, or Line of Inquiry
- Comprehensive Review of the Literature
- Questions/Hypotheses
- Methodology, Procedures, or Modes of Inquiry
- Data Sources or Evidence
- Expected Results (theoretically grounded/in concert with line of inquiry)
- Educational or Scientific Importance (Significance of the Study)
- List of References
- Appendixes with Instruments, Interview Protocols, or other data gathering means
- Information regarding Informed Consent Process to be followed (if appropriate)

Proposals should be double-spaced, printed using Times New Roman/12-point font, and consistent with guidelines published by the American Psychological Association, Fifth Edition (or the style guide appropriate to the student's discipline). The last page of the Proposal will be a *Signature Sheet* bearing the names of committee members. Length of the Proposal will be determined by the student and by members of the Committee. However, proposals should include a *comprehensive* review of the literature demonstrating that the student has a clear grasp of the available work conducted in the area.

Studies involving human subjects require approval both from the Division and from the Arts and Sciences Institutional Review Board. When appropriate and required, and *before substantive work on the Empirical Study has been conducted, students will obtain approval from the Division's Committee on Human Subjects, from Emory University's Institutional Review Board, and from other relevant authorities to conduct research in the behavioral sciences involving the use of human subjects.* Appropriate information is available on the web site of Emory University's Institutional Review Board (<http://www.emory.edu/IRB/>).

The Chair will work with the student in developing the Proposal, and it is expected that a student will submit several drafts to the Chair before the Proposal is ready for presentation to other members of the Committee. If necessary, the Chair will refer the student to resources for assistance with writing or with APA (or other appropriate) guidelines as well as provide model proposals from students whom the Chair previously directed. The expectation is that, when other committee members receive the student's Proposal, it should require only minor revisions.

Once the Chair has approved the Proposal for circulation, the student will give copies to the other committee members and make appointments for a face-to-face conference, at which time the committee members will provide feedback on the Proposal. The student should give each committee member sufficient time to read the Proposal, keeping in mind that the time required by a faculty member to read a student's work and provide feedback will depend on the faculty member's previous commitments and schedule. The student will inform the Chair of the comments/recommendations made by committee members, and the Chair will guide the student in making appropriate revisions. It may be necessary for the Chair to confer with the other committee members for further clarification regarding conflicting feedback or recommendations that the student may receive. At any point throughout the approval process, committee members will determine whether a formal meeting with the student and the full Committee is required. Committee members will refrain from signing the *Signature Sheet* until they are satisfied with the Proposal. When committee members approve the Proposal, they will sign the *Signature Sheet*. Once all committee members have signed the *Signature Sheet*, the student may begin work on the Study. The Chair will file the completed *Signature Sheet* in the student's official DES folder.

### **Guidelines for Completing the Empirical Study**

As with the Empirical Study Proposal, it is expected that a student will submit several drafts of the Empirical Study to the Chair before it is ready for presentation to other members of the Empirical Study Committee. Once the Chair has approved the Study for circulation, the student will give copies to the other committee members and make appointments for a face-to-face conference, at which time the committee members will provide appropriate feedback. The student should give faculty members sufficient time to read the manuscript. The student will inform the Chair of the comments/recommendations made by committee members, and the Chair will guide the student in making appropriate revisions. It may be necessary for the Chair to confer with the other committee members for further clarification regarding conflicting feedback/recommendations that the student may receive.

When the student has completed the procedures outlined above, and with permission from the Chair, the student will schedule a Hearing to which all DES faculty and graduate students are invited. With the approval of the Chair, faculty members from Emory University or from other colleges or universities may be invited to attend the closed Hearing. No meeting date should be scheduled unless all of the previous steps have been concluded. At least one calendar week before the scheduled date of the Hearing, published notice of the Hearing should be placed in the mailbox of each doctoral student and faculty in the Division and on the Division's LearnLink Conference, *and a copy of the final draft paper must be made available in Room 247.* At the Hearing, the student will make an oral presentation of the Study, after which questions will be posed by committee members and other faculty. Finally, the Committee will meet *in camera* to decide if the work is acceptable, and, if not, what revisions the student must undertake. When the work is judged acceptable, committee members will sign the public notice of the Hearing and the Chair will place it in the student's official DES graduate student file. The student will present *softbound copies* of the final Empirical Study to each member of the Empirical Study Committee and to the Director of the Division for placement in the Division's library.

Note that successful completion of the Empirical Study is one of the requirements for ascending to candidacy and receiving 5th year funding.

While working on the Empirical Study, the student will enroll in the following courses:

*EDS 597R Directed Study: Special Topics* (variable credit), S/U

*EDS 597R Directed Study: Empirical Proposal* (variable credit), S/U

*EDS 599R Individual Research: Empirical Study* (variable credit), S/U

Students register for *EDS 597R Directed Study: Empirical Proposal* during the semester that they expect to complete the Empirical Study Proposal; they register for *EDS 597R Directed Study: Empirical Study* during the semester that they expect to complete the Empirical Study. *EDS 597R Directed Study: Special Topics* can be taken during the semester(s) that the student is working on the literature review or otherwise preparing for the Empirical Study Proposal or Empirical Study, or when they wish to engage in independent study or directed reading on a special topic. Students conducting *research* on a special topic should enroll in *EDS 599 Individual Research: Special Topic*. Students should enroll in these courses using the S/U option only. Students should be aware that a grade of U in these courses places them on probation for one semester.

### DOCTORAL CANDIDACY

Students who have successfully completed all required course work, successfully completed all components of the TATTO Program, and defended their Empirical Study are considered to have reached “candidacy,” at which point they will obtain the consent of a DES faculty member to serve as Chair of their Dissertation Committee. For students in the Ph.D. program in French and Educational Studies, the Chair may be a tenure-track faculty member from either department. With the advice of the Chair, the student will seek at least two additional faculty members to serve on the Committee, one of whom must be a regular faculty member of the DES. Other DES faculty, associated faculty, adjunct faculty, or faculty members from other departments at Emory may serve as additional members of the Committee. With the approval of the Dean of the Graduate School and of the DES Director, faculty from other institutions may serve as a fourth member of the Committee. Once faculty have agreed to serve on the Dissertation Committee, the student will submit to the Director a *Student Request for Appointment of Research Committee* form officially requesting the appointment of the faculty members to the Committee and specifying the contribution that each will make to the student's successful completion of the work.

After the Dissertation Committee has been selected, the student will develop a Dissertation Proposal with the advice and consent of the Committee Chair and of the Dissertation Committee. There is no set length for the Dissertation Proposal, but it is expected that it will be substantially more detailed than the Empirical Study Proposal, including a thorough and comprehensive review of the literature and complete methodology section. Procedures to be followed for the preparation of the Dissertation are similar to the procedures for the preparation of the Empirical Study, except that the Proposal Hearing for the Dissertation will be in a formal session to which all faculty and graduate students will be invited.

Dissertations involving human subjects require approval both from the Division and from the Arts and Sciences Institutional Review Board. When appropriate and required, and *before substantive work on the Dissertation has been conducted*, students will obtain approval from the Division's Committee on Human Subjects, from Emory University's Institutional Review Board, and from other relevant authorities to conduct research in the behavioral sciences involving the use of human subjects. Appropriate information is available on the web site of Emory University's Institutional Review Board (<http://www.emory.edu/IRB/>).

Once the Chair has approved the Dissertation Proposal for circulation, the student will give copies to the other committee members and make appointments for a face-to-face conference, at which time the members will provide feedback on the Proposal. The student will inform the Chair of the comments/recommendations of committee members, and the Chair will guide the student in making appropriate revisions. Copies of the revised Proposal will be distributed to all committee members. At least one calendar week before the scheduled date of the Proposal Hearing, the student places a published notice of the Hearing in the mailbox of each doctoral student and faculty in the Division and on the Division's LearnLink Conference, and one copy of the Proposal must be placed in Room 247. After receiving approval of the Proposal by the Dissertation Committee, the student may make application for candidacy. Appropriate forms are in the Division office.

## DOCTORAL DISSERTATION

The faculty of the Division of Educational Studies subscribes to the policy formulated by the Graduate School of Arts and Sciences, which states that "as a fundamental requirement of the Ph.D. degree, the student must demonstrate mastery of methods and tools of research, potential for productive scholarship, and promise as an authority in a special subject. This demonstration is embodied in a dissertation setting forth the results of the student's original investigations. The dissertation must constitute an actual contribution to existing knowledge or be a fresh and significant critical interpretation of existing knowledge. It serves as the most important, concrete proof of the candidate's scholarly abilities" (*Graduate Student Handbook*, 2006-2007, p. 31).

Once students have completed a final working draft of the Dissertation to the satisfaction of their Chair, they will distribute copies to the other committee members. The student will make an appointment with each member for a face-to-face conference, at which time each member will provide feedback on the Dissertation. The student should give faculty members sufficient time to read the manuscript, keeping in mind that the time required to read a student's work and provide feedback depends on the individual faculty member's schedule and previous commitments. The student will inform the Chair of the comments and recommendations of the committee members and the Chair will guide the student in making appropriate revisions. The Chair may wish to confer with the other committee members for clarification regarding conflicting feedback/recommendations that the student may receive. After these procedures have been followed, and at the appropriate time decided by the Chair, the student will distribute to the Dissertation Committee the final working draft of the Dissertation.

Once the final working draft of the Dissertation has been approved by a student's Chair and Dissertation Committee, a formal, closed Hearing will be scheduled for the presentation and defense of the Dissertation to which all DES faculty and graduate students are invited. With the approval of the Chair, faculty members from Emory University or from other colleges or universities may be invited to attend the closed Hearing. No other guests may be invited. No date should be scheduled unless all of the previous steps have been concluded. At least one calendar week before the scheduled date of the Dissertation Hearing, published notice of the Hearing should be placed in the mailbox of each doctoral student and faculty in the Division and on the Division's LearnLink Conference, *and one copy of the dissertation draft must be made available in Room 247*. At the Hearing, the student will make an oral presentation of the findings and conclusion of the Dissertation, after which questions will be posed by committee members and other faculty. Finally, the Dissertation Committee will meet *in camera* to decide if the Dissertation is acceptable, and, if not, what revisions the student must undertake.

The student should plan carefully to meet Graduate School deadlines for progress toward the degree. However, students should carefully note that the quality of the Dissertation will not be compromised or driven by these deadlines. The student will present *bound copies* of the final Dissertation to each member of the Dissertation Committee and to the Director of the Division for placement in the Division's library.

While working on the Dissertation, the student will enroll in the following two courses.

*EDS 597R Directed Study: Dissertation Proposal* (variable credit), S/U

*EDS 799R Dissertation Research* (variable credit), S/U

*EDS 597R Directed Study: Dissertation Proposal* should be taken during the semester when the student expects to complete, and have approved, the Dissertation Proposal; *EDS 799R Dissertation Research* is taken after the student has completed the Proposal and prepares the Dissertation. Students should enroll in these courses using the S/U option only. Students should be aware that a grade of U in these courses places them on probation for one semester.

## SUGGESTED TIME LINE FOR COMPLETION OF DOCTORAL PROGRAM

The Division of Educational Studies is committed to the thorough preparation of its doctoral students and understands that the time required to accomplish this preparation may differ depending on factors such as the individual characteristics of the student, demands of a particular program of study, or personal/familial factors that may serve to alter the time required to complete the Program. Full-time doctoral students at Emory University are funded for a period of five years, and hence it is the Division's expectation that a student can complete the program in that time.

The following is a suggested time line that students can use to gauge how they should be progress.

**Year 1:** Partial completion of required coursework—26 hours of formal coursework, including

- Introduction to Educational Research (4 hours) and Professional Colloquia (2 hours)
- two foundations classes (8 hours)
- two classes in area of specialization (8 hours)
- EDS 453 or additional required course (4 hours)

Attendance at professional meetings. Discussion with advisor regarding goals and objectives. Reflection and discussion with advisor regarding the Empirical Study topic. Assigned internship.

**Year 2:** Continued progress on completion of required coursework—26 hours of formal coursework, including

- Professional colloquia (2 hours)
- two foundations classes (8 hours),
- two classes in area of specialization (8 hours),
- two research methods classes (8 hours),

Selection of Empirical Study Committee and progress toward completion of Empirical Study Proposal (including enrollment in *EDS 597R Directed Study: Empirical Proposal*). Progress on TATTO requirements, including summer course and teaching assistantship (enrollment in and completion of *TATT 600: Graduate School Workshop - 2 hours* and *TATT 605: Teaching Assistantship - 2 hours*). Presentation at professional meetings. Assigned internship.

**Year 3:** Completion of required coursework—10 hours of formal coursework, including

- Professional colloquia (2 hours)
- two research methods classes (8 hours)

Completion of Empirical Study (including enrollment in and completion of *EDS 599R Individual Research: Empirical Study*) and advancement to doctoral candidacy. Completion or substantial progress on Dissertation Proposal (including enrollment in *EDS 597R Directed Study: Dissertation Proposal*). Completion of TATTO requirement (enrollment/completion of *TATT 610: Teaching Associateship - 2 hours*). Presentation at professional meetings. Progress on conversion of Empirical Study into article form. Assigned internship.

**Year 4:** No formal coursework, with the exception of continued enrollment and attendance of Professional Colloquia each semester. Submission of Empirical Study to refereed journal. Completion of Dissertation Proposal (and *EDS 597R Directed Study: Dissertation Proposal*). Assigned internship.

**Year 5:** No formal coursework, with the exception of continued enrollment and attendance of Professional Colloquia each semester. Submission of publications to refereed journals. Completion of Dissertation (and *EDS 799 Dissertation Research*). Assigned internship. Apply for employment and make trips for job interviews.

## **PROFESSIONAL DEVELOPMENT**

Each semester during the length of the program, doctoral students engage in a professional development activity. These can involve teaching, research, or supervision experiences.

### **Teaching Assistantship/Associateship**

The Graduate School provides all doctoral students a systematic introduction to college teaching through its Teaching Assistant and Teacher Training Opportunity (TATTO) program. TATTO offers summer course in pedagogical techniques, a semester as teaching assistant to a regular faculty member in a course within the student's area of study, and full responsibility for teaching an undergraduate course in the student's area of study under the supervision of a faculty member. Ph.D. students in the joint French and Educational Studies program teach French for four semesters in the French Department at the same time that they are enrolled in courses in both departments.

### **Research Assistantship**

Students assist DES faculty with research-related tasks. These may include the gathering of data, data entry, search and review of literature, data analysis, or other research activities.

### **Supervision**

University Supervisors (i.e., experienced classroom teachers enrolled in the Division's Ph.D. program) serve as active school-university liaisons and are cooperatively involved in the overall development of Master of Arts in Teaching (MAT) field experiences. The functions of the role involve a variety of activities and responsibilities. The three primary functions of the University Supervisor during MAT field experiences involve facilitation, supervision, and evaluation. The MAT Field Experiences Handbook offers detailed descriptions of these three functions of the University Supervisor.

## **EXTRA-CURRICULAR ASPECTS**

The Division of Educational Studies will provide financial support and encouragement for maintaining an ongoing informal organization of students in the Ph.D. program. The major purpose of the organization is to provide an opportunity for the students to become acquainted with one another and with the faculty, and for the more advanced students to provide guidance and support to those students who are in the initial stages of the program. Advanced students, with the support and encouragement of the faculty, will organize informal gatherings to welcome incoming Ph.D. students and orient them to the nature and expectations of the program.

## **PROFESSIONAL SOCIALIZATION**

In addition to course work, internships, required professional colloquia, and faculty mentoring, doctoral students can take advantage of activities and courses provided by a Research Training Grant initiative supported by the Spencer Foundation. These include professional socialization seminars, lectures and presentations by prominent scholars, and courses and workshops especially designed to develop research skills. In addition, the Division makes substantial travel funds available to doctoral students so that they may travel to professional conferences to present papers, attend workshops, or meet with scholars and fellow students. Some funds are also available to support Ph.D. students' research costs.

## TUITION AND FINANCIAL AWARDS

Tuition for the 2007/2008 academic year is \$29,800. Full-time Ph.D. students receive a full tuition scholarship as well as a yearly stipend (\$16,000 for 2007/2008) for nine months over the course of five years, contingent on satisfactory academic performance. Additionally, 5th-year funding is contingent on a student having reached candidacy, which is to say that all course required coursework and the Empirical Study have been successfully completed. The stipend is partially awarded as an assistantship through which students work during the academic year assisting faculty with research and teaching. Applicants may also be nominated for the competitive, university-wide *George W. Woodruff Fellowships*, *Emory Diversity Graduate (EDG) Fellowships*, and or the *Arts and Sciences (A&S) Fellowship*, which increase each year's stipend by \$5,000, \$4500, and \$4000, respectively, and run for 12 months (rather than 9 months) over the course of five years.

Students who demonstrate exceptional teaching ability are eligible to apply for a sixth year of funding through the *Dean's Teaching Fellowship* competition of the Teaching Assistant and Teacher Training (TATTO) Program. To be eligible, students must have completed all Graduate School and departmental requirements except the Dissertation and must have been admitted to candidacy. Dean's Teaching Fellows have complete responsibility for one course in each semester of the award year. The Graduate School offers up to thirty of these fellowships yearly.

## LIVING AND HOUSING

A variety of on-campus and off-campus housing is available. On-campus housing includes a graduate and professional student residential complex offering accommodations ranging from high-rise tower to attractive new mid-rise apartments. The complex includes recreational, conference, and seminar facilities and is convenient to campus. A small number of furnished units are available.

## THE UNIVERSITY AND THE DIVISION

The Emory campus stands on 620 hilly and wooded acres six miles northeast of downtown Atlanta. Since its founding in 1836, Emory University has grown into a national teaching, research, and service center with an enrollment exceeding 9,000 students. The Division of Educational Studies, located in the North Decatur Building, is one of the 23 departments and divisions that comprise the Graduate School of Arts and Sciences. The Division has approximately 35 part-time and full-time Ph.D. students during any one year. Typically four or five new, fully supported (tuition plus stipend), Ph.D. students are admitted each year.

- DES Ph.D. Guidelines, approved April 1994
- revised and approved October 2000
- presented to faculty for approval, April 2002
- Approved, September 2002
  
- This document is revised yearly to reflect changes in funding and graduate programs.
- last revision, October 2007