Program Information

**Status**

The program was approved by the Georgia Board of Regents on May 15, 2018. It will also need to be approved by the Southern Association of Colleges and Schools-Commission on Colleges before we begin taking applications. If approved by SACS-COC, the courses will be offered starting the summer of 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 tracks for either PreK-12 leadership or higher education leadership.

**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 students for using these skills in the workplace and for the dissertation. There will also be a common grounding in areas such as philosophical and psychological foundations; diversity; leadership; human resources and personnel management; instructional strategies; and technology integration. For the K-12 leadership track, students will focus on areas such as analysis of K-12 curriculum and instruction; analysis of K-12 learning and teaching practices; instrument development, validation, and data literacy in K-12 schools; managing K-12 learning environments, K-12 school finance; K-12 legal issues; and ethical issues as they relate to public schools. For the higher education track, the focus will be on higher education budgeting and finance; higher education policy; higher education organization and governance processes; higher education curriculum, program development, and evaluation; higher education accreditation; and legal and ethical issues in higher education.

**Admissions**

* Primary Admission Criteria
	+ GPA: 3.5 or above in Masters and Specialist degree coursework.
	+ Completed Masters or Specialist degree from a regionally accredited institution.
	+ Two professional recommendations.
	+ Transcripts from all colleges/universities attended.
	+ Submit a brief curriculum vitae or resume which highlights personal and professional experience and accomplishments (3-page limit).
	+ Submit a University Admissions Form (including application fee).
	+ Submit a brief statement of your career goals and why you would like to participate in the doctoral program.
* Secondary Admission Criteria
	+ A faculty panel will evaluate all applications and make a prioritized decision on admission to each cohort.

**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. Students will be exposed to common statistical software used in education.
	+ EDCI 7002 Qualitative Research (3 Hours)
		- Introduces students to the field of qualitative research and prepares them in the skills, techniques, and conceptual understanding necessary to complete independent research using qualitative methodologies. Students will practice a variety of approaches to qualitative data collection and analysis.
	+ EDCI 7003 Philosophical Foundations (3 Hours) –
		- Explores the fundamental purpose and nature of education, the roles of educators and educational leaders, and major ideologies under-girding policy, curriculum and advocacy in education. The historical importance and impact of educational theorists such as BF Skinner (behaviorism), John Dewey (educational progressivism), Jean Piaget (constructivism), Lev S. Vygotsky (social development theory), Lee Schulman (pedagogical content knowledge), Benjamin Bloom (learning objective hierarchy), Howard Gardner (multiple intelligences), and Paulo Freire (critical pedagogy) are studied as students develop a personal educational philosophy.
	+ 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 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 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 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. Students will analyze and interpret individual curricula, curriculum and instruction programs, and challenges to curriculum assessment, adoption, and adaption. Students 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 students such as gifted and talented students, 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.
* K-12 Leadership Track (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 students.
	+ 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. Students will learn how to demonstrate effective teaching strategies when working with teachers during the observation/walk-through process. Students 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, & 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. An emphasis is on 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 unwanted 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 course from prior Specialist or Master’s program (3 Hours)
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* Higher Education Leadership Track (24 Hours)
	+ EDCI 8011 Higher Education Budgeting & Finance (3 Hours)
		- This comprehensive budgeting and finance course provides higher education leaders with the knowledge to understand budgeting and financial operations at a college or university. Topics include the funding sources, budgeting practices and standard rules, internal and external business operations, procurement, basic principles of accounting and accountability, federal and state policies and laws, grant budgets, and financial issues that impact the operation of colleges and universities. Ethical standards are an integral part of this course
	+ EDCI 8012 Higher Education Policy (3 Hours)
		- The purpose of the course is to critically review current and emerging policy issues in higher education. The policymaking process as well as methods of policy analysis and policy research will be reviewed, understood, and applied during the course. Students will provide proposed solutions to selected policy issues.
	+ EDCI 8013 Higher Education Organization & Governance (3 Hours)
		- The purpose of the course to provide an overview of the various units in higher education and their roles and responsibilities including the president’s office, academic affairs, student affairs, administrative affairs, and advancement. Higher education governance processes are also researched.
	+ EDCI 8014 Advanced Curriculum, Program Development and Evaluation (3 Hours)
		- An overview of the curriculum development and approval process, curricular initiatives, open source movement, and academic freedom as it related to the curriculum. Includes accreditation topics.
	+ EDCI 8015 Legal and Ethical Issues in Higher Education (3 Hours)
		- Provides an overview of the legal system and risk reduction as related to higher education. Ethics and professional practice are included in this course.
	+ Elective or applicable course from prior Specialist or Master’s program (3 Hours)
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* 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**

1. Core
	1. The student will be able to design, conduct, and interpret high-quality applied quantitative, qualitative, and/or mixed methods research pertinent to local, regional, state, and national needs.
	2. The student will be able to use the theoretical dimensions of curriculum, teaching and learning in varied educational settings to be effective in his or her own classroom, school, or district, as well as guide others in appropriate curriculum selection and a critical analysis of instructional strategies.
	3. The student will be able to articulate a personal leadership style, analyze the differences between leadership models, manage personnel and financial resources, apply leadership skills to challenges within the organization, and effectively communicate the results of actions and events.
2. K-12 Leadership Track
	1. The student will be able to effectively and efficiently create and manage reform-based curricular change in their school setting that will lead to increased student achievement for all students.
	2. The student will be able to collect, analyze, and interpret assessment results and other instructional data to create and deliver effective professional development to improve teaching and learning.
	3. The student will be able to analyze school situations to maintain a proper budget and ensure compliance with applicable laws and ethical practice.
3. Higher Education Leadership Track
	1. The student will be able to analyze higher education budgets and employ proper financial procedures.
	2. The student will be able to analyze and create higher education policies and organizational structures as well as effectively engage the governance process and navigate the politics of higher education.
	3. The student will be able to ensure compliance with applicable rules, policies, laws, and ethical practice.