



**Ed.D. IN CURRICULUM
AND INSTRUCTION**
2026 Candidate Handbook



Table of Contents

- Introduction and Important Contacts 3
- Program Information..... 4
- Policies and Guidelines 6
- Ed.D. in Curriculum and Instruction Coursework..... 8
- Additional Resources..... 11
- Forms 12

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 & State University Graduate Admissions Office.

Responsibility for fulfilling all requirements for an advanced degree and for complying with the regulations of Georgia College & State University, 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.

CONTACTS

- General Information on the Ed.D. Program and Admissions
Director of Graduate Programs in Education
Ms. Shanda Brand
Parks Hall 108
478-445-1383
shanda.brand@gcsu.edu
- Information on the Curriculum and Instruction Program
Program Coordinator
Dr. Brian Gibbs
Kilpatrick Hall 129
478-445-2524
brian.gibbs@gcsu.edu
- Information on Georgia College Graduate Admissions
Assistant Director of the Graduate School
Ms. Parris Story
Parks Hall
Graduate Office: 478-445-8576
parris.story@gcsu.edu
- Information on Testing and Accommodations
Cameron Hallman
Assistant Director
Library 109
Center for Testing: 478-445-5016
gctesting@gcsu.edu
- Information on Registration, Schedules, and Transcripts
Registrar
Dr. Kay Anderson
Parks Hall 103
Registrar's Office: 478-445-6286
registrar@gcsu.edu
- Information on Financial Aid
Director of Financial Aid
Ms. Shannon Simmons
Parks Hall 107
Financial Aid: 478-445-5149
financialaid@gcsu.edu

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/studentaffairs/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>).

- Information on Student Learning & Licensure
Coordinator of Accreditation
Dr. Eric Carlyle
Kilpatrick Hall 220B
478-445-8563
eric.carlyle@gcsu.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 101C
478-445-6555
nancy.mizelle@gcsu.edu
- Information on the College of Education
Interim Dean of Education
Dr. Joanne Previts
Kilpatrick Hall 220C
478-445-2518
joanne.previts@gcsu.edu
- Information on the Georgia College Graduate School
Interim Associate Provost and Director of The Graduate School
Dr. Mandy Jarriel
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>.

PROGRAM INFORMATION

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 engage candidates in content and skill development in curriculum, instruction, and assessment to become leaders in education and their discipline -- to become Architects of Change. 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 and deadlines to help graduate candidates plan their graduate programs (see the <http://www.gcsu.edu/registrar/academic-calendars> link). All graduate work should be planned to meet the posted deadlines. Failure to do so may result in a delay of graduation or other errors, which may affect a candidate's academic plans.

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. These dates will be listed at registration in the PAWS semester course schedule available through Unify (<https://unify.gcsu.edu/>).

Student Learning and Licensure: The JHL College of Education has adopted Watermark's Student Learning & Licensure as the vehicle for the collection and management of candidate learning data for accreditation purposes. Student Learning & Licensure is used for candidate submission and for instructor evaluation of assignments and portfolios required for program assessment. All candidates in the program must purchase and maintain access to a Student Learning & Licensure account throughout the program. The following link provides instructions for purchasing Student Learning & Licensure: <https://support.watermarkinsights.com/hc/en-us/articles/4414776258715-How-to-Activate-Your-Student-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. Each candidate should work with their advisor to select courses that relate to their research and submit the request for transfer credit to the Department of Professional Learning and Innovation Chair via email 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 institution" 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 by following the prescribed procedure in the [Georgia College Graduate Catalog](#). If a student is seeking to reenter the program, they should contact the Director of Graduate Programs to complete a petition.

Academic Dismissal: Candidates must maintain a 3.0 (B) average and all course grades must be an A, B, or S. Candidates who fail to meet this requirement will be placed on academic probation and will need to petition successfully to their advisor, the PLI Chair and the College of Education Dean to continue in the program. Notice of approval is submitted to the Registrar and the Graduate School.

Certificate Upgrades for Public School Employees: The C&I Ed.D. degree leads to Georgia S-6 (Service) Certification with the successful completion of all core coursework, the passing of Comprehensive Examinations and Admission to Candidacy. Candidates completing the program are eligible for a certificate upgrade to Level 7 upon passing the current Georgia Assessments of Curriculum and Instruction.

Forming a Committee: Within the first two years of the program, the candidate will request a dissertation chair to be approved by the Chair of Professional Learning and Innovation. The dissertation chair will be an experienced 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.

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. 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.

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 Chair to ensure proper formatting and paper requirements. All Curriculum and Instruction doctoral candidates are required to submit an electronic copy of their completed dissertation 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 document downloaded.

Submitting Dissertation to ProQuest: You also will submit your dissertation for publication (using 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.

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,
- 6 • Ed.D. In Curriculum and Instruction • 2026 Candidate Handbook

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 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 non-intentional 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 serve as a candidate’s advisor until the candidate selects a Dissertation Chair and they assume the role of 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 Dissertation Chair.** If a candidate would like to change his/her Dissertation Chair or add a Co-Chair, they will need to file the Change of Chair form with the Department of Professional Learning and Innovation. This form must be approved by the Chair of 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 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 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.

Coursework: During the first two years of the program candidates will enroll in the courses listed below. The content of the individual courses and the structure of the overall program support candidates’ development of deep knowledge of curriculum and instruction and an understanding of the dissertation process.

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 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 adaptation.

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 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.

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 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 graduate level transfer coursework (9 Hours)**

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 outlets for further publication...

TAPS, GaPSC, InTASC, CAEP

Program Student Learning

Outcomes:

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

C & I Standards ([GaPSC 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 their academic discipline and pedagogy.

Standard 4: Knowledge of Students: Program completers will demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional, social, cultural, environments, 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.

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.

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:
<https://www.gcsu.edu/node/1991>

Bookstore

- Barnes & Noble:
<https://www.gcsu.edu/auxiliaryservices/barnesandnoble>

Campus Directory: <https://mygc.gcsu.edu/department-directory-search/gc-members>

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/external/virtualtour/index.html>
- Employee Resources: <http://www.gcsu.edu/employees>
- GCSU Copyright Law Information:
<https://libguides.gcsu.edu/authorservices/copyright>

Forms begin on next page

C&I Ed.D. Program of Study

Dissertation (6 Hours Minimum)

Candidate Name _____

Last

First

Middle

Address: _____

City: _____ State: _____ Zip: _____

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

GGCSU 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 1 Orientation - 3 days in May	EDCI 7003 Philosophical Foundations	3		
Summer 1	EDCI 7004 Psychological Foundations	3		
Summer 1	EDCI 8001 Research Methods	3		
Fall 1	EDCI 8003 Curriculum Development and Evaluation	3		
Fall 1	EDCI 7005 Diversity in Education	3		
Spring 1	EDCI 8006 Advanced Analysis of K-12 Curriculum and Instruction	3		
Spring 1	EDCI 8007 Analysis of Learning and Teaching Practices	3		
Summer 2	EDCI 7001 Quantitative Research May-June-July	3		
Summer 2	Optional time to take an elective*	3		

Semester/Year	Course Number/Title	Credit Hours	Grade	Course Instructor
Fall 2	EDCI 8004 Instructional Strategies and IT Integration	3		
Fall 2	EDCI 8009 Managing Learning Environments	3		
Fall 2	Optional time to take an elective*	3		
Spring 2	EDCI 7002 Qualitative Research	3		
Spring 2	EDCI 8008 Instrument Development, Validation, & Data Literacy	3		
Spring 2	Optional time to take an elective*	3		
Summer 3	EDCI 8010 Legal/Ethical Issues in PreK-1 Education	3		
Summer	Possible time for an elective	3		
Summer 3	Comprehensive Examination	0		
			39 Hours Core	
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		

***Suggested electives: EDCI 6100; EDCI 6102; EDCI 6200; EDCI 6202 Discipline specific course (e.g., literacy; science, mathematics at the 6000 level and above)**

The Program of Study should 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

Candidates' Progression Through the Curriculum and Instruction Doctoral Program

Proposed Timeline:

Summer 1: Admission to program

Fall 1: Advisor assigned

Spring 1

Summer 2: Chair search begins and may be finalized.

Fall 2 – Spring 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.
 - i. Why is the topic important?
 - ii. What do you really want to know? Framework for your study
 - iii. What new and meaningful conclusions are you hoping to discover? Implications for the field.
 - iv. How will you conduct your study?
- b.) Purpose statement
- c.) Research questions
- d.) Research Design
 - i. Proposed Methodology
 - ii. Data & Collection Method
 - iii. Analysis
- e.) Outline/Literature Map of your 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
- Upload Dissertation to Knowledge Box and ProQuest
- Commencement and Hooding

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

A minimum of **two** committee members
must be faculty from the JHL COE.

The chair may be considered as 1 College of Education committee member.

Signatures

Chair _____

Committee Member _____

Committee Member _____

Committee Member _____

Committee Member _____

Approval Signatures

Ed.D. Candidate

Date

Department Chair

Date

This form should 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

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

Rationale for Requesting a Committee Change

Current Chair

Current Committee Member

Committee Member

Committee Member

Revised Doctoral Dissertation Committee

Signatures

Chair

Committee Member

Committee Member

Committee Member

Committee Member

Ed.D. Candidate

Date

Coordinator of Doctoral Program

Date

Department Chair

Date

This PDF should 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 _____

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 _____

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 Dissertation 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

Georgia College & State University Graduate School
John H. Lounsbury 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]

Professor of [insert content area], Committee Chair

Date

[insert name here – he or she will sign on the line above]

Professor of [insert content area], Committee Member

Date

[insert name here – he or she will sign on the line above]

Professor of [insert content area], Committee Member

Date

[insert name here – he or she will sign on the line above]

Professor of [insert content area], Committee Member

Date

Dr. Nancy B. Mizelle, Ed.D.

Chair, Department of Professional Learning and Innovation

Date

Dean of the College of Education

Date

Dr. Mandy Jarriel, Ph.D.

Interim Associate Provost and Director of The Graduate School

Date



John H. Lounsbury College of Education