GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

Ed.D. IN CURRICULUM AND INSTRUCTION
2023 Candidate Handbook

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INTRODUCTION

This handbook for the John H. Lounsbury College of Education Doctoral degree in Curriculum and Instruction is for informational purposes and does not constitute a contract. Information in this handbook is subject to change and candidates should check for updates through the Doctoral Program Coordinator, their doctoral advisor, the Chair of the Department of Professional Learning and Innovation, and the Georgia College Graduate Admissions Office.

Responsibility for fulfilling all requirements for an advanced degree and for complying with the regulations of Georgia College, the John H. Lounsbury College of Education, and the candidate's department rests with the candidate. The specific requirements for this degree are outlined in this handbook.

Additional information concerning requirements, such as deadlines, which may change from year to year, can be obtained from the Doctoral Program Coordinator, the Chair of the Department of Professional Learning and Innovation, the Georgia College Graduate Admissions Office, or the Georgia College academic calendar (https://www.gcsu.edu/registrar/academic-calendars-registrar).

Doctoral candidates should also refer to the Student Handbook (http://www.gcsu.edu/stu-dentaffairs/handbook), graduate catalog section on student policies (https://gcsu.smartcatalogiq.com/) and the Georgia College Honor Code and Code of Conduct regarding specific policies and appeal procedures. (https://www.gcsu.edu/deanofstudents/student-code-of-conduct).

CONTACTS

- General Information on the Ed.D. Program and Admissions
  Director of Graduate Programs in Education
  Ms. Shanda Brand
  Kilpatrick Hall Room 217A
  478-445-1383
  Fax: 478-445-6582
  shanda.brand@gcsu.edu
- Information on the Curriculum and Instruction Program
  Program Coordinator
  Dr. Jane Hinson
  Kilpatrick Hall Room 105
  478-445-6176
  jane.hinson@gcsu.edu
- Information on Georgia College Graduate Admissions
  Graduate Admissions Coordinator
  Ms. Kate Marshall
  201 N. Clarke Street House
  Graduate Admissions Office: 478-445-1336
  grad-admit@gcsu.edu
- Information on Testing and Accommodations
  Director of the Testing Center
  Mr. Kerry Chapman
  Russell Library Room 109
  Testing Center: 478-445-5016
  testing@gcsu.edu
- Information on Registration, Schedules, and Transcripts
  Registrar
  Ms. Kay Anderson Parks Hall 107
  Registrar's Office: 478-445-6286
  registrar@gcsu.edu
- Information on Financial Aid
  Director of Financial Aid
  Ms. Shannon Simmons
  Parks Hall Room 103
  Financial Aid: 478-445-5149
  financialaid@gcsu.edu

- Information on LiveText or Help with LiveText
  LiveText Coordinator
  Dr. Mike Newton
  Kilpatrick Hall Room 119
  478-445-0150
  larry.ndeagcsu.edu
- Information on the Department of Professional Learning and Innovation
  Chair of the Department of Professional Learning and Innovation
  Dr. Nancy B. Mizelle
  Kilpatrick Hall Room 101C
   478-445-6555
  nancy.mizelle@gcsu.edu
- Information on the College of Education
  Dean of Education
  Dr. Joe Peters
  Kilpatrick Hall 220C
  478-445-2518
  joseph.peters@gcsu.edu
- Information on the Georgia College Graduate School
  Associate Provost and Director of The Graduate School
  Dr. Holley Roberts
  Parks Hall 307C
  Academic Affairs: 478-445-3340
  academic.affairs@gcsu.edu
- Information on the Graduate Programs
  Librarian
  Ms. Lamonica Sanford
  Ina Dillard Russell Library
  478-445-1275
  lamonica.sanford@gcsu.edu
  To schedule an appointment, use the following link
  https://libanswers.gcsu.edu

APPROVALS: The program was approved by the College of Education faculty on November 14, 2017, approved by the Georgia College & State University Graduate Council on November 17, 2018, approved by the Georgia Board of Regents on May 15, 2018, and approved by the Southern Association of Colleges and Schools Commission on Colleges on March 5, 2019.

The State of Georgia Curriculum and Instruction certification for teachers is through the Professional Standards Commission (PSC) and is a separate review process. Georgia College was already approved for the Curriculum and Instruction Degree at the Master's Level and the substantive change doctoral review was approved March 15, 2019.

OVERVIEW: The Doctorate in Curriculum and Instruction offers advanced coursework for personnel in PreK-12 schools and higher education. The program offers a ten-course core and eight-course specialization track.

OBJECTIVES: The objective of the program is to provide the content and skill development for leaders in schools, colleges, and universities to be able to function at their highest capacity and advance in their careers. In the core, there will be a research emphasis to prepare candidates for using these skills in the workplace and for completion of the dissertation. There will also be a common grounding in areas such as philosophical and psychological foundations; theories of learning, diversity; leadership; human resources and personnel management; instructional strategies; and technology integration.

Candidates will focus on areas such as current research on the design, implementation, and evaluation of PreK-12 curriculum, instruction, and assessment; analysis of PreK-12 learning and teaching practices; instrument development, validation, and data literacy in PreK-12 schools; managing PreK-12 learning environments, PreK-12 school finance; PreK-12 legal issues; and professional practice and ethical issues as they relate to public schools.

The Curriculum and Instruction doctoral degree will be granted in recognition of in-depth understanding of a specific field of knowledge, breadth and soundness of scholarship, and proficiency in research, not upon the completion of any prescribed amount of coursework. Evidence of this attainment must be presented through the passing of comprehensive examinations as prescribed and the presentation of an acceptable dissertation at the completion of independent research.

Important Dates: The academic calendar provides important dates to help graduate candidates plan and carry out their graduate programs (see the http://www.gcsu.edu/registrar/academic-calendars link). The academic calendar includes important deadlines, which should be noted early in the term or academic year. Graduate student work should be planned to meet the posted deadlines. Failure to do so may result in a delay of graduation, incorrect course enrollment, or other errors, which may affect a candidate's academic plans and could require joining a subsequent cohort. The dates on the academic calendar are subject to change, and candidates are advised to contact the Doctoral Program Coordinator, their academic advisor, or the Chair of Professional Learning and Innovation to verify deadlines.

Delivery Format: Courses will be delivered in a blended instruction format. Each class will include two or three required face-to-face classroom sessions per semester, with the remainder of the content online. Each instructor will set the in-class dates in cooperation with the Chair of Professional Learning and Innovation. These dates will be listed in the PAWS semester course schedule available through Unify (https://unify.gcsu.edu/).

LiveText Account: Georgia College of Education uses LiveText assessment and ePortfolio system for education students to maintain a collection of their work. Contact Dr. Mike Newton (Larry.Newton@gcsu.edu), the LiveText Coordinator, to set up your LiveText account.

Transfer Credit: Candidates may transfer up to nine hours of graduate coursework in the specialization area (see electives). These courses must be from a regionally accredited college or university with a grade of B or better and must not be included in another degree program. None of the ten core courses or required specialization courses can be transferred into the degree. Each candidate should work with their advisor to select appropriate courses and submit the request for transfer credit to the Chair of the Department of Professional Learning and Innovation for final approval and submission to the Registrar.

Tuition Assistance Program: This program is TAP-eligible for employees of the University System of Georgia. Georgia College establishes its TAP employee registration period. TAP enrollment is granted on a space-available basis. The specific dates for the TAP application deadline and registration period at each "teaching in- situation" and the applicable form are available on http://www.usg.edu/hr/benefits/tuition_assistance_program/.

Time Limits: Doctoral candidates and advisors should be guided by the policy of six years to complete a doctoral degree from the date of admission to candidacy. If a time extension is desired, the candidate may make a request by completing a student petition (http://www.gcsu.edu/sites/files/template- 1/graduatepetition.pdf). These petitions are considered and acted upon by the candidate's advisor and committee, the Chair of Professional Learning and Innovation, and the Dean. Each who has authority to act on the petition may either approve or deny the petition with the final decision resting with the Dean.

Appeals: Appeals can be made to the Provost and Vice President for Academic Affairs by following the prescribed procedure in the Georgia College Graduate Catalog (https://gcsu.smartcatalogiq.com/). If a student is seeking to reenter the program, they should contact the Director of Graduate Programs in Education to complete a petition.

Certificate Upgrades for Public School Employees: The C&I Ed.D. degree leads to Georgia S-7 (Service) Certificate and requires successful passage of the Georgia Assessments for the Certification of Educators (GACE) exam in Curriculum and Instruction. Candidates completing the program are eligible for a certificate upgrade to Level 7 (pending approval).

Forming a Committee: Within the first year, the candidate will request a dissertation chair to be approved by the Chair of Professional Learning and Innovation. The dissertation chair will be a senior faculty member in the John H. Lounsbury College of Education at Georgia College with expertise in the chosen dissertation topic. The dissertation chair will work with the candidate to select two other Georgia College members of the committee (minimum of one COE faculty on the committee). One outside, or fourth, member may be selected from the community or another university. The outside member should have expertise in the dissertation topic with appropriate academic credentials at the doctoral level and be approved in advance by the Department Chair of Professional Learning and Innovation.

Comprehensive Examination: When the candidate has completed all coursework, or is in the final semester of coursework, they are eligible to sit for the comprehensive examination. Questions will be solicited from committee members who will select a set of appropriate questions for each candidate. The questions will be answered in writing; and when all are completed and submitted, the Chair of the Department of Professional Learning and Innovation will send them to the committee for evaluation.

Vote: Committee faculty will vote and make a recommendation of pass, pass with conditions, or fail to the Chair of the Department of Professional Learning and Innovation. If faculty are not satisfied with the candidate's responses (vote to pass with conditions), they can ask for a rewrite or for an oral defense of the questions followed by a secondary vote. If the candidate still does not pass the comprehensive examination, the committee will determine additional coursework or other experiences to enhance the candidate's knowledge. A second attempt will then be provided. If the candidate fails a second time, they will not move to the dissertation phase of the program. Regardless of the initial vote, a committee may include an oral defense.

Research Prospectus: The prospectus is a preliminary description of the proposed dissertation, about 15 double-spaced pages. The author should describe why the topic is being studied and provide a brief outline of the proposed study (see Candidates' Progression Through Curriculum and Instruction Doctoral Program in the Forms and Examples pages).
The "Application for Prospectus Defense" form contained in this document is used to schedule a prospectus defense. The candidate defends the prospectus with the Doctoral Program Coordinator and the Committee. This is a time when the Committee members can offer suggestions to strengthen the proposed study.

Dissertation Proposal: Candidates will present the overview (first three chapters) to the dissertation committee in an open forum. The committee and audience will ask any questions they may have about the topic and research methodology. After the presentation and questions, the committee will meet privately and vote to determine if the candidate will move forward with collecting data and completing the dissertation. The Chair of Professional Learning and Innovation will cast the deciding vote if there is a tie. The "Application for Proposal Defense" form in this document is used to initiate the scheduling of a defense. See the Appendix for the forms needed to schedule and document this process.

Dissertation Information: The dissertation will contain certain critical information and must be structured to fully answer the candidate's question. (see "sample dissertation format" for guidance.) Note that there can be exceptions with approval of the dissertation chair and committee.

IRB Approval: The Georgia College IRB Committee must approve all research before data can be collected. To apply for IRB approval, you must first complete all required training. For training and submission information, see the IRB webpage at the http://www.gcsu.edu/irb link.

Formatting Policies and Guidelines

APA Format: Doctoral candidates are responsible for the format, style, and overall appearance of the dissertation. The format used will be current APA edition as released by the American Psychological Association. (See: https://www.apastyle.org/).

Binding: After final approval of the dissertation by the committee, Professional Learning and Innovation Department Chair, and the Associate Provost for Academic Affairs and Director of the Graduate School, candidates should seek assistance from their dissertation advisor to ensure proper formatting and paper requirements. All graduate candidates who write dissertations at Georgia College are required to submit an electronic copy to Russell Library's institutional repository, the Knowledge Box. The electronic copy should be a pdf of the completed work, after it has been defended and all departmental signatures have been obtained. Details about how to submit dissertations and theses are available at https://libguides.gcsu.edu/theses.

Dissertations and Theses included in the Knowledge Box:
(https://kb.gcsu.edu) Dissertations and theses are cataloged and made available for discovery through the library's catalog, GALILEO, and Google Scholar. Candidates are given the option to delay or restrict the download of the pdf. Metrics for each dissertation are available, which include how many times the abstract was viewed and the pdf has been downloaded.

Submitting Dissertation to ProQuest: You will submit your dissertation for publication (using the ProQuest ETD Administrator). It will be delivered to ProQuest for publishing and archiving. Before beginning a submission to ProQuest, review their guidelines for publishing. Information on the submission process can be found on the https://www.proquest.com/ products-services/dissertations/submitting-dissertation-proquest.html websites. You may choose to order and pay for print copies of your work. For details and a link to the ETD portal, visit https://libguides.gcsu.edu/theses/proquest.

Definition of Plagiarism: The definition of plagiarism is straightforward; "Presenting someone else's words, materials, manner of expression, or ideas as your own." This means that even if another person agrees to let you present his or her content as if it were yours, it is still plagiarism. Plagiarism does not require intent; it can be intentional or unintentional.

Student Academic Dishonesty: Any ideas, data, text, media or materials taken from another source (either written or verbal) must be fully acknowledged. Students must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. Students must give credit to the originality of others whenever:

- Directly quoting another person's actual words, whether oral or written.
- Using another person's ideas, opinions, or theories.
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written.
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Providing Credit: When using the ideas, opinions, theories, formulas, graphics, or pictures of another, students must give credit to the original source at the location or place in the document where that source's material is found as well as provide bibliographic information at the end of the document. When students are verbally discussing the ideas, opinions, theories, formulas, graphics, or pictures of another, they must give credit to the original source at the time they speak about that source. Students must make clear (so there is no doubt) within their written or verbal materials, which parts are gained from other sources, and which are their own original ideas, theories, formulas, graphics, and pictures. The standard in doctoral programs should be the highest as students earning these degrees are expected to be experts in their fields and to produce independent work that contributes knowledge to their discipline.

Avoid Plagiarizing: The surest way to avoid plagiarism is also straightforward. Attribute ideas, facts, data, wordings, quotes, materials, observations, and any other material taken from other sources to their rightful progenitors as appropriate. This means, direct quotations can only be used in concert with author name, publication information, and page number(s), and the quoted passage must be enclosed in quotation marks. APA-formatted citations, and references in a separate reference section, must be used to document sources and material. You may not simply rearrange a couple of sentences from another source or substitute a few words and call the resulting text "yours." Additionally, paraphrased content that reproduces another author's ideas—even when it is significantly rearticulated in your own words so as not to require quotation marks—must, nevertheless, be cited, including author name and publication information. This holds for material obtained from the Internet, too.

When in doubt about whether the way you are presenting the work of others constitutes plagiarism, it is best to ask your advisor or professor before you submit a paper, project, homework, or test. You are encouraged to read more about plagiarism through the University Library website. Copyright and fair use guidelines from the University System of Georgia as defined in the Regents Guide to Understanding Copyright and Educational Fair Use can be found at https://www.usg.edu/copyright/.

- **Penalties for Plagiarism:** There will be consequences for plagiarism, including grades of "F" for an assignment, test, or entire course. Repeat offenses and/or evidence of intentional or nonintentional plagiarism may result in expulsion from the University. The Department and all faculty in it will follow the posted university guidelines.
- **Copyright & Fair Use:** Copyright law is arguably less straightforward, but violations of copyright are no less serious. Penalties for violating copyright may include fines or other legal action, along with University disciplinary action. It is important to read and understand regulations pertaining to copyrighted materials and their "fair use" in educational settings.
- **Understanding Fair Use and Copyright in the Digital Age:** Our library offers services related to copyright issues as they impact instruction. Consult their website for more information.
- **Link to Georgia College Student Code of Conduct:** The Georgia College policy is located at: https://www.gcsu.edu/deanofstudents/student-code-of-conduct.

Graduate Librarian: Ms. Lamonica Sanford is the Graduate Librarian at the Ina Dillard Russell Library at Georgia College. Her contact information is lamonica.sanford@gcsu.edu and 478-445-0978.

Advisors: As defined by Georgia College, an advisor is "a member of the graduate faculty who is formally charged with assisting a candidate in planning the course of study;" the advisor may or may not also be the student's dissertation chair. The Chair of the Department of Professional Learning and Innovation will assign advisors and approve any changes of an advisor.

- **Responsibilities of an Advisor:** An advisor is responsible for but not limited to, the following:
  - Assisting the candidate with course selection and awareness regarding timelines for satisfactory progress towards degree completion
  - Completing the faculty portion of the annual evaluation by the deadline and monitoring the candidate's progress in the program
  - Conferring with the candidate regarding exam format, content, committee selection, deadlines and evaluation
  - Conferring with the candidate regarding committee selection, deadlines, and requirements for the preliminary and final examinations for doctoral candidates

- **Changing Advisors or Assigning Co-Advisors.** If a candidate would like to change advisors or add a co-advisor they will need to file the Change of Advisor form with the Department of Professional Learning and Innovation. This form must be approved by the Department of Professional Learning and Innovation before a change is official.

Dissertation Defense: After the dissertation is complete, the candidate will present the entire study in an open forum where the committee and audience can ask questions. Immediately after this presentation, the committee will meet privately and vote to approve the dissertation, approve with revisions, or reject the dissertation and require substantial revisions.

- **Vote:** If the vote is to approve, the committee and committee chair will sign the signature page and forward it to the Professional Learning and Innovation Chair for signature, to the College of Education Dean, and then to the Senior Associate Provost for Academic Affairs and Director of the Graduate School for final signature. Then the candidate will be eligible to graduate. If the vote is to approve with revisions, the committee members, but not the committee chair, will sign the signature page. If revisions are required, the candidate will work with the committee chair to complete the necessary revisions.

- **Revisions:** Once the revisions are made, the committee chair will sign the signature page of the dissertation and forward to the Professional Learning and Innovation Department Chair and Senior Associate Provost for Academic Affairs and Director of the Graduate School for signature. The candidate will then be eligible for graduation. To ensure everything is completed for graduation, the dissertation should be turned in 45-60 days before the graduation date.

Ed.D. in Curriculum and Instruction Coursework

Core (30 Hours)

EDCI 7001 Quantitative Research (3 Hours)
- A comprehensive overview of inferential and descriptive statistics used to solve research problems. Topics include but are not limited to: hypothesis testing, types of data, correlation, chi square, t tests, simple regression models, ANOVA, ANCOVA, MANOVA, repeated measures, and multiple regression. Candidates will be exposed to common statistical software used in education.

EDCI 7002 Qualitative Research (3 Hours)
- Introduces candidates to the field of qualitative research and prepares them in the skills, techniques, and conceptual understanding necessary to complete independent research using qualitative methodologies. Candidates will practice a variety of approaches to qualitative data collection and analysis.

EDCI 7003 Philosophical Foundations (3 Hours)
- A survey of philosophical thought as it relates to the history and institution of education and as it relates to one's own role and practice in the field.

EDCI 7004 Psychological Foundations (3 Hours)
- Exploration of human growth and development through the adult learner with an emphasis on traditional and contemporary theories of Educational psychology. Examines the ways theories of cognition and learning inform instructional theories.

EDCI 7005 Diversity in Education (3 Hours)
- An examination of oppressive systems, literature, primary sources, sites, and biographies that inspired the acceptance and appreciation of diversity. Diversity issues are analyzed, synthesized, and evaluated for ideological, cultural, political, economic, and educational delivery systems. Includes an investigation of the historical, cultural, social, economic, and political factors that lead ordinary citizens to join together as a collective group to promote social change and reform.

EDCI 8002 Administrative Leadership (3 Hours)
- The study and application of organizational, relational, motivational, decision-making, communication, management, and problem-solving skills to effectively lead an institution or organization and implement the many requirements and changes as needed in leadership positions.

EDCI 8001 Research Methods (3 Hours)
- Application of concepts and skills from quantitative and qualitative research towards addressing a research problem in a school, district, or higher education setting. Includes an exploration of mixed methods designs, writing skills and APA style, and synthesizing current research articles for the development of a research project proposal.

EDCI 8003 Curriculum Development and Evaluation (3 Hours)
- An overview of curriculum theory, construction, and analysis to include specific curriculum models, plans, guidelines, and the regulation of curriculum. Candidates will analyze and interpret individual curricula, curriculum and instruction programs, and challenges to curriculum assessment, adoption, and adaption. Candidates will explore historical, sociological, psychological, and philosophical foundations of curriculum models, theory, and design.

EDCI 8004 Instructional Strategies and IT Integration (3 Hours)
- Provides an overview of effective classroom and electronic-based instructional strategies. Various approaches to teaching and learning are explored such as collaborative learning, inquiry-based learning, individual learning, and just in time teaching as well as strategies for candidates such as gifted and talented candidates, English language learners, and special populations. The focus is on being able to assist others in developing and refining their own approaches to teaching.

EDCI 8005 Human Resources and Personnel (3 Hours)
- Presents the fundamental principles and techniques of personnel management and examines how to manage human resources effectively in the dynamic political, legal, social, and economic environment currently impacting educational institutions.

Coursework

Specialization Area (24 Hours)

EDCI 8006 Advanced Analysis of K-12 Curriculum and Instruction (3 Hours)
- Provides an exploration of various methods for planning, developing, implementing, and assessing the effectiveness of reform-based K-12 curricula and the role a leader has in managing curriculum in educational settings; including inspiring changes in learners and teachers. This course offers a practical approach to systemic change with a focus on the relationship between local and state standards, curriculum, instruction, teachers, and candidates.

EDCI 8007 Analysis of Learning and Teaching Practices (3 Hours)
- This course will study the ways in which school leaders can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Candidates will learn how to demonstrate effective teaching strategies when working with teachers during the observation/walk-through process. Candidates will apply new concepts and tools to the supervisory process and practice coaching and feedback strategies. Attention will also be given to analyzing and interpreting assessment results and other instructional data and how to deliver effective professional development to improve teaching and learning.

EDCI 8008 Instrument Development, Validation, and Data Literacy (3 Hours)
- Provides data literacy in interpreting school, district, state and national data as well as varied constructs and concepts in measurement theory, test construction and validation, reliability and validity, item analysis in test development, and test scoring and interpretation.

EDCI 8009 Managing Learning Environments (3 Hours)
- This course serves as an introduction to behavior analytic definitions, concepts, principles, characteristics, and processes. Coursework includes the fundamental elements of behavior change, Positive Behavior Interventions and Supports (PBIS), and specific behavior change procedures. The course further defines behaviors that are appropriate for assessment and change by defining and discussing various methods of behavioral assessment, as well as establishing the procedures for selecting behavioral outcomes, selecting behavioral strategies, and the ethical and professional issues relevant to the practice of behavioral assessment and choosing behaviors to change.

- This course also emphasizes how administrators can support teachers with classroom management professional development.

EDCI 8010 School Finance, Legal, and Ethical Issues in PreK- 12 Education (3 Hours)
- This comprehensive finance and school law course is designed to provide school personnel with the knowledge to understand budgeting and legal and ethical issues facing schools and districts as well as practical skills to avoid un- wanted litigation. Topics include the basics of school and district funding, budgeting practices, school business operations, basic principles of accounting and accountability, federal and state school law, and financial and legal issues that impact the operation of public schools. Ethical standards for professional educators are an integral part of this course.

- **Elective or applicable graduate level transfer coursework (3 Hours)**
- **Elective or applicable graduate level transfer coursework (3 Hours)**
- **Elective or applicable graduate level transfer coursework (3 Hours)**

Coursework

Dissertation (6 Hours Minimum)

EDCI 9000 Dissertation

(variable hours, minimum 3 hours/semester)

- Involves project overview, literature review, methodology, data collection, data analysis, findings, interpretation, and recommendations for further research. Content and format issues will be addressed as well as recommendations for possible outlets for further publication.

Program Student Learning Outcomes:

Outcomes are grounded in CAEP, InTASC, GaPSC, TAPS, and Curriculum and Instruction (C&I) Standards.

C & I Standards

Standard 1: Knowledge of Curriculum: Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

Standard 2: Knowledge of Instruction: Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.

Standard 3: Knowledge of Content: Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.

Standard 4: Knowledge of Students: Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

Standard 5: Knowledge of Research: Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession.

Standard 6: Knowledge of Assessment; Program Completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

Standard 7: Knowledge or Professional Practices; Program completers will demonstrate high standards for professional practice.

TAPS, GaPSC, InTASC, CAEP

1. In your coursework a crosswalk of all standards will be presented to show how they are aligned with each other.
2. Syllabi and assessments will reflect the different standards..

ACADEMIC DISMISSAL POLICY

Candidates must maintain a 3.0 (B) average throughout the program and all final course grades must be an A or B. Candidates who fail to meet this requirement will be placed on graduate academic dismissal and will not be allowed to continue in the graduate program. To be considered for readmission to the program, the candidate must successfully petition the Doctoral Program Coordinator and the Dean of the College. Final approval resides with the Director of the Graduate School.

ADDITIONAL INFORMATION AND RESOURCES

Business Office and Student Accounts
- Business Office: http://www.gcsu.edu/businessoffice
- Tuition and Fees: http://www.gcsu.edu/businessoffice/tuition-and-fees

Bobcat Card
- Student ID Card: http://www.gcsu.edu/bobcatcard
- Writing Center: http://www.gcsu.edu/writingcenter

Information Technology
- IT: http://www.gcsu.edu/technology
- Serve Help Desk: http://www.gcsu.edu/technology/helpdesk

Parking
- Parking and Transportation Services: http://www.gcsu.edu/auxiliaryservices/parking

Bookstore
- Barnes & Noble: http://www.gcsu.edu/auxiliaryservices/barnesandnoble

Campus Directory
- Online Directory: https://directory.gcsu.edu/

Campus Map
- Online Map: https://www.gcsu.edu/sites/files/page- assets/node-534/attachments/campusmap.pdf
- Parking Shuttle Map: http://gcsu.transloc.com/

Career Services
- Career Center: https://www.gcsu.edu/career

Student Services
- Student Disability Resource Center: http://www.gcsu.edu/disability
- Counseling Services: http://www.gcsu.edu/counseling

Georgia College News and General Information
- FrontPage: https://frontpage.gcsu.edu/
- Georgia College's Vision, Values, Mission, and Strategic Goals: http://www.gcsu.edu/about
- GC Heritage and History: http://www.gcsu.edu/about/history
- Virtual Campus Tour: http://www.gcsu.edu/sites/files/exter- nal/virtualtour/index.html
- Employee Resources: http://www.gcsu.edu/employees
- GCSU Copyright Law Information: http://libguides.gcsu.edu/Copyright

Purdue University Online Writing Lab

APA Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for- mat.html

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Forms and Sample Pages begin on next page

Coursework

Dissertation (6 Hours Minimum)

Candidate Name _____

                                        Last   First   Middle

Address:_____

City: _____ State: _____ Zip: _____

GCSU Student ID _____Telephone (Home) _____Telephone (Mobile) _____

GCSU e-mail _____ Secondary e-mail _____

Degree: Doctor of Education   Major: Curriculum and Instruction

Expiration Date for Completion of Degree_____ (6 years from date of admission to candidacy)

Semester/Year	Course Number/Title	Credit Hours	Grade	Course Instructor
Summer	EDCI 7003 Philosophical Foundations	3		
Summer	EDCI 7004 Psychological Foundations	3		
Summer	EDCI 8001 Research Methods	3		
Fall	EDCI 8004 Instructional Strategies and IT Integration	3		
Fall	EDCI 7005 Diversity in Education	3		
Spring	EDCI 7002 Qualitative Research	3		
Spring	EDCI 8003 Curriculum Development and Evaluation	3		
Summer	EDCI 7001 Quantitative Research	3		
Summer	EDCI 8002 Administrative Leadership	3		
Summer	EDCI 8005 Human Resources/Personnel	3		

Semester/Year	Course Number/Title	Credit Hours	Grade	Course Instructor
Fall	EDCI 8006 Advanced Analysis of K-12 Curriculum and Instruction	3		
Fall	EDCI 8007 Analysis of Learning and Teaching Practices	3		
Fall	Elective or (Transfer Credit)	3		
Spring	EDCI 8009 Managing Learning Environments	3		
Spring	EDCI 8008 Instrument Development, Validation, & Data Literacy	3		
Spring	Elective or (Transfer Credit)	3		
Summer	EDCI 8010 Legal/Ethical Issues in PreK-1 Education	3		
Summer	Elective or (Transfer Credit)	3		
Summer	Comprehensive Examination (July)	0		
			Total for Specialty **24 Hours**	
Fall	EDCI 9000 Dissertation	3		
Spring	EDCI 9000 Dissertation (if needed)	3		
Summer	EDCI 9000 Dissertation (if needed)	3		
Fall	EDCI 9000 Dissertation (if needed)	3		
Spring	EDCI 9000 Dissertation (if needed)	3		
Summer	EDCI 9000 Dissertation (if needed)	3		

The Program of Study must be completed with, and signed by, your faculty advisor, and submitted to the Department of Professional Learning and Innovation Office, Kilpatrick 101.

Candidate Signature _____ Date:_____
Recommended:_____Advisor Signature _____ Date:_____
Recommended:_____Department Chair Signature _____ Date:_____

*Place original in candidate's departmental file and include in Xtender

Candidates' Progression Through the Curriculum and Instruction Doctoral Program

<u>**Proposed Timeline:**</u>

Summer 1: Admission to program

Fall 1: Advisor assigned

Spring 1

Summer 2: Chair determined

Fall 2: Candidate and Chair work together to identify supporting committee

Spring 2: Committee works together to consider topics and write questions for Comprehensive Exams

Candidate develops Research Prospectus and presents to Committee

a.) Why, what, then how.

    a. Why is the topic important

    b. What do you really want to know? Framework for your study

    c. What new and meaningful conclusions are you hoping to discover? Implications for the field.

    d. How will you conduct your study?

b.) Purpose statement

c.) Research questions

d.) Research Design

    a. Proposed Methodology

    b. Data & Collection Method

    c. Analysis

e.) Outline/Literature Map of you Literature Review

f.) References

Summer 3: Comprehensive Exams – completed and passed before admission to Candidacy

Fall 3: Enroll in EDCI 9000 course for the first time.

From this point candidates will work on their individual timelines, but will complete the following in this order:

- Candidate develops Dissertation Proposal – 1st three chapters
- IRB Approval
- Data Collection
- Complete Dissertation
- Dissertation Defense

Doctoral Dissertation Committee Appointment Form

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Specialization _____

Doctoral Dissertation Committee   Signatures

A minimum of **two** committee members
must be faculty from the JHL COE.
The chair may count as 1 COE committee member

_____   _____
Chair

_____   _____
Committee Member

_____   _____
Committee Member

_____   _____
Committee Member

_____   _____
Committee Member

Approval Signatures

_____   _____
Ed.D. Candidate   Date   Department Chair   Date

This form must be submitted to Dr. Nancy B. Mizelle, Chair of the Department of Professional Learning and Innovation

Ed.D. Professional Development Plan

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Semester and Year _____

Name of Doctoral Dissertation Chair _____

Anticipated Timeline

Indicate the anticipated month and year to complete each goal in the "Ongoing" column.

If the goal has been achieved, indicate the date in the "Achieved" column.

GOAL	ONGOING	ACHIEVED
Defend dissertation prospectus successfully		
Defend dissertation proposal successfully		
Obtain IRB approval		
Collect and analyze data		
Defend final dissertation successfully		

Semester Objectives

Based on your anticipated timeline, write one clear and measurable objective for each month to achieve your next goal

Objective 1: _____

_____

_____

_____

Objective 2: _____

_____

_____

_____

Objective 3: _____

_____

_____

_____

Objective 4: _____

_____

_____

_____

Ed.D. Professional Development Plan

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Resources and Strategies

Based on your semester objectives, what resources and/or strategies are needed for you to achieve those objectives during the given semester?

1: _____

2: _____

3: _____

4: _____

5: _____

6: _____

Approval Signatures

_____

Ed.D. Candidate   **Date**

_____

Doctoral Dissertation Chair   **Date**

_____

This PDF must be sent to Dr. Nancy B. Mizelle, Nancy.Mizelle@gcsu.edu, Chair of the Department of Professional Learning and Innovation

Doctoral Dissertation Committee Change Form

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Specialization _____

Current Doctoral Dissertation Committee

_____
Current Chair

_____
Current Committee Member

_____
Committee Member

_____
Committee Member

Rationale for Requesting a Committee Change

_____

_____

_____

_____

Revised Doctoral Dissertation Committee

_____
Chair

_____
Committee Member

_____
Committee Member

_____
Committee Member

_____
Committee Member

Signatures

_____

_____

_____

_____

_____
Ed.D. Candidate   Date

_____
Coordinator of Doctoral Program   Date

_____
Department Chair   Date

This PDF must be sent to Dr. Nancy B. Mizelle, Nancy.Mizelle@gcsu.edu, Chair of the Department of Professional Learning and Innovation

Application for Prospectus Defense

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Name of Doctoral Dissertation Chair _____

Date_____ Time _____ Location_____

Title of Proposed Dissertation _____

_____

Statement of the Problem _____

_____

_____

_____

Overarching Research Question(s) _____

_____

_____

Proposed Research Design _____

Proposed Data Collection Procedure _____

_____

_____

_____

_____

Proposed Data Analysis _____

_____

Approval Signature

_____
Ed.D. Candidate   Date

_____
Dissertation Chair   Date

_____
Department Chair   Date

This form should be submitted to Dr. Nancy B. Mizelle, Nancy.Mizelle@gcsu.edu, Chair of the Department of Professional Learning and Innovation

Application for Proposal Defense

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Name of Doctoral Dissertation Chair _____

Date_____ Time _____ Location_____

Title of Proposed Dissertation _____
_____

Statement of the Problem _____
_____
_____
_____

Overarching Research Question(s) _____
_____
_____

Proposed Research Design _____

Proposed Data Collection Procedure _____
_____
_____
_____

Proposed Data Analysis _____
_____

Approval Signature

_____
Ed.D. Candidate   Date

_____
Dissertation Chair   Date

_____
Department Chair   Date

This form should be submitted to Dr. Nancy B. Mizelle, Nancy.Mizelle@gcsu.edu, Chair of the Department of Professional Learning and Innovation

APPROVAL OF THE DISSERTATION PROPOSAL

Candidate Name _____ GCSU ID _____

Address_____ Date _____

Program_____

Instructions to doctoral candidates: Once the dissertation committee has reviewed your dissertation proposal and it has been accepted, this form must be signed by all committee members and submitted to the Professional Learning and Innovation Department Chair: Dr. Nancy B. Mizelle (nancy.mizelle@gcsu.edu).

Dissertation Title _____

_____

Date proposal accepted: _____

_____
Chair   Signature   Date

_____
Committee Member   Signature   Date

_____
Committee Member   Signature   Date

_____
Committee Member   Signature   Date

Indicate either:

IRB approval required _____   **IRB approval not required** _____

Application for Proposal Defense

John H. Lounsbury College of Education
231 W. Hancock St. Milledgeville, GA 31061

Name of Ed.D. Candidate _____

GCSU ID _____ Name of Doctoral Dissertation Chair _____

Date_____ Time_____ Preferred Location _____

Title of Dissertation _____

_____

Abstract: (Copy and paste the Abstract from the dissertation below)

_____
Ed.D. Candidate   Date

_____
Dissertation Chair   Date

This form should be submitted to Dr. Nancy B. Mizelle, Nancy.Mizelle@gcsu.edu, Chair of the Department of Professional Learning and Innovation

THE TITLE APPEARS HERE AND IS IN AN
INVERTED PYRAMID FORMAT

by

Joseph Mark Peters
M.Ed. Gannon University
B.A. Mercyhurst College

a dissertation submitted to the Department of Professional Learning and Innovation
John H. Lounsbury College of Education
Georgia College & State University
In partial fulfillment of the requirements for the degree of
Doctor of Education

The title of the study appears here in sentence capitalization.

Peters, Joseph Mark, Ph.D.

Georgia College & State University

Georgia College & State University Graduate School
College of Education
Department of Professional Learning and Innovation

We hereby approve the dissertation of

[insert full name]

Candidate for the degree of Doctor of Education

_____   _____
[insert name here – he or she will sign on the line above]   Date
Professor of [insert content area], Committee Chair

_____   _____
[insert name here – he or she will sign on the line above]   Date
Professor of [insert content area], Committee Member

_____   _____
[insert name here – he or she will sign on the line above]   Date
Professor of [insert content area], Committee Member

_____   _____
[insert name here – he or she will sign on the line above]   Date
Professor of [insert content area], Committee Member

_____   _____
Dr. Nancy B. Mizelle, Ed.D.   Date
Chair, Department of Professional Learning and Innovation

_____   _____
Dr. Joseph Peters, Ph.D.   Date
Dean of the College of Education

_____   _____
Dr. Holley Roberts, Ed.D.   Date
Associate Provost and Director of The Graduate School

Sample Dissertation Format

Dissertations in the traditional chapter format include:

- **Title Page** (Use your full legal name and format consistent to the sample in this guide.)
- **Copyright Notice Page** (If you wish to pursue copyright, you will include this page. See the format in this document and the website at https://www.copyright.com/).
- **Signature Page** (See sample in this guide; include committee members, the Chair of Professional Learning and Innovation, the College of Education Dean, and the Associate Provost for Academic Affairs and Director of the Graduate School.)
- **Dedication** (You may include an optional brief dedication and/or acknowledgment for the committee's assistance.)
- **Contents** (Formatted)
- **Abstract** (Maximum of 350 words and includes a brief description of the problem, brief background information related to the problem and/or why the problem was studied, the methodology used, and the results of the study and your conclusions. Refer to current APA guidelines.

- **Chapter 1: Introduction**
  - general description of the study
  - significance of the problem
  - theoretical basis for the study
  - critical analysis of the most relevant research
  - problem statement
  - research questions
  - hypothesis
- **Chapter 2: Literature Review**
  - historical backgrounds
  - synthesis of theories relevant to the research questions
  - synthesis of current literature in support of the research questions
  - definition of terms with supporting references
- **Chapter 3: Methodology**
  - participants
  - measures and surveys to include validity and reliability
  - research design
  - procedures in sufficient detail so others could repeat the study
  - statistical analysis to be used or qualitative analysis to be employed
- **Chapter 4: Results**
  - analysis and data organized into tables and figures and/or qualitative analysis in support of the theory that was developed
- **Chapter 5: Discussion**
  - summary of what was found
  - answer to research question
  - overall conclusion
  - limitations of the study
  - recommendations for further research
- **References**
- **Appendices** (include the IRB approval notice).

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