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INTRODUCTION
The program handbook is designed to serve as a user-friendly, comprehensive guide to the Literacy Studies Ph.D. Program at Middle Tennessee State University. Every effort will be made to update the handbook periodically. Students and faculty should be aware, however, that the university’s Graduate Catalog is the final authority concerning graduate school policies, programs, and curricula.

For more information about the Literacy Studies Ph.D. Program, students may consult the Literacy Studies website or any of the program faculty or staff:

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WEBSITE
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PROGRAM OVERVIEW

Mission
The mission of the doctoral program in Literacy Studies is to broaden the understanding of literacy to include an appreciation of the contributions of biology, language, society, and culture as well as instruction on the acquisition and use of literacy skills. The program endeavors to support the application of this broader construct for the advancement of literacy learning through various elements of the education enterprise.

Objectives
The Literacy Studies Ph.D. Program at Middle Tennessee State University is designed to address one of education’s most pressing needs – the shortage of scholars, practitioners, administrators and policy-makers equipped to bridge the gap between the rapidly expanding body of scientific research on the development of literacy and educational practice, policy, and professional preparation. Drawing on the faculty from the College of Education, the College of Behavioral and Health Sciences and the College of Liberal Arts, this interdisciplinary program offers a flexible framework of courses, field experiences, teaching, and research opportunities designed to provide professionals in various spheres of influence with the essential knowledge, skills, and abilities to effectively address the literacy crisis in the United States and beyond.

Historically, Middle Tennessee State University is a recognized leader in the preparation of professional educators. It employs nationally recognized scholars in linguistics, cognition, psychometrics, research design, and statistics who strive to integrate aspects of these various disciplines into education research and training.

The Literacy Studies Ph.D. Program draws on these various disciplines and, in turn, strengthens them by connecting their resources and potential. The result is constructive change within the various spheres of study and practice.
**Program Design**
Graduates of the Literacy Studies Ph.D. Program will be prepared to participate in a national paradigm shift in the way that literacy is viewed. Traditionally, the emphasis has been on "content to be taught". The focus in this program is on the cognitive processes that support fluency in reading and writing and the instructional approaches that facilitate their growth.

To accomplish these goals, the program is structured to provide coursework involving experienced faculty in three colleges, the College of Education, the College of Behavioral and Health Sciences and the College of Liberal Arts. The coursework is designed to establish the foundation for a comprehensive and interdisciplinary understanding of literacy within biological, psychological, linguistic, and social contexts of human development. As illustrated in the figure below, this program broadens the scope of investigations of literacy development by applying the analytic strengths from each of the independent academic disciplines. The program’s interdisciplinary nature is reflected in all three aspects of its design: program structure, coursework, and doctoral research.
CURRICULUM

The doctoral program requires completion of 60 semester credit hours (post master’s) distributed as follows:

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Studies Core</td>
<td>27</td>
</tr>
<tr>
<td>Foundations of Literacy</td>
<td>06</td>
</tr>
<tr>
<td>Language &amp; Literacy</td>
<td>06</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>06</td>
</tr>
<tr>
<td>Research Design &amp; Data Analysis</td>
<td>06</td>
</tr>
<tr>
<td>Practicum</td>
<td>03</td>
</tr>
<tr>
<td>Specializations</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>09</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

ESTIMATED TIME FOR COMPLETION

Full-time: approximately 3-4 years  
Part-time: approximately 5-6 years

Maximum time: There is a time limit of ten (10) years to complete all Ph.D. degree requirements. That is, all doctoral coursework as well as the dissertation must be completed within ten (10) years of the first semester of enrollment.

PROGRAM STRUCTURE

Overview
A common set of core courses provides a comprehensive understanding of literacy within biological, psychological, linguistic, and social contributions to human development, learning, and motivation. Students in this program will develop an understanding of how changing social and political perspectives and evolving scientific knowledge affect how literacy is defined, taught, assessed and acquired. Core courses will assist students to build upon prior education and experience. They will inform students about designs and methodologies typically employed to research the process of literacy learning and the outcomes of teaching. The program incorporates several components including coursework specific to the core of the program, courses selected to flesh out an area of specialization chosen by the student, and service learning requirements tied to specific courses and a practicum.

Program Structure

Core Courses Required of All Students (27 credit hours):

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations (6 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITS 7130</td>
<td>Literacy in Socio-Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>LITS 7100</td>
<td>Historical Issues, Trends &amp; Methodologies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Language &amp; Literacy (6 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITS 7011</td>
<td>Neurobiology of Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 7520</td>
<td>Essentials of Linguistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Pedagogy (6 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITS 7110</td>
<td>Models of Literacy Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LITS 7210</td>
<td>Evidence Based Methods for Literacy Development</td>
<td>3</td>
</tr>
</tbody>
</table>
The core courses marked as interdisciplinary in the core are hybrids that draw content from many disciplines and integrate this knowledge through application to the topic of literacy. These courses have been developed by faculty with expertise in a primary discipline (e.g., neurobiology) in consultation with the interdisciplinary Program Coordination Committee, which ensures that the content specific to the discipline is explicitly related to issues in literacy.

**Table of Interdisciplinary Course Content**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Biology</th>
<th>Education</th>
<th>Linguistics</th>
<th>Psychology</th>
<th>Statistics / Measurement</th>
<th>Sociology</th>
<th>Speech - Lang Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 7520</td>
<td>Essentials of Linguistics</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LITS 7100</td>
<td>Historical Issues, Trends &amp; Methodologies</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>LITS 7110</td>
<td>Models of Literacy Assessment</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LITS 7130</td>
<td>Literacy in Socio-Cultural Contexts</td>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>LITS 7140</td>
<td>Research Design and Methodology in Literacy</td>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LITS 7210</td>
<td>Evidence Based Methods for Literacy Develop.</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>LITS 7011</td>
<td>Neurobiology of Language and Literacy</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PSY 7290</td>
<td>Psychological Statistics: ANOVA</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- Major emphasis in course
- Minor emphasis in course

**Core Course Replacements**

It is required that all students complete 27 hours in the Core, distributed as detailed above. However, it is possible that some students will have taken one or two of the above listed courses as part of a previous graduate program. When a student documents that a specific course listed in the core has been satisfactorily completed, within five (5) years preceding admission, the advisor and student will jointly identify a replacement course that satisfies the interdisciplinary goals of the program as well as the career goals of the student. For instance, if a student entering with a master’s has already taken graduate classes equivalent to a core course, such as Essentials of Linguistics, the core requirement for
that specific course would be waived, but the student would take an additional three hours of coursework, specific to the literacy framework of this degree, to bring his/her total hours to 60. This request must be made within two (2) years of admission to the program.

No more than two courses in the core will be considered for replacements. Requests must be made within two (2) years of admission to the program. Students requesting such course replacements will be required to provide adequate documentation of the content of the course, such as a copy of the course syllabus, to be approved. This will permit evaluation of its similarity to the related course in the Ph.D. program. Only courses in which a grade of A- or better was earned will be considered for replacement.

Course-Based Service Learning Experiences
Students in this program will complete two field-based service learning experiences through which they will gain practical knowledge in work settings. The field-based experiences are embedded in the core courses. Typically, the service learning experiences will require 15-20 clock hours in the field. Field experiences provide opportunities for students to work in a variety of environments where they are exposed to current issues in literacy research and practice. For the most part, these field experiences will provide a service to the sponsoring organization. These experiences are in line with the University’s stated interests in encouraging service learning experiences.

The table below offers illustrative examples of field experiences that might be linked to specific courses: (See Appendix D for the Course-Based Service Learning Form.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Activity / Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>*LITS 7110</td>
<td>Models of Literacy Assessment</td>
<td>Perform evaluation of assessment processes within a school setting</td>
</tr>
<tr>
<td>*LITS 7210</td>
<td>Evidenced-Based Methods of Literacy Development</td>
<td>Perform analysis of school-based curriculum materials</td>
</tr>
</tbody>
</table>

* Course-based Service Learning Ratings: E= Exceptional, S= Supportive

The core courses and course-based field experiences are followed by coursework in one of four areas of specialization:

- Literacy Instruction and Staff Development
- Reading Disabilities/Dyslexia
- Literacy Measurement and Analysis
- Administration/Policy

In addition to coursework, the chosen area of specialization may be expanded through electives, a supervised practicum experience, and the dissertation research.

Practicum Experience
Students may register for a practicum experience no earlier than their second year in the program, having completed a minimum of 20 credit hours of coursework within the core and at least 6 credit hours in the area of specialization. Typically, the practicum experience will require 80 total clock hours in the field.

Practicum experiences are designed to provide students with appropriate experiences related to their areas of specialization. For example, a student concentrating in Literacy Instruction and Staff Development might work with a district curriculum supervisor and gain hands-on experience in the evaluation of curriculum materials and/or providing support and in-service training to teachers. A student concentrating in Reading Disabilities might be placed in a Title-I or Special Education program to gain hands-on experience diagnosing reading disabilities and providing support and in-service training to the teachers who provide remedial instruction. A student concentrating in Literacy Measurement and Analysis might work with the Tennessee Department of Education or any data-producing agents. A student concentrating in Administration / Policy might be placed in the Tennessee State Board of Education for hands-on experience in education law and policy.
Approval of Field Experience/Practicum Sites and Supervisors. Sites for field experiences will be screened to insure the quality of the site, the supervisor, and the nature of the work to be done. Clearly defined expectations for field work will be established through contractual agreements between students and on-site supervisors. The contract will detail the activities to be engaged in and the work product(s) expected, as well as the nature and frequency of training and supportive supervision to be provided. These contracts will be reviewed and approved by the faculty member responsible for a course with a field-based learning component.

(See Appendix F for more information and forms pertaining to Practicum.)

Specialized Courses: 12 hours

Please note: Courses listed here, within each area of specialization, are examples of those deemed appropriate. However, this list is not exhaustive. Substitutions may be arranged with the permission of a student’s program advisor. LITS 7330 (Special Topics in Literacy), LITS 7340 (Literature Review and Readings) and LITS 7350 (Research Seminar in Literacy) can be offered each semester.

1. LITERACY INSTRUCTION AND STAFF DEVELOPMENT

This specialization is intended primarily for individuals who already hold licensure or certification in a profession (e.g. school psychology, speech-language pathology) or are credentialed in specialized areas of education (e.g., reading education, special education, and educational administration). The doctorate prepares these individuals for a career in pre-service teacher education and in-service staff development. Instruction and staff development specialists are needed to oversee the changes in literacy education inspired by new research and mandated in new policies. There is a growing need for professionals who can help implement changes, such as RTI, by training new teachers and updating the skills of in-service teachers. This specialization provides additional coursework to enhance graduates’ capacity to address important problems within their areas of competence.

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 6000</td>
<td>Language, Speech, and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7220</td>
<td>Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7250</td>
<td>From Policy to Practice in American Public Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7350</td>
<td>Intro to Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>LITS 7021</td>
<td>Cognitive Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6530/7530</td>
<td>The Psychology of Reading and Reading Development</td>
<td>3</td>
</tr>
<tr>
<td>READ 6000</td>
<td>Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPSE 6140</td>
<td>Teacher Leadership for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>SPSE 6900</td>
<td>Learning Systems &amp; Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>YOED 6680</td>
<td>Issues &amp; Trends in Teaching &amp; Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

2. READING DISABILITIES / DYSEXIA

This specialization includes added coursework in dyslexic studies, learning disabilities, and communication disorders in order to prepare master’s level professionals (e.g. special education mild/moderate, school psychologists, speech pathologists, etc.) who have specific training and experience diagnosing and teaching children with reading disabilities for a variety of second careers. These careers include college faculty, developing curriculum materials or assessment tools for publishers, or serving as professional consultants to schools, school systems, and State Departments of Education.
### 3. LITERACY MEASUREMENT AND ANALYSIS

This specialization is intended for those who may be interested in a career related to work in the development of assessment tools and curriculum materials under the umbrella of a publishing house, for careers in consulting with school systems on the application of measurements, or with a career in state or national governmental agencies that use measurement to draft, direct, and enforce literacy policies. Preparation in this concentration will enhance skills related to data analysis and test construction as well as adding to background knowledge related to the utilization of assessment in K-12 education.

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 6000</td>
<td>Language, Speech, and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>DYST 7000</td>
<td>Introduction to Dyslexia</td>
<td>3</td>
</tr>
<tr>
<td>DYST 7010</td>
<td>Identifying Students with Dyslexia</td>
<td>3</td>
</tr>
<tr>
<td>DYST 7011</td>
<td>Interventions with Dyslexia</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7350</td>
<td>Intro to Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>LITS 7021</td>
<td>Cognitive Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6530/7530</td>
<td>The Psychology of Reading and Reading Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6750</td>
<td>Psychology &amp; Assessment of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6050</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6300</td>
<td>Theoretical Perspectives on Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6780</td>
<td>Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>READ 6750</td>
<td>Research Seminar in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

### 4. ADMINISTRATION / POLICY

This specialization includes coursework in law and policy, organizational change, and child development in order to prepare master's level licensed administrators, curriculum supervisors, superintendents, and state agency employees who want to move up in their own administrative system or who want to advance to state and federal-level administrative jobs. This specialization could also serve individuals who have backgrounds outside traditional education domains (e.g. managers holding an M.B.A., Industrial/Organizational psychologists) who would need additional training in order to pursue a second career in district or system educational administration or a second career in state or federal education administration in which policy guides literacy education.

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 6000</td>
<td>Language, Speech, and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7220</td>
<td>Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7250</td>
<td>From Policy to Practice in American Public Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELED 7350</td>
<td>Intro to Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 6010</td>
<td>Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6570</td>
<td>Psychological Research Methods in HR Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6430</td>
<td>Seminar on Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 6570</td>
<td>Seminar in Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6780/7780</td>
<td>Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Credit Transfers in Areas of Specialization

In cases where an applicant has completed a previous course of study leading to a post-master’s degree, and one or more courses in that program are directly related to the area of specialization the student chooses to pursue in this doctoral program, the applicant may request that previous credits be applied to this degree. In most cases, up to twelve (12) hours of formal coursework earned in a previous post-master’s degree, within five (5) years preceding admission to this Ph.D. program, may be substituted for courses required in the specialization area chosen. Requests must be made within two (2) years of admission to the program. The recommendation to accept these credits must come from the graduate program director after she or he has made an analysis of the courses requested for transfer. Final approval must be given by the dean of the College of Graduate Studies. Coursework accepted for credit toward a graduate degree at MTSU must represent graduate coursework relevant to the degree, with course content and the level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution’s own graduate degree programs.

Electives: 9 hours

All students will include nine (9) credit hours of electives in their degree plan. These electives may serve to extend credit hours in the area of specialization or add to the knowledge base in another area of interest. Electives will be chosen in consultation with a Program Advisor.

Dissertation: 12 hours

Candidates will design and conduct a research project culminating in the presentation and oral defense of a dissertation.

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITS 7640</td>
<td>Dissertation Research</td>
<td>12</td>
</tr>
</tbody>
</table>

The dissertation is a work of original, advanced research written in partial fulfillment of the requirements for a Doctor of Philosophy degree. A dissertation is a lengthy, unified, coherent work, usually exceeding 100 pages, that makes an original contribution to scholarship in the field. This is the document that secures the candidate’s right to enter into the academic profession and provides proof of professional competence. (Refer to page 13 for details.)

Please see the Graduate Catalog for further information on dissertations and all other mentioned academic regulations and procedures.

ADMISSION REQUIREMENTS

All applicants for the Literacy Studies Ph.D. Program must submit the following materials to The College of Graduate Studies (MTSU, College of Graduate Studies, P.O. Box 42, Murfreesboro, TN 37132; graduate@mtsu.edu):

a) a completed application form;
b) a non-refundable application fee (required of all applicants) should accompany the application;
c) official transcripts certifying coursework from each college or university attended; minimum GPA of 3.5 in master’s coursework required for admission to program;
d) a current curriculum vitae showing at least three (3) years of documented professional experience;
e) a 700 – 1,000 word essay explaining how their background and objectives relate to the program’s purpose;
f) three (3) letters of recommendation from professionals who can address the applicant’s interest in literacy and potential for successfully completing a doctoral program;
g) Recent GRE scores (within the last five years); preferred minimum scores are Verbal 156 (current scale) or 550 (former scale), Quantitative 144 (current scale) or 500 (former scale), and 4.5 on Analytical Writing.
Applicants must ensure that all materials are sent to the College of Graduate Studies before the stated deadlines for submission. It is the responsibility of applicants to ensure that their files are complete by the deadline. Typically, applicants with incomplete files will not be considered for admission. However, exceptions may be made if extenuating circumstances are documented.

**Deadlines**

Currently, the program admits students in Fall semester only. **February 1** is the deadline for priority consideration for admission and graduate assistantships. General application for fall admission must be submitted by **June 1**.

**Admission Process**

The program faculty committee will conduct an initial screening of applicants. Individuals will remain in the applicant pool if they meet the minimum required GPA and GRE scores, have positive letters of recommendation, and have written a personal statement that is judged to be satisfactory by the program coordinating committee. Applicants receiving sufficiently high ratings for submitted documents will then be scheduled to participate in an interview. Admission decisions are based on a combination of factors – academic qualifications, prior work experience, career goals, and abilities to communicate orally and in writing.

**Graduate Assistantship Applications**

Applications for a graduate assistantship should be sent to the Literacy Studies Ph.D. Program, Middle Tennessee State University, MTSU Box 402, Murfreesboro, TN 37132. Please refer to pages 17-18 of this Handbook and to the Graduate Studies website for a detailed discussion of Graduate Assistantships at MTSU.

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**RETENTION AND GRADUATION REQUIREMENTS**

The Literacy Studies Ph.D Program is designed to be completed in four years of full-time study. Coursework and the preliminary examination could be completed in six semesters. Dissertation research and preparation of the document could be completed over two to three additional semesters. This time frame is consistent with guidelines that traditionally have been associated with availability of assistantships and fellowships for doctoral study. Completion within four years assumes that prerequisites (3 credit hours) for entry into the statistics sequence are satisfied. Throughout the program, students will be engaged in raising viable research questions, designing studies, analyzing data sets, and professional writing. Collectively, these experiences will prepare students to undertake the dissertation research project.

**Pre-Dissertation Advising**

Upon admission to the Ph.D. program, each candidate will be assigned an academic advisor. Advisors are members of the core faculty. Guided by the mentorship model, this advisor, in consultation with other faculty in the program, will advise the student on an appropriate program of study, will provide any other required academic advisement, and will conduct a written annual review of student progress toward the degree. A written evaluation of progress by the student’s advisor will be incorporated into the student’s academic file.

**Literacy Research Conference**

Faculty and students will participate in presenting research at the one-day conference. All students are required to attend. A keynote speaker will be invited. This year’s conference will be held on February 17, 2018. More information will be distributed annually.

**Degree Plan**

In consultation with the program advisor, each degree-seeking student must file a formal outline of the degree program on a degree plan available at The College of Graduate Studies on the website. Degree plans should be completed at the initial advising meeting after admission.
Research Tools, Techniques, and Methodology Requirements
The Literacy Studies Ph.D. Program requires students to demonstrate proficiency in the application of research skills. Doctoral seminars will involve reviews of model studies for the purpose of evaluating the research design methodology selected to address the specific hypothesis. Statistical methods and tools will be acquired in one required course in advanced statistics (this builds upon an additional graduate level course in statistics as a prerequisite for a total of two graduate courses in statistics). Students with professional interests in statistics and measurement may take additional courses as part of the specialization in literacy measurement & analysis.

Ethical Development
Issues of professional ethics as well as obligations of researchers to ensure confidentiality of research subjects, and to protect data collected from the dangers of misuse, will be addressed directly in the doctoral seminars, the practica experiences, and in the research core. Students will assist in preparing requests for IRB approval for any studies in which they participate. They are required to successfully complete the HIPPA training course prior to approval of the dissertation proposal and will prepare a request for IRB approval to conduct the dissertation research project.

Residency
To ensure that students in the Literacy Studies Ph.D. Program will have the opportunity to be fully immersed in the intellectual and research climate that will characterize the program, a period of residency is required. To fulfill residency requirements, Ph.D. students must be enrolled in full-time study (nine [9] credits per semester or six [6] credit hours with GAship) a minimum of two consecutive Academic Year semesters or two summer semesters. During the residency semesters, students are expected to assist faculty members with their teaching and research responsibilities. This time should also be dedicated to other enrichment endeavors, such as the submission of one paper for publication, engagement in service-learning, or participation in professional development beyond the opportunities provided in the program. Residency requirements must be satisfied no later than the semester during which a student takes the preliminary examination. Students entering the program on a part-time basis must plan for ways to meet this requirement. The Residency Form should be completed and signed before beginning the residency.

Preliminary Examinations
When coursework is completed, the student will be required to pass a preliminary examination. Students can choose either an examination format or a research project format within the first two weeks of each semester and notify their decision to the academic advisor. Upon receiving the academic advisor’s approval, the student will submit The Preliminary Exam Registration Form to the program director for approval.

Advancement to Candidacy
Once the student has successfully completed the preliminary examination, the program director will file the Results of Preliminary Examination and Advancement to Candidacy Form with the College of Graduate Studies in order for the student to be admitted to candidacy and to enroll in dissertation credits. No more than seven [7] credit hours of C grade will count towards the requirement of a Ph.D. degree. Grades of D and F will not count towards degree requirements but will be computed in determining the GPA. The student must have a GPA of at least 3.25 in the program of studies to advance to candidacy status. They must also have filed a degree plan with appropriate approvals.

Dissertation Committee
Candidates for the Ph.D. in Literacy Studies will be required to conceptualize, formally propose, and independently carry out an original research project, which will add to the knowledge base in an area of inquiry that is integral to Literacy Studies. The study will be defended orally before a committee of peers who are familiar with the field of inquiry. Following advancement to candidacy, the student must formally establish his/her dissertation committee. The committee should include a minimum of three graduate faculty with current status as full members; the chair and at least one member must be from the program committee and one or more may be from outside the program. The chair of the committee must be a current member of Middle Tennessee State University’s graduate faculty and must be recommended by the Program Director. The dissertation committee should consist of faculty from different disciplines in
order to reflect the interdisciplinary nature of the program. Once the committee is established, the student may then draft the research proposal. **The proposal may take either the traditional dissertation format or the article format.** The dissertation proposal should propose an original research study developed by the student. Whereas pilot studies are appropriate for the formulation of research hypotheses, pilot data cannot be included as part of either dissertation or article format. *After the proposal conference, the student must follow through and address all issues and suggestions raised by each member of the committee and redistribute the revised proposal within three weeks of the proposal conference.* Upon successful defense of the proposal before a committee, which will be comprised of the dissertation advisors and other experts in the field of interest (e.g., speech/language, learning, teaching, etc.), the final proposal must be approved by the Program Director. Then, the student will be allowed to initiate the research study. Finally, consultation and advice will be provided by the dissertation committee as the student develops and prepares to defend the document as well as during the post-defense revision process.

**Defense of Dissertation**
Upon submission of the completed dissertation, the doctoral candidate who has successfully completed all requirements for the degree will be scheduled by the chair of her/his dissertation committee, in consultation with other advisory members, to defend the dissertation. The College of Graduate Studies will publish the dissertation title, date, time, and location of the defense at least two weeks prior to the defense. The defense is open to all members of the University community who wish to attend. The dissertation defense is administered by the advisory/dissertation committee according to program guidelines. Successful defense of the dissertation must be attested to in writing by all members of the advisory/dissertation committee, the Program Director, and the Dean of the College of Graduate Studies.

**Intent to Graduate**
An Intent to Graduate Form, available on the College of Graduate studies website ([www.mtsu.edu/graduate](http://www.mtsu.edu/graduate)), must be filed by the student by the end of the second week of the semester in which the student plans to graduate or no later than the end of the first week of S2 June term (for August graduation).

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**GRADUATE COURSES**
Graduate students take courses at the 6000 (M.A.) or 7000 (Ph.D.) level. No more than one-third of the minimum 60 credit hours in the Ph.D. in Literacy Studies may be at the 6000-level.

Descriptions for all graduate courses appear in the *Graduate Catalog.*

Course offerings for each semester appear in a class schedule, which is available online usually in the month before the end of the current term. Once students know which courses they would like to take in a given semester, they can register for these courses online during their assigned registration period.

**Note:** Sometimes students try to “shop” courses; that is, they attend the first day of several courses, then decide which ones they will take and drop the others. This practice is actively discouraged as it effectively prevents some students from registering for courses that they need. Students who enroll in more than the allowed number of courses may be dropped immediately and without notice from all courses for which they have registered, necessitating their re-enrollment in whatever courses remain open at the time.

**Course Load**
Students should become familiar with the following information concerning status in regard to graduate loads to avoid problems with registration, financial aid, or academic status:

- **Full-time** status is 9-12 graduate hours.
- **Three-quarter time** is 7-8 graduate hours.
- **Half-time** is 5-6 graduate hours.
Graduate students are limited to a maximum of 12 graduate hours per semester. If an exception is requested, overload forms must be signed by the director of graduate studies and the dean of the College of Graduate Studies. Full-time status for students holding graduate assistantships is six (6) graduate semester hours.

**GRADUATE STUDIES**

**GRADUATE STUDIES**

**Grades and Academic Standing**

Grades are assigned by professors based on the following notations, mandated by the College of Graduate Studies. Individual professors provide the grading scale for the courses they teach, using some or all of the assigned notations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>Not calculated</td>
</tr>
<tr>
<td>W (withdrawal)</td>
<td>Not calculated</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Incompletes**

Incompletes (designated by an I on the transcript) indicate that the student has not completed all course requirements due to illness or other uncontrollable circumstances, especially those that occur towards the close of the term. Mere failure to make up work or turn in assignments on time will not result in an incomplete unless documented extenuating circumstances are acceptable to the professor, who finally determines acceptable criteria for assigning an I.

**Accessing Grades**

Grades can be accessed online through PipelineMT at [www.mtsu.edu](http://www.mtsu.edu). Select RaiderNet, then select Student, Student Records, and then Final Grades. Outstanding financial balances prevent release of grades. RaiderNet provides an option that allows online payment by credit card or check card (VISA or MasterCard) to view grades.

**Grade Appeals**

The grade appeals process is available to any student who wants to contest a course grade. In general, grade appeals are adjudicated on the basis of policies and procedures outlined in the individual course guidelines and syllabus. The College of Graduate Studies provides policies and procedures, which constitute a two-level appeals process that the student initiates.

**Academic Standing**

Students should acquaint themselves with the following policies from the "Academic Regulations" section of the Graduate Studies catalog:

1. No more than seven [7] hours of C grade may count toward a Ph.D.
2. No course with a grade lower than a C- may be applied toward any graduate degree requirement.

_Doctoral students in the Literacy Studies Program_ must maintain a minimum GPA of 3.25.

**Academic Probation**

A graduate student failing to meet the applicable minimum cumulative graduate GPA retention standard will be placed on academic probation for the subsequent term.

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**STANDARDS AND EXPECTATIONS**

The Literacy Studies Ph.D. Program assumes important responsibilities in preparing students for professional work in teaching and research. The faculty seeks to prepare students by providing courses, field experience, seminars, speakers, research experience, and other activities and resources relevant to students' studies and preparation. While faculty will attend to specific needs of students when feasible, students should understand that program demands render it ultimately impossible to make exceptions to policy or procedure for any but the rarest circumstances.

Graduate students in turn assume a responsibility to understand and meet all program requirements. Students should communicate their plans regarding dates for completion of coursework, dissertations, exam scheduling, deadlines, and other information relevant to their satisfactory progress to the Director of Graduate Studies as soon as feasible.

Students are expected to arrange their schedules to accommodate class meeting times and the office hours of professors.

While faculty attempt to address individual needs when feasible, they are also obligated to apply all university, College of Graduate Studies, and Literacy Studies Graduate Program policies and procedures impartially to all students. Students who have special needs related to disability should work through the Disability and Access Center (615-898-4893; Keathley University Center, Room 107).

**Statement of Community Standards of Civil Behavior**

The Literacy Studies Ph.D. Program fully endorses the statement regarding tolerance for diversity issued by the MTSU Office of Student Conduct. Further, the Literacy Studies Ph.D. Program supports the statement of community standards and expectations issued by the MTSU Student Handbook:

**Statement of Community Standards and Expectations**

Middle Tennessee State University is committed to developing and nurturing a community devoted to learning, growth, and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following core values and expectations:

1. **Honesty and Integrity.** The notions of personal and academic honesty and integrity are central to the existence of the MTSU community. All members of the community will strive to achieve and maintain the highest standards of academic achievement in the classroom and personal and social responsibility on and off campus.

2. **Respect for Diversity.** The MTSU community is composed of individuals representing different races, ethnicities, sexual orientations, cultures, and ways of thinking. We respect individual differences and unique perspectives and acknowledge our commonalities.

3. **Engagement in the Community.** All members of the community are encouraged to participate in educationally purposeful activities that support and enhance the MTSU experience. Active involvement and personal investment in the classroom and throughout the community are hallmarks of an engaged citizen.
4. Commitment to Nonviolence. MTSU is committed to the principles of nonviolence and peaceful conflict resolution. Community members will freely express their ideas and resolve differences using reason and persuasion.

These expectations for community standards would apply to all areas of graduate study—actual and virtual classrooms, writing labs, library, group meetings, presentations, all communication venues, and any other forum.

The program faculty strongly encourages that all students become familiar with the MTSU Student Handbook.

Graduate Student Bill of Rights and Responsibilities
The Graduate Council and the College of Graduate Studies have approved in principle the document Graduate Student Bill of Rights and Responsibilities. Students assume a responsibility to know and act according to the expectations for academic community, and to understand their rights as students.

Scholarly Integrity
One aspect of professionalism involves integrity. Faculty members assume that students understand, subscribe to, and practice high personal and professional standards, and they hold students accountable to them. This includes the responsibility of doing one’s own work and for complying with professional standards and procedures for attributing the sources of information, images, and other forms of media.

Academic Misconduct Defined (per MTSU Policy 312)
Academic Misconduct may consist of acts of plagiarism, cheating or fabrication.

1. Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.

2. Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member.

3. Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In these instances, the faculty member has the authority to assign an appropriate grade for the exercise or examination, or to assign an "F" in the course, as is proportional to the nature and extent of academic misconduct. When assigning a grade based on academic misconduct, the faculty member shall ensure that the student is made aware of his/her appeal rights. Additional disciplinary sanctions may be appropriate; this issue will be determined by the Committee.

Once there is a suspected case of academic misconduct, the student, department chair, and Coordinator of Academic Misconduct are contacted. The student and coordinator then have a meeting. Depending on the outcome of the meeting, the case either ends or is presented to a committee. For more detail regarding the investigatory process, see Policy 312 and T.C.A. § 4-5-101.

Please refer to MTSU Policy 312 Academic Misconduct and http://www.mtsu.edu/provost/acadmisconduct.php for complete information regarding Academic Misconduct.
GRADUATE ASSISTANTSHIPS
Applicants wishing to be considered for a graduate assistantship, in addition to supplying the materials for general application (including a general application form), must fill out an Application for Graduate Assistantship. These applications will be reviewed by the program coordinating committee and will be awarded competitively.

Merit Based Awards
Applications will be awarded by merit. The merit of applications will be judged based on students’ grades, GRE scores, letters of reference, availability of students during daytime on campus and skills that students have developed in prior graduate study and professional experience.

Availability of Graduate Assistants During Daytime (9:00 a.m. – 5:00 p.m.) on Campus
All graduate assistants should be available during daytime for faculty research and teaching. A 20-hour graduate assistant should be available during daytime for at least 10 hours per week, and a 10-hour graduate assistant should be available during daytime at least 5 hours per week. Exceptions can be made by the Program Committee.

Term of Assistantships
Full-time students entering the Literacy Studies Doctorate Program may apply for up to four years of support through an assistantship. The four-year limit is an appropriate amount of time for full-time students to complete a 60-hour degree program. Students who have been taking courses on a part-time basis may apply for support that is proportional to the number of credits remaining to be completed. For instance, a student who has completed 21 of 60 credits may apply for no more than two years of full-time support.

Responsibilities of Assistantships
Specific duties may vary from department to department. The majority of Graduate Teaching Assistants are assigned one or more of the following responsibilities:
- Teaching a classroom section of a course
- Teaching a laboratory or discussion section of a course
- Tutoring or providing other special assistance to students of the University
- Assisting a faculty member in grading, advising, and other duties necessary to conduct a course
- Assisting directly or indirectly in instruction or supervision of MTSU students in community programs, internships, workshops, or seminars for practicing professionals

Full-time graduate assistants will work twenty (20) clock hours per week in supervised activities in the department or office of their employment or a combination of contact hours in a classroom or laboratory environment. Full-time graduate assistantships at MTSU pay tuition costs and a stipend of $14,000.00 a year.

Part-time graduate assistants will work ten (10) clock hours per week in supervised activities in the department or office of their employment or a combination of contact hours in a classroom or laboratory environment. Part-time graduate assistantships at MTSU pay one-half of tuition costs and a stipend of $7,000.00 a year.

Termination of Assistantships
Students who are awarded an assistantship will typically receive all four years of support, unless their academic performance or performance of duties within the assistantship warrants termination. The MTSU College of Graduate Studies specifies that retaining support is dependent on maintaining a 3.25 cumulative GPA in graduate courses.

Graduate assistants found responsible for academic misconduct will have their assistantship terminated.

For more information about Graduate Assistantships, please refer to Graduate Assistantship Information on the College of Graduate Studies website.
APPENDIX A: RESEARCH AND SERVICE LEARNING RESOURCES

A vital part of the preparation envisioned for graduate students is field experience relevant to their selected specialization within the broad field of literacy. Though many students will enter the doctoral program with significant experience as classroom teachers, school administrators, or other educational specialists, we believe it is important to build on those experiences by offering a variety of opportunities for service learning in settings relevant to their selected areas of specialization within the Ph.D. degree program.

Campus-Based Research and Field Placement
The Middle Tennessee State University campus offers graduate students in Literacy Studies many opportunities to participate in and conduct literacy-related research and to participate in service learning activities. Examples include:

1. **Tennessee Center for the Study and Treatment of Dyslexia.** The primary mission of the Tennessee Center for Dyslexia is to provide services and support to children with dyslexia, their families and their schools across the state. These services include assessment for dyslexia, recommendations for intervention and progress monitoring. The Center also makes its archives of case data available for research. Both research opportunities and practicum placements in reading assessment and intervention would be available to Literacy Studies graduate students.

2. **Psychology Department.** The research resources of the Psychology Department, including its extensive experimental research facility and centrally coordinated subject pool, are available to graduate students in Literacy Studies.

3. **Speech-Language-Hearing Clinic.** MTSU’s Speech-Language-Hearing Clinic run by the Communication Disorders program provides diagnostic and therapeutic services to children and adults with communication disorders. It offers valuable research and service learning opportunities for students interested in issues relating to language development and disorders, particularly as they relate to early literacy.

4. **University Writing Center.** The University Writing Center offers assistance in college-level writing to MTSU students both in their on-campus center and online. Service learning placements with the Writing Center offers students opportunities for interacting with college students with difficulties in writing and with the Writing Center’s staff and tutors in, for example, the development of training that would improve the capacity to understand the range of factors affecting students’ oral and written language proficiency.

External Collaborations
Partnerships with area organizations of various kinds add significantly to the richness of the experiences the Literacy Studies program offers its graduate students. Collaborations have been established with a variety of educational, clinical, service, research and policy organizations in order to provide graduate students with opportunities to experience the real-world application of their classroom and literacy-based learning and to support a variety of research opportunities for class-based and dissertation research. We provide an overview of the range of collaborations that the program has developed, along with a representative listing of the kinds of organizations with which we have formed partnerships.

**Types of Organizations Providing Collaborations**
1. **Schools and School Systems.** Schools and school districts are one source for field experiences for doctoral students. The doctoral program is well-positioned to continue to develop partnerships with schools, school districts, and individual educators locally and within the region through its links to teacher preparation programs at MTSU and the Tennessee Center for the Study and Treatment of Dyslexia. The College of Education has strong links to schools and school systems through its involvement in the regional P-16 council as well as its student teaching collaborations. The Center for Dyslexia has established many associations and collaborations with local, state,
and national leaders in the civic, educational, and political fields related to dyslexia and reading education. These connections will be of great value in cultivating and sustaining partnerships for the doctoral program.

2. **State and Local Education Agencies.** There are many government agencies that will serve as excellent field placements for students with interests in education policy, legislation, and regulations. These include county boards of education, legislative committees of the Tennessee State Legislature (both Senate and House of Representatives), the Tennessee Board of Education, and governmental commissions with education-related mandates and units of the Tennessee Department of Education. The program will make use of existing association with these offices and individuals to develop field placement opportunities for doctoral students.

3. **Local, Regional, and National Educational Service, Advocacy, and Policy Organizations.** Many non-governmental agencies are engaged in important work intended to improve literacy outcomes for children and adults. These organizations will provide effective field experiences for students whose interests overlap with the missions and projects of these organizations. Examples include:

   a. **Private Foundations.** Many private foundations are significantly involved in supporting literacy-related programs and projects in the Middle Tennessee area. These include the Memorial Foundation, Dollar General Literacy Foundation, and the Dell Foundation Literate Community Grants program. Doctoral students will gain valuable experience through working with these foundations in their grant-making activities or working with the organizations that are funded by these (and other) foundations. Faculty representatives of the doctoral program will cultivate contacts with these organizations and discuss the roles that the students might play in their operations.

   b. **Advocacy, Outreach, and Public Education Groups.** Advocacy groups that engage in efforts to influence public policy at the state and federal level and engage in a variety of advocacy activities (e.g., Tennessee Branch, International Dyslexia Association; Tennessee Bar Association). These organizations will offer graduate students excellent opportunities to gain experience in a variety of activities relating to literacy education. At the same time, the knowledge and skills our students possess could be very valuable to these organizations and their missions. Representatives of the program are developing contacts with these and similar organizations to discuss the possibility of mutually advantageous partnerships that would lead to field experience opportunities for our graduates.

   c. **Private Policy Institutes.** Public policies on education are heavily influenced by the activities of a number of private policy institutes and organizations. On the national level, these include the Carnegie Foundation, The Rand Corporation, and the Brookings Institution. On a more local scale, similar organizations, often associated with academic institutions, also conduct studies, analyze governmental data, and prepare position statements with the aim of influencing public policy (e.g., Peabody Center for Education Policy at Vanderbilt University). While the number of such institutions in the Middle Tennessee area is very small, we intend to explore possible field placements at these organizations.

   d. **Professional Associations.** A number of professional associations for educators, psychologists, and other professionals in the broad field of education are engaged in advocacy, research, and policy formulation. These groups provide another potential source for field placements that could suit the interests and needs of our doctoral students. Examples include the Tennessee Education Association; Tennessee Association of School Psychologists, and the Tennessee Chapter of the American Speech and Hearing Association. We plan to explore possible partnership agreements with these organizations.
4. **Clinical Service Collaborations.** One of the major areas that we anticipate our students will find of great interest is the opportunity to participate in diagnostic and intervention services. Many of these services are provided through the public schools, but there are a number of other institutions and organizations that also offer these services to the public. They represent another potential source of both institutional partnerships and field placement opportunities. A brief summary of these services is provided below.

a. **Diagnostic and Intervention Services.** Students with interest in diagnostic and/or intervention practices may wish to arrange field placements with clinicians or diagnosticians who work with specific populations (early childhood acquired neurocognitive disorders in children), or who are skilled in conducting particular types of diagnostic assessments that differ from those typically administered in schools (e.g., psychoeducational or neuropsychological evaluations; assessments for developmental language or communication disorders). Some of these clinics are located on the campus of the Middle Tennessee State University and would make excellent field placements for students (e.g., the Communication Disorders clinic). Other nearby sites include hospital-based psychology assessment centers (e.g., Alvin C. York Veterans Administration Hospital) and private clinical practices. These potential partners will be approached by representatives of the program and invited to initiate discussions regarding the development of mutually beneficial academic partnerships.

b. **Research Partnerships.** While students will have many different research opportunities through the program faculty, we have also developed a variety of additional opportunities that will allow them to gain further research experience that would supplement the facilities available on the campus of the Middle Tennessee State University. This is achieved through existing and future research collaborations in areas such as neuroimaging, genetics, academic interventions, diagnostic research, and experiences through research-based internships in settings such as the Tennessee Department of Education, county school systems, and the Southern Regional Education Board.
APPENDIX B: Program GA Application

Graduate Assistantship Application for the Literacy Studies Ph.D. Program

At the beginning of the assistantship contract, a graduate assistant must have completed all graduate admission procedures and have been accepted unconditionally by the department and the College of Graduate Studies, be enrolled in a graduate degree program, and, once taking courses, is maintaining a 3.00 (master’s) or 3.25 (doctoral) cumulative GPA. A graduate assistant must be enrolled for a minimum of six (6) semester hours of graduate work each semester. (See Policy 225)

MTSU Identification Number: ________________________________

Name (As listed on Social Security Card): ________________________________

(U.S. employers are required to enter the name as it appears on the Social Security Card. Stipends cannot be paid if Banner name and SSN name are different.)

E-mail address: ________________________________ Phone: ________________________________

U.S. Citizen? Yes _____ No _____ If no, what visa type do you hold? ________________

Are you currently employed by MTSU? Yes_____ No_____

If yes, for which department(s) and for how many hours:

________________________   ________________

Academic Year: ________________ GA Position: 20-hour ( ) 10-hour ( )

1. Daytime Availability (9:00 a.m. – 5:00 p.m.) on-Campus. Specify time intervals (e.g., 2 – 5 p.m.)

Monday: ______________________________________________

Tuesday: ______________________________________________

Wednesday: ___________________________________________

Thursday: _____________________________________________

Friday: ________________________________________________

Saturday: ______________________________________________

Total Available Daytime on-Campus Hours (9:00 a.m. – 5:00 p.m.): ____________

A 20-hour GA should be available at least 10 hours on campus during daytime.
A 10-hour GA should be available at least 5 hours on campus during daytime.

2. Research and other Skills (Please check as many boxes as they apply to you.)

Familiar with SAS or SPSS ( ) English Grammar ( ) Web Skills ( )
Online Teaching ( ) Organization Skills ( ) Multi-Task Skills ( )
Other Skills (Specify): ________________________________
3. Please review faculty research interests on the website (http://www.mtsu.edu/literacy/faculty.php) and mark any preferences below. (Check as many as you would like.)

- M. Albakry (   )
- J. Kim (   )
- T. Odegard (   )
- A. Elleman (   )
- C. Magne (   )
- Any faculty member (   )
- R. Fischer (   )
- E. Oslund (   )

4. Other Employment.

Are you currently employed outside MTSU? ______________

If yes: Employer: _____________________________ # of hours: _______________

_______________________________________

Applicant Signature

Date

Send application to Angela Morrell, Secretary
Literacy Studies Ph.D. Program by February 28, 2017

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.
APPENDIX C: STUDENT SELF-EVALUATION FORM

STUDENT SELF-EVALUATION FORM
LITERACY STUDIES PH.D. PROGRAM
MIDDLE TENNESSEE STATE UNIVERSITY

The Annual Review of Students in the Literacy Studies Ph.D. Program requires a Student Self-Evaluation as well as evaluation by faculty with whom you have had coursework and/or graduate assistantships. The following outline is provided to prompt your thinking as you develop your self-evaluation for the current year. Please send your self-evaluation to Angela Morrell, electronically, by the end of May.

Graduate Student Name: ________________________________
Academic Advisor Name: ________________________________
Supervisor of Assistantship: _____________________________
Academic Year: 20___ - 20___
Semester and Year Entering the Program: ____________________

Part I Academic Performance: List all courses and grades earned during the past year.

Part II – Graduate level research and writing skills

A. List all publications and presentations (Local, Regional, National/International) you have made during the past academic year (June - May) following the APA format.

APA Example.

B. List any grant applications in which you have been involved for the past academic year. Provide the grant title, agency and PI information.

C. List any on-going research projects. If you are involved in research projects with other people, list them.

Part III – Collegiality
Professional colleagues discuss issues, challenge interpretations of or within professional literature, share ideas and insights, cooperate in the pursuit of projects, collaborate in the development of projects, communicate respectfully, and assist when assistance is needed to benefit the whole.

A. Describe the level of communication, cooperation, support, and collaboration you have contributed through interactions with your supervisors, professors, advisors, and other students in the program.

Part IV – Professional Development
Development in the professional arena of choice is on-going and pervasive throughout one’s career.

A. Describe your participation in professional development activities in any and all venues during the past year. Include your participation in professional conferences on campus or away, teaching experiences, independent study, and other experiences that have enhanced your development as the professional you are in the process of becoming.

Part V – Suggestions for the Program
LITERACY STUDIES PH.D. PROGRAM  
Course-Based Service Learning Form

General Description:
Course-based service learning experiences are embedded within the core courses.  
Ratings: E= Exceptional and S= Supportive.

<table>
<thead>
<tr>
<th>Student Identification Number:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Phone:</td>
</tr>
<tr>
<td>E-Mail Address:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>CRN Number</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Consultation/Intervention  
- [ ] Evaluation/Assessment  
- [ ] Curriculum/Instruction  
- [ ] Other ____________________________

Describe the service-learning experience:

Goals:

<table>
<thead>
<tr>
<th>Site:</th>
<th>Total Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-20 Total Clock Hours</td>
</tr>
</tbody>
</table>

On-site Supervisor Name/Title ____________________________  
On-site Supervisor Signature ____________________________

On-site Supervisor Phone Number ____________________________  
On-site Supervisor Email Address ____________________________

Student Name ____________________________  
Student Signature ____________________________

Supervising Professor’s Name ____________________________  
Supervising Professor’s Signature ____________________________

Return completed form to Literacy Studies Ph.D. Program Office, MTSU Box 402.
LITERACY STUDIES PH.D. PROGRAM
Residency Contract and Evaluation Form

General Description: To ensure that students in the Literacy Studies Ph.D. Program will have the opportunity to be fully immersed in the intellectual and research climate that will characterize the program, a period of residency is required. During the residency semesters, students are expected to assist faculty members with their teaching and research responsibilities. This time should also be dedicated to other enrichment endeavors, such as the submission of one paper for publication, engagement in service-learning, or participation in professional development beyond the opportunities provided in the program. Residency requirements must be satisfied no later than the semester during which a student writes the preliminary examination.

Student Identification Number: __________________________  Date: __________________________

Student Name: __________________________  Phone: __________________________

E-Mail Address: __________________________  Semesters: __________________________

Goals to be accomplished:

1)

2)

3)

__________________________________________  Date

Student’s Signature

__________________________________________  Date

Supervising Professor’s Signature  Date

Program Director’s Signature  Date

Evaluation:

__________________________________________  Date

Supervising Professor’s Signature  Date

Program Director’s Signature  Date

Return completed form to the Literacy Studies Ph.D. Program Office,

COE 316, MTSU Box 402, Murfreesboro, TN 37132.
APPENDIX F: PRACTICUM FORMS

OVERVIEW OF PRACTICUM COURSE

Ph.D. in Literacy Studies – LITS 7200

PURPOSE:

The purpose of the Practicum in Literacy Studies is to apply knowledge and skills gained in the Core program to literacy issues found in field environments. To do so effectively, a student in the program should have completed a minimum of 20 credit hours of Core courses, excluding the Research component, and at least 6 credit hours in the area of specialization.

PREPARATION:

1) The student and practicum coordinator will collaboratively agree on the specific type of practicum placement that will best meet the student’s career goals. The practicum coordinator, in collaboration with the Program Director if needed, will identify an appropriate practicum site and will obtain administrative authorization for a practicum student to work in the setting. The practicum coordinator will also identify a qualified on-site supervisor/mentor who is willing to mentor/supervise the student.

2) The student, in collaboration with the practicum coordinator, will identify and record the specific goals to be accomplished through the practicum.

3) The student, practicum coordinator, and on-site mentor/supervisor will, together, develop a clear and detailed description of the responsibilities the student will assume throughout the practicum. These responsibilities should bear directly on the goals established (item 2 above).

4) The schedule of days and times that the student will be expected to be on-site will be determined and recorded. Typically, the practicum experience requires 80 total clock hours in the field.

5) A formal statement of contract will be prepared and signed by all parties involved (see Practicum Contract attached). A copy will be sent to the Program Director of the Literacy Studies Ph.D. Program.

STRUCTURE OF THE EXPERIENCE:

1) The student will be on-site and working with the mentor/supervisor on the dates agreed upon (item 4 above).

2) The student will maintain a log detailing the experiences engaged in for both the days spent on-site and for the time between when preparation for the next site visit is required. Each entry should end with a reflection on the quality of the experience, what was gained as a result (information, insights, skills, etc.), how (if) the experience contributed to meeting one or more of the stated goals for the practicum, overall.
3) The student will share and discuss the log with the mentor/supervisor at least once every three weeks (assumes a 12-week semester) or every two weeks if the practicum extends over an 8 week summer semester. The mentor/supervisor will comment and sign the log to verify that these discussions have taken place. This assures that the mentor/supervisor and the student are teaming to ensure that the student's goals are being met. Adjustments to subsequent experiences planned might be made as a result of these discussions.

4) The practicum coordinator is responsible for verifying that the experiences engaged in are providing opportunities for the student to apply knowledge and skills gained in the program Core to issues(s) common to the professional field for which the student is preparing.

EVALUATION:

Evaluation of the Practicum will be conducted by all three partners in the experience. The percent of the final grade contributed by each might be distributed as noted. However, the final decision regarding the allocation of percentages will rest with the faculty supervisor and this will be made known prior to beginning the on-site work.

1) At the start of the Practicum experience, the practicum coordinator will provide a rubric for evaluating the log, planned meetings/discussions, on-site observations of the student in action, and the self-evaluation provided at the conclusion of the experience. (55%)

2) The student will submit a self-evaluation of the experience that should be guided by the goals established prior to beginning the on-site activities. It should conclude with a reflection on what was gained through the experience overall (additional knowledge, skills, insights, etc.). This will be submitted to both the mentor/supervisor and the practicum coordinator. (20%) 

3) The mentor/supervisor will provide written responses to a standard set of questions (see Practicum Supervisor’s Evaluation attached). This will be discussed with the student and the practicum coordinator. (25%).
**General Description:** Students may register for the practicum experience (LITS 7200) no earlier than their second year in the program, having completed a minimum of 20 credit hours of coursework in the Core and at least 6 credit hours in the area of specialization. Experience is designed to permit the integration of knowledge and skills developed through the core courses with tasks that relate to the student’s area of specialization (see The Literacy Studies Ph.D. Program Student Handbook).

**Student Identification Number:** __________________________  **Date:** __________________________

**Student Name:** __________________________  **Phone:** __________________________

**E-Mail Address:** __________________________  **Semester:** __________________________

Describe the specific nature of the practicum experience:

**Goals to be accomplished:**
1) __________________________________________________________________________
2) __________________________________________________________________________
3) __________________________________________________________________________

**Evaluation Method(s) / Person(s) Responsible:**

<table>
<thead>
<tr>
<th>Site: __________________________</th>
<th>Total Hours/Week (80 Total Hours/Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Site Supervisor’s Name/Title</td>
<td>__________________________ On-Site Supervisor’s Signature</td>
</tr>
<tr>
<td>On-Site Supervisor’s Phone Number</td>
<td>__________________________ On-Site Supervisor’s Email Address</td>
</tr>
<tr>
<td>Supervising Professor’s Name</td>
<td>__________________________ Supervising Professor’s Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**P.O.D. Approved**  
[ ] Yes  [ ] No  **Date:** __________________________

**Program Director’s Signature**

Return completed form to the Literacy Studies Ph.D. Program Office, MTSU Box 402.
LITERACY STUDIES PH.D. PROGRAM

Professional Practicum Experience Evaluation Form
(LITS 7200)

I have served as a mentor for ____________________________ for ____________________________

Based upon your observation of the student, his/her quality of work, and evaluation of specific activities, please check the appropriate box below.

☐ All activities of the field experience were completed with a high degree of accuracy, effectiveness, and involvement. Student behavior and communication with the mentor indicated knowledge and understanding of all the activities that were assigned and completed.

☐ All activities of the field experience were completed accurately, but with a moderate degree of involvement. Student behavior and communication with the mentor indicated some concerns about the knowledge and/or understanding of some activities that were completed.

☐ All activities of the field experience were completed on time, but with a lack of focus and a low level of involvement. Student behavior and communication with the mentor indicated limited and/or lack of knowledge and/or understanding of some activities that were completed.

☐ Activities for the field experience are not complete at this time.

Comments:

1. Please identify and briefly explain the practicum student’s strengths/assets as a professional working in the field.

2. Please identify and briefly explain the student’s weaknesses/liabilities as a professional working in the field.
3. Other comments you wish to make:

Thank you for mentoring and helping to evaluate this student’s performance. The student will also be evaluated on other course assignments. Would your program be willing to supervise another Literacy Studies Practicum Student?

Yes ______ No ______

(Student Signature) (Date) (On-Site Supervisor Signature) (Date)

(Site) (On-Site Supervisor Title)

(Site Address) (On-Site Supervisor Phone Number)

(Site Address) (On-Site Supervisor Email Address)
APPENDIX G: PRELIMINARY EXAM PROCEDURE

Two Formats
Students can choose either a written exam format or a research project format and complete the registration form for approvals from the academic advisor, the research advisor (if applicable), and the program director.

When to Register
Students should plan to take the exam when they have successfully completed LITS 7011, LITS 7100, LITS 7110, LITS 7130, LITS 7140, LITS 7210, ENGL 7520 and PSY 7290. In general, students are not permitted to take Preliminary Exams until the required courses have been completed. An exception may be granted if a student is enrolled in the last required courses during the semester in which the Preliminary Exams are taken. Students who are granted an exception are still held accountable for all the content covered on the Preliminary Exam study guide.

Also, students must be in good academic standing and must have at least a 3.25 grade point average in graduate coursework at the time the Preliminary Exam Registration Form is filed.

How to Register
The Preliminary Exams are offered once each semester (fall, spring, and summer). The deadline for registration is always the first two weeks (14 days) of each semester. Further information about the Preliminary Exam Procedure, the Written Exam Format, and the Preliminary Exam Registration Form are available online. Currently, the Program Secretary handles Preliminary Exams registration. Students may contact her by phone at 615-904-8434, by email at literacy@mtsu.edu, or in her office in COE 316. If students have a disability that may require assistance or accommodation, please contact the Preliminary Exams Coordinator, currently Dr. Jwa Kim (Jwa.Kim@mtsu.edu or 615-904-8419), when signing up for the Preliminary Exams. The Preliminary Exams coordinator will require a letter from the Disability and Access Center (615-898-4893) verifying the disability and addressing the necessary accommodations.

Procedure
Written Exam Format
If students choose the written exam format, the Preliminary Exams are administered on a Friday, usually during March, June, and October. Students are given six hours to complete the exam. Once they have finished, they turn in the exam. It generally takes around three weeks before grades are reported. The length of time between taking the Preliminary Exams and receiving grades will vary according to how many people take the exams.

Content Covered - The Preliminary Exam questions are derived from the required courses. A list of sample questions will be posted on the program web site within the first week of each semester. It is useful for students to obtain the sample questions early in each semester in order to familiarize themselves with the questions that are asked on the exam.

Grading Criteria - The grading criteria for the Preliminary Exams are described below.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Item Scores</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% or higher</td>
<td>80% or higher on all 4 or more items</td>
<td>Pass the exam.</td>
</tr>
<tr>
<td>80% or higher</td>
<td>79% - 70% on any of the 4 items</td>
<td>Fail the exam. Must give oral defense of failed items. Item scores from the oral defense replace the failed item scores from the written exam, and the total score is recalculated. If the oral defense scores are below 80%, the candidate fails the exam and must give both written and oral defense of failed items on second attempt.</td>
</tr>
<tr>
<td>80% or higher</td>
<td>69% or less on any of the 4 items</td>
<td>Fail the exam. Must give both written and oral defense of failed items on second attempt. Item scores on the second attempt replace the failed item scores from the first attempt, and the total score is recalculated.</td>
</tr>
<tr>
<td>Less than 80%</td>
<td></td>
<td>Fail the exam. Will be tested over all items on second attempt. Total score is based only on the second attempt results.</td>
</tr>
</tbody>
</table>

Students are automatically allowed to attempt the Preliminary Exams a second time. A second failure of the preliminary exam generally results in termination from the program.
**Research Project Format**

If students choose the research format, they must also choose a research advisor and a second reader. The research advisor and the student will work together for one semester or until the project is finished. The deadline to submit the project to the research advisor is the end of October for fall, the end of March for spring, or the end of June for summer. The minimum requirement of the project is that the submitted manuscript be under review in a peer-reviewed journal. The students must submit a copy of letter or email from the managing editor of the journal, stating that the manuscript is under the review process.
**LITERACY STUDIES PH.D. PROGRAM PRELIMINARY EXAM REGISTRATION**

Name: ____________________________________________  M#: ____________________________________________

Preliminary Exam Format - Please choose either Exam Format or Research Format:

Exam Format ( )  

Research Format ( )

When do you plan to take the Preliminary Exam?  

Semester/Year: ____________________________________________

March ( ) October ( ) June ( ) Year ______

Research Advisor Name: ____________________________________________

First attempt?  

O Yes  

O No

Second Reader Name: ____________________________________________

O ______

Student Signature  Date

Academic Advisor Signature  Date

Research Advisor Signature (Research Format only)  Date

Second Reader Signature (Research Format only)  Date

Program Director Signature  Date

**Important Notes:**

- Check with professor(s) regarding study classes, forms, etc.
- Deadline for registration is the first two weeks of each semester.
- The Program will **NOT** accept registration forms after the deadline.
- **THERE IS NO FEE TO TAKE THE PRELIMINARY EXAM.**

**PLEASE RETURN THE COMPLETED REGISTRATION FORM TO LITERACY STUDIES PH.D. PROGRAM OFFICE MTSU BOX 402.**
Because university printing schedules make immediate updating of policies and procedures in written formats impracticable, students should be aware that inconsistencies might occur from time to time. Information in the Literacy Studies Graduate Student Handbook, based on information in the College of Graduate Studies Graduate Catalog or university department and program documents, is superseded by more recently communicated updated policies and procedures from the Literacy Studies Ph.D. Program office. The handbook is also available on the Literacy Studies Ph.D. Program’s website. It is the student’s responsibility to ask the Director of Literacy Studies about any apparent inconsistencies that may come to the student’s attention. Students should keep in mind that they are generally governed by the policies and procedures stated in the catalog and handbook in place when they enter the program, unless they elect to be governed by newer policies and procedures when the option is available.