



Ed.D. IN CURRICULUM AND INSTRUCTION
2019 Candidate Handbook

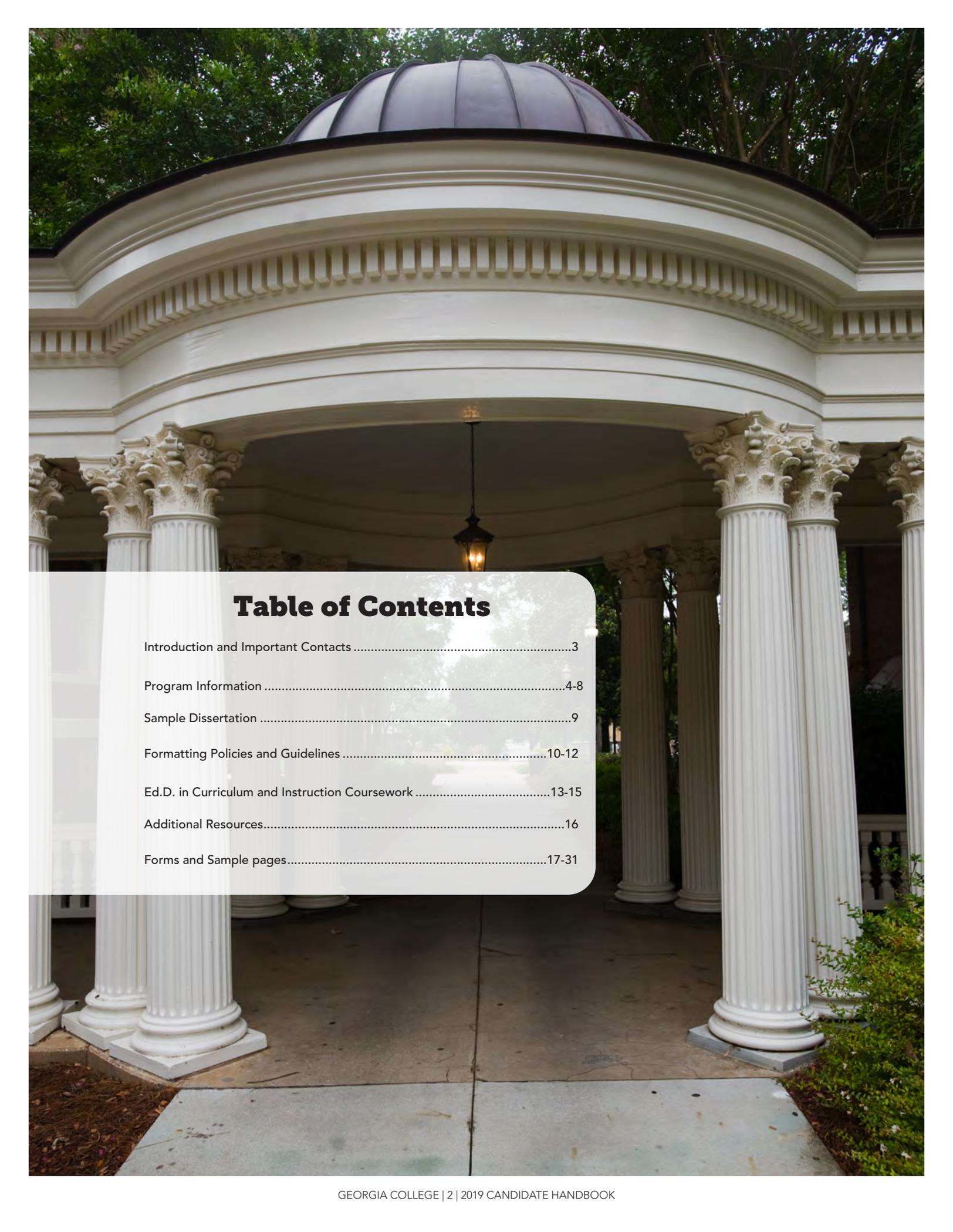


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Introduction

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 Director, 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 student's department rests with the student. The specific requirements for each 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 Director, the Chair of the Department of Professional Learning and Innovation, the Georgia College Graduate Admissions Office, or the Georgia College academic calendar (<http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog/Academic-Calendars>). Doctoral candidates should also refer to the Student Handbook (<http://www.gcsu.edu/studentaffairs/handbook>), graduate catalog section on student policies (<http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog/Academic-Policies>) and the Georgia College Honor Code and Code of Conduct regarding specific policies and appeal procedures. (<http://www.gcsu.edu/studentaffairs/codeofconduct> links).

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 Program Curriculum and Procedures
Doctoral Program Director
Dr. Barbara Roquemore
Kilpatrick Hall Room 104
478-445-5498
Barbara.Roquemore@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 or 800-342-0471
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
Ms. Ruby Griffin
Kilpatrick Hall Room 119
478-445-7368
Ruby.Griffin@gcsu.edu
- Information on the Department of Professional Learning and Innovation
Interim Chair of the Department of Professional Learning and Innovation
Dr. Linda Bradley
Kilpatrick Hall Room 101A
478-445-2525
Linda.Bradley@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
Senior Associate Provost
and Director of The Graduate School
Dr. Costas Spirou
Parks Hall 307C
Academic Affairs: 478-445-4715
Academic.Affairs@gcsu.edu
- Information on the Graduate Programs Librarian
Mr. Jeff Dowdy, Graduate Librarian
Ina Dillard Russell Library
jeffrey.dowdy@gcsu.edu , 478-445-0978.
To schedule an appointment, use the following link
<http://gcsu.libcal.com/appointment/10053>

Program Information

Approvals: The program was approved by the College of Education faculty on November 14, 2017, approved by the Georgia College and 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 is already approved for the Curriculum and Instruction Degree at the Master's Level and the substantive change doctoral review is in progress.

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 (1) PreK-12 Leadership, or (2) Higher Education Leadership. For the 2019 cohort, students will only be accepted into the Pre-K - 12 Leadership 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 students 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.

PreK-12. For the PreK-12 Leadership track for school personnel, 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.

Higher Education. The Higher Education track is for college faculty and administrators who are seeking a doctorate. It will focus on higher education curriculum, program development, and evaluation; higher education budgeting and finance; higher education policy; higher education organization and governance processes; higher education accreditation; and legal and ethical issues in higher education. (Not applicable for 2019 cohort.)





Admissions

- **Term** - Admissions are only for a summer term start.
- **Primary Admission Criteria**
 - GPA: 3.5 or above in Masters and/or Specialist degree coursework.
 - Completed Masters or Specialist degree from a regionally accredited institution.
 - Two professional recommendations from colleagues in current or previous professional setting.
 - Official undergraduate and graduate 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 Graduate Application (including application fee). See: <http://www.gcsu.edu/future-students/graduate/graduate-online-application>
 - Submit a brief statement of your career goals and why you would like to participate in the doctoral program.
 - Official score report for the Graduate Record Examination (GRE) General or the Miller's Analogies Test (MAT) taken in the past 5 years.
 - International Students who have not earned a degree at an institution of higher education in the United States must also submit official results of the TOEFL Examination.
 - Students who wish to seek initial certification in Curriculum and Instruction, must provide evidence of a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for admission.
- **Secondary Admission Criteria**
 - A faculty panel will evaluate all applications and make a prioritized decision on admission to each cohort. The decision will be made within one month of the closing date of applications.

Note: A qualified application does not guarantee admission.

- **Timeline**
 - **Due Date** Applications are due March 15, 2019
 - **Decision Date** Committee decisions will be made by April 15, 2019
 - **Registration Deadline** Regular students must register by May 1, 2019 or they will be automatically deferred to a later cohort. Registration begins March 11, 2019 for regular students. TAP students register beginning Monday, May 6, 2019
 - **Orientation** An orientation will be provided close to the

start of the summer 2019 term. Details will be included in the acceptance letter.

- **Start and End of the Summer June and July 2019 Terms**
June: Monday June 10, 2019 to Friday July 5, 2019 &
July: Monday July 8, 2019 to Thursday August 1, 2019
- **Start and End of the fall 2019 Term**
Monday August 19, 2019 to Friday December 13, 2019
- **Start and End of spring 2020 Term**
Monday January 6, 2020 to Friday May 1, 2020

Requirements: 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 Department of Professional Learning and Innovation rests with the student and the advisor. The specific requirements for both degree tracks are outlined in this handbook. Additional information concerning requirements, such as deadlines, which change from year to year, can be obtained from the Doctoral Program Director, the Chair of the Department of Professional Learning and Innovation, the Georgia College Graduate Admissions Office, or the Georgia College academic calendar.

Important Dates: The academic calendar provides important dates to help graduate students 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 so as 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 student's academic plans and could require joining a subsequent cohort. The dates on the academic calendar are subject to change, and students are advised to contact the Doctoral Program Director, 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://gcsu.gabest.usg.edu/>). Classroom instruction will occur on the Milledgeville Campus.

LiveText Account: Georgia College of Education uses LiveText assessment and ePortfolio system for education students to maintain a collection of their work. Contact Ms. Ruby Griffin (Ruby.Griffin@gcsu.edu), the LiveText Coordinator to setup your LiveText account.



Transfer Credit: Students may transfer in up to nine hours of graduate (masters, specialist, or doctoral) coursework in the specialization area (see electives). These courses will be evaluated by the Doctoral Program Director as to applicability and must be from a regionally-accredited college or university with a grade of B or better. The determination of transfer credits must be made in the first semester of the program. None of the ten core courses or required specialization courses can be transferred into the degree.

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: Graduate students and advisors should be guided by the policy of seven years to complete a doctoral degree. If a time extension is desired, the candidate may make a request for an extension by completing a student petition (<http://www.gcsu.edu/sites/files/template-1/graduatepetition.pdf>). These petitions are considered and acted upon by the student’s advisor, committee, the Professional Learning and Innovation Chair, and the Dean in collaboration with the Doctoral Program Director, Department Chair, and the Dean of the College of Education. Each individual 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 (<http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog/Academic-Policies/Appeal-Process>). 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 K-12 Leadership Track leads to a 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).

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 on a pre-scheduled date and time period set by the Department and the candidate will be monitored during the session. Once the questions are completed, the Chair of the Department of Professional Learning and Innovation will send them to the committee for review.

Vote: Committee faculty will vote and make a recommendation of passing or failing to the Chair of the Department of Professional Learning and Innovation. If needed a third faculty member will complete a review to break a tie vote. If faculty are not satis-



fied with the questions (vote to fail), they can ask for an oral defense of the questions followed by a secondary vote. If the candidate still does not pass the comprehensive examination, the Chair of the Department of Professional Learning and Innovation, with consultation from the faculty reviewers, will provide additional coursework or other applicable work to enhance the candidate's knowledge base. 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.

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 (Associate or Full Professor) at Georgia College with expertise in the chosen dissertation topic. The chair must be from the JHL College of Education at Georgia College. The dissertation chair will work with the candidate to select two other Georgia College members of the committee (minimum of two COE faculty on the committee) and one outside member who can be 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.

Research Prospectus: The prospectus is a preliminary description of the proposed dissertation and is about 15 double-spaced pages. The author should describe why the topic is being studied as well as a brief outline of the proposed study. A bibliography

should also be included containing relevant research on the topic. 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 Director 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 on 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.

Dissertation Information: The dissertation is required to be in a specific format as described in the following paragraphs. Note that there can be exceptions only if approved by the dissertation chair, committee, the department chair, and the dean.

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

Sample Dissertation Format

Dissertations will be in the traditional chapter format to 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 <https://www.copyright.gov/> website.)
- **Signature Page** (See sample in this guide; include committee members, the Chair of Professional Learning and Innovation, the College of Education Dean, and the Senior 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 the OWL page at the https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html link.)
- **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).

APA 6th Edition: Doctoral students are responsible for the format, style, and overall appearance of the dissertation. The format used will be APA sixth edition or subsequent editions as they are released by the American Psychological Association. (See <https://www.apastyle.org/>). Also refer to formatting on the APA sample paper shown on:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/20090212013008_560.pdf

Quotations, Citations, and References: Consistent with APA, quotations are enclosed with quotation marks and require the author, year of publication, and page number (use the p. X format instead of the using the word page). Quotations longer than 40 words are put in a block format indented the same as a new paragraph and do not include quotation marks. See the https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html link.

Citations require the author's last name and year of publication. If there are multiple publications by the same author use a lowercase letter beginning with a. The citations and references are to be in APA format. There is a citation for every reference and a reference that covers every citation. Do not include references not cited in the dissertation. See the following links:

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_articles_in_periodicals.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_other_print_sources.html

[apa_formatting_and_style_guide/reference_list_other_print_sources.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_other_print_sources.html)

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_other_non_print_sources.html
- **Tables and Figures.** Tables and figures need to be in APA format. Tables and figures should appear as close to their reference in the text as possible. Do not use abbreviations that are not explained in the table or figure itself. Refer to the following links:
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_1.html
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_2.html

Fonts: Times New Roman 12 point is used as the font unless a different size or font is required in a figure or table or if a scientific or mathematical notation is needed. For submission to ProQuest, all fonts that are used must be embedded in the document <https://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf>

Margins, Pagination, Spacing, and Chapter Pages: All margins on each page are 1 inch. Double spacing is used throughout the document. The title page is not numbered and subsequent preliminary pages are numbered in lowercase Roman numerals and these numbers are centered one inch from the bottom. Page 1 begins on the Introduction page and page numbers are in Arabic numerals and the 12 point Times New Roman font. Beginning with the page after the introduction page, page numbers are in the right hand margin a half inch below the top of the page. For the beginning pages of chapters, the page number is centered one inch from the bottom of the page. Major sections, or the main chapters, should have titles in all capital letters and should begin on a new page.

Binding

After final approval of the dissertation by the committee, Professional Learning and Innovation Department Chair, and the Senior Associate Provost for Academic Affairs and Director of the Graduate School, students should seek assistance from their disserta-

tion advisor to ensure proper formatting and paper requirements. All graduate students 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>) are cataloged and made available for discovery through the library's catalog, GALILEO, and Google Scholar. Students 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. After you submit your dissertation or thesis, it will be sent to your graduate school for review. After your graduate school finishes reviewing, 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>.

Student Academic Dishonesty

Plagiarism is the act of taking someone else's work and presenting it as your own. 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 producing independent work that contributes knowledge to their discipline.

- **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.
- **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 (<http://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 the <http://catalog.gcsu.edu/en/2017-2018/Graduate-Catalog/Academic-Policies/Student-Code-of-Conduct/Student-Academic-Dishonesty> page.

Graduate Librarian

Mr. Jeff Dowdy is the Graduate Librarian at the Ina Dillard Russell Library at Georgia College. His contact information is jeffrey.dowdy@gcsu.edu and 478-445-0978. To schedule an appointment, use the <http://gcsu.libcal.com/appointment/10053> link.

Advisors

As defined by Georgia College, "a member of the graduate faculty who is formally charged with assisting a student 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 student 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 student's progress in the program
 - Conferring with the student regarding exam format, content, committee selection, deadlines and evaluation cri-

teria for the qualifying examinations for doctoral students

- Conferring with the student regarding committee selection, deadlines and requirements for the preliminary and final examinations for doctoral students
- **Changing Advisors or Assigning Co-Advisors.** If a student would like to change advisors or add a new 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 & 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 accept the dissertation, accept with revisions, or reject the dissertation and require substantial revisions.

- **Vote.** If the vote is to accept, 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 accept 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 the 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. In order 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. 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 undergirding 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 adaptation. 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.

Coursework

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, 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.

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)**
- **Elective or applicable course from prior Specialist or Master's program (3 Hours)**
- **Elective or applicable course from prior Specialist or Master's program (3 Hours)**

Coursework

Higher Education Leadership Track (24 Hours) Not applicable for 2019 cohort

EDCI 8011 Higher Education Budgeting and 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 and Governance (3 Hours)

- The purpose of the course is 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)

Elective or applicable course from prior Specialist or Master's program (3 Hours)

Elective or applicable course from prior Specialist or Master's program (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

I. Core

- a. 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.
- b. 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.
- c. 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.

II. K-12 Leadership Track

- a. 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.
- b. 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.
- c. The student will be able to analyze school situations to maintain a proper budget and ensure compliance with applicable laws and ethical practice.

III. Higher Education Leadership Track (not applicable for 2019 cohort)

- a. The student will be able to analyze higher education budgets and employ proper financial procedures.
- b. 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.
- c. The student will be able to ensure compliance with applicable rules, policies, laws, and ethical practice.

Additional Resources

Academic Dismissal Policy

Candidates must maintain a 3.0 (B) average throughout the program and all courses must be an A or B grade. Students 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 student must successfully petition the Doctoral Program Director 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>

Information Technology

- IT: <http://www.gcsu.edu/technology>
- Serve Help Desk: <http://www.gcsu.edu/technology/helpdesk>
- Software Tutorials: <https://intranet.gcsu.edu/faculty-resources/software-tutorials-georgiaview-softchalk-webex-etc>

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: <http://www.gcsu.edu/career/student-careerservices>

Student Services

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

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: <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_format.html

Forms and Sample Pages

The forms begin on the next page.

Ed.D Curriculum and Instruction Program of Study

PreK-12 Education Track

Student 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

Specialty Track: _____ K-12 Leadership _____

Expiration Date for Completion of Degree _____ (6 years from date of admission)

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

Total for Core
30 Hours

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	
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. Upon approval, nine credit hours from an accredited college or university Master's or Specialist degree program may be transferred into the EDD Curriculum and Instruction program. These courses must be approved in the first semester of the program.

Student Signature _____ Date: _____

Recommended: _____ Advisor Signature _____ Date: _____

Recommended: _____ Department Chair Signature _____ Date: _____

Semester/Year	Course Number/Title	Credit Hours	Grade	Course Instructor
Fall	EDCI 8013 Higher Education Organization and Governance	3		
Fall	EDCI 8012 Higher Education Policy	3		
Fall	Elective or (Transfer Credit)	3		
Spring	EDCI 8014 Advanced Curriculum, Program	3		
Spring	EDCI 8011 Higher Education Budgeting and Finance	3		
Spring	Elective or (Transfer Credit)	3		
Summer	EDCI 8015 Legal/Ethical Issues in Higher Education	3		
Summer	Elective or (Transfer Credit)	3		
Summer	Comprehensive Examination (July)	0		
			Total for Specialty 24	
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. Upon approval, nine credit hours from an accredited college or university Master's or Specialist degree program may be transferred into the EDD Curriculum and Instruction program. These courses must be approved in the first semester of the program.

Student Signature _____ Date: _____

Recommended: _____ Advisor Signature _____ Date: _____

Recommended: _____ Department Chair Signature _____ Date: _____

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

Doctoral Dissertation Committee Appointment Form

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

Name of Ed.D. Student _____

GCSU ID _____ Specialization _____

Doctoral Dissertation Committee
A minimum of **two** committee members
must be faculty from the JHL COE

Signatures

Chair

Committee Member

Committee Member

Approval Signatures

Ed.D. Student

Date

Department Chair

Date

Director of Doctoral Program

Date

COE Dean

Date

This form must be submitted to Dr. Linda Bradley, linda.bradley@gcsu.edu, 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. Student _____

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. Student

Date

Doctoral Dissertation Chair

Date

Director of Doctoral Program

Date

This PDP must be sent to Dr. Linda Bradley, linda.bradley@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. Student _____

GCSU ID _____ Specialization _____

Current Doctoral Dissertation Committee

Rational for Requesting a Committee Change

Current Chair

Current Committee Member

Committee Member

Revised Doctoral Dissertation Committee

Signatures

Chair

Committee Member

Committee Member

Approval Signatures

Ed.D. Student

Date

Director of Doctoral Program

Date

Department Chair

Date

COE Dean

Date

This form should be submitted to Dr. Linda Bradley, linda.bradley@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. Student _____

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: _____

Signature of Ed.D. Student

Date

Signature of Doctoral Dissertation Chair

Date

This application must be submitted to Dr. Linda Bradley, linda.bradley@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. Student _____

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: _____

Signature of Ed.D. Student

Date

Signature of Doctoral Dissertation Chair

Date

This application must be submitted to Dr. Linda Bradley, linda.bradley@gcsu.edu, Chair of the Department of Professional Learning and Innovation

Application for Dissertation Defense

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

Name of Ed.D. Student _____

GCSU ID _____ Name of Doctoral Dissertation Chair _____

Date: _____ Time: _____ Preferred Location _____

Title of Dissertation: _____

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

Signature of Ed.D. Student

Date

Signature of Doctoral Dissertation Chair

Date

This application must be submitted to Dr. Linda Bradley, linda.bradley@gcsu.edu, Chair of the Department of Professional Learning and Innovation

THE TITLE APEARS 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 of Curriculum and Instruction

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

Date

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

Date

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

Date

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

Date

Dr. Linda Bradley, Ph.D
Interim Chair, Department of Professional Learning and Innovation

Date

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

Date

ACCEPTED

Dr. Costas Spirou, Ph.D
Senior Associate Provost and Director of The Graduate School

Date

