



The University of Georgia

Department of Elementary and Social Studies Education Doctor of Philosophy (Ph.D.) Degree in Elementary Education Advanced Educator Preparation Program

The doctoral degree program in elementary education is designed for teachers who have (a) at least 3 years of teaching experience, (b) a previous post baccalaureate degree, and (c) interests in children from pre-kindergarten to grade 8. The program may also be selected by teachers with interests in early childhood education (pre-kindergarten to grade 5) or middle school education (grades 4 to 8) but whose needs dictate a degree in elementary education (e.g., students who plan to return to a country or state that does not recognize the early childhood and middle school labels as defined in the department).

In the doctoral program, students are expected to develop research and teaching skills, engage in intensive study of educational issues, and conduct and disseminate original educational research. Unlike master's or specialist programs, which can typically be completed in a year of full-time or 2 years of part-time study, the doctoral program requires more than 3 years of intensive study and research. The program of study is not simply a list of courses to be completed but a comprehensive set of experiences that the student designs with the support of the major professor and advisory committee, and the dissertation is expected to be a unique contribution to the scholarly literature. A number of doctoral students also work as graduate assistants, which gives them opportunities to develop their skills as teachers of undergraduates and to sharpen their research skills. In addition to becoming college or university faculty, graduates of the program sometimes take leadership positions in school districts, government agencies, or other educational organizations.

Applications for the Ph.D. program should be submitted online to the graduate school at <http://www.applyweb.com/apply/ugagrad/>. It is advisable to read information about applying to the UGA Graduate School at: <http://www.uga.edu/gradschool/>. Applicants will need to submit the following supporting information directly to the graduate school: (a) two official copies of transcripts from all institutions attended and (b) results from the Graduate Record Examination (GRE). The GRE must have been taken within 5 years of the expected semester of matriculation at UGA. International applicants are also required to submit results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS); the scores from TOEFL or IELTS may not be more than 2 years old.

In addition to the supporting information submitted to the graduate school, applicants must submit three letters of recommendation directly to the Graduate Coordinator, Department of Elementary and Social Studies Education, University of Georgia, 629 Aderhold Hall, Athens, GA, 30602-7122. A downloadable form for the letters of recommendation is available at <http://www.uga.edu/gradschool/admissions/requirements.html> - letters.



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**Department of Elementary and Social Studies Education
Doctor of Philosophy (Ph.D.) Degree in Elementary Education
Advanced Educator Preparation Program
Advisement Sheet**

General information concerning the Ph.D. in elementary education may be obtained from the Department of Elementary and Social Studies Education (<http://www.coe.uga.edu/esse/>). Application forms and the graduate bulletin are available at the graduate school Web site: <http://www.uga.edu/gradschool/> and the online application can be found at: <http://www.applyweb.com/apply/ugagrad/>. The graduate school sends applicants letters of acceptance or rejection. An accepted applicant is expected to inform the department of his or her intent to enroll. The department will then assign each new candidate a faculty advisor. The candidate must communicate with the advisor every semester to plan coursework and to be cleared for registration.

Before being allowed to register for the first semester of coursework, the candidate must establish a MyID account (<https://www.myweb.uga.edu/myid/>) and must submit the Mandatory Certificate of Immunization that is included with the acceptance letter from the graduate school.

It is expected that students who apply to the doctoral program have reviewed the information at the department's Web site about faculty interests and expertise. During the first year of study, the student is expected to become more familiar with the faculty in order to determine which faculty members would be best able to support the student's own interests in research. Typically near the end of the first year of study, a student will ask a member of the faculty to serve as the student's major professor for the remainder of the doctoral program. After a faculty member agrees to serve as major professor, she or he will guide the student in the creation of the doctoral advisory committee, which comprises the major professor and at least two additional faculty members, all of whom must be members of graduate faculty of the University of Georgia (see http://www.uga.edu/gradschool/forms&publications/body_advcomphd.pdf for the advisory committee form). Other members of the committee do not have to be on the graduate faculty. The major professor may be from outside the program, department, or college; one committee member must be from the elementary education program. Changes in committee membership may occur during a student's program; the original committee and any changes in the committee structure must be approved by the graduate school.

The Ph.D. program in elementary education consists of a minimum of 15 standard courses beyond previous graduate coursework, along with doctoral seminar, dissertation, and other research hours. Courses beyond the minimum of 15 would include prerequisite courses (e.g., ERSH 6300 is a prerequisite for ERSH 8310) or additional courses recommended by or required by the doctoral

advisory committee. Students must take a minimum of 6 courses on research methodology, a minimum of 3 courses in foundations, and a minimum of 6 courses in a focus area.

All coursework must be approved by the initial advisor or major professor, and the doctoral advisory committee must approve the final program of study. A major goal of the program is to prepare graduates to be producers of research. To attain this goal, students will be actively involved in conducting research in collaboration with faculty members.

At least 1 course in the program of study must meet the diversity requirement. Course content should focus on issues related to diversity that may include, but are not limited to, “race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation” (College of Education Diversity Requirement, 1998). This course may be an established course or an independent study. Students who choose the independent study option must submit a proposal for that experience to be formally approved by the advisor.

A student must be admitted to doctoral candidacy within 6 years of beginning the program; the candidate then has an additional 5 years to complete the dissertation and the oral defense and final examination. Before being admitted to candidacy, a student must pass written and oral comprehensive examinations on the program of study. Not all of the coursework on the program of study will be completed before the comprehensive examinations are taken (dissertation hours will not yet have been completed and perhaps a few substantive courses may be left). The program of study should be submitted by the graduate coordinator to the graduate school by at least the semester before the comprehensive examinations. Forms for the admission to candidacy, dissertation, oral defense, final examination, and program of study can be found at:

http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html

As stated in the graduate bulletin, doctoral students are expected to submit a dissertation prospectus to the advisory committee, and the committee is expected to formally consider and vote on the prospectus in a meeting with the student. Both a copy of the prospectus and a form indicating the results of the vote (see the graduate coordinator for a copy of the form) should be submitted to the graduate coordinator. The meeting on the prospectus typically occurs after the comprehensive examinations are completed; a prospectus may, however, be approved before the comprehensive examinations are completed. In no case may the meeting on the prospectus take the place of the oral comprehensive examination.

The candidate must electronically submit the application for graduation http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html by the beginning of the final semester and must be registered for at least 3 credit hours (typically dissertation hours) in the graduation semester.

The department does not complete certification paperwork for candidates. Those students who, after admission to candidacy, intend to apply for advanced certification at the T6 level or, upon completion of the degree program, intend to apply for advanced certification at the T7 level from the Georgia Professional Standards Commission should file their paperwork through their school districts or the College of Education Student Services Office.

EXPECTED COURSEWORK

Research Methodology (minimum of 6 courses)

Quantitative Research Methodology (2 courses required)

ERSH 8310 Applied Analysis of Variance Methods in Education
ERSH 8320 Applied Correlation and Regression Methods in Education
or two courses for which ERSH 8310 and 8320 are prerequisites

Qualitative Research Methodology (2 courses required)

ERSH 8400 Qualitative Research Traditions
ERSH 8410 Designing Qualitative Research
or two courses for which ERSH 8400 and 8410 are prerequisites

Additional Coursework on Research Methodology (2 courses required)

Foundations (minimum of 3 courses)

Foundations courses may be selected from offerings either inside or outside of the Department of Elementary and Social Studies Education. Examples of foundations courses include but are not limited to courses on learning and cognition, child development, anthropology, history, philosophy, psychology, and sociology.

Focus Area (minimum of 6 courses)

Students will develop a focus area comprising a connected set of courses. At least 3 of the minimum 6 courses should come from the Department of Elementary and Social Studies Education. Examples of focus areas include assessment, curriculum, diversity, learning and development, teacher education, and teaching.

Dissertation and Other Research Hours

The graduate school requires that a minimum of 3 credits of EDEL 9300 Doctoral Dissertation be included on the program of study. Other courses that are typically part of a student's program include EDEL 9000 Doctoral Research, EDEL 9600 Educational Research in Elementary Education, and EDEL 9630 Critique of Educational Literature in Elementary Education.

**Department of Elementary and Social Studies Education
Graduate Program Committee
Seminar Requirements for all Department Doctoral Students**

The Department of Elementary and Social Studies Education requires a minimum of 7 hours of seminar coursework/credit for all PhD and EdD students in all of the department's doctoral programs. The Department is pursuing assigning an ESSE prefix to all seminar courses.

Clarification:

- The seminar requirements described below apply to all doctoral students admitted beginning summer 2007. *Current doctoral students should discuss seminar requirements with their advisors/major professors and committee, if applicable.*

Seminar Requirements:

The seven hours of seminar credit are divided as follows: one hour in an orientation seminar, three hours in a special topics seminar, and three hours in a writing seminar.

- *Orientation Seminar-1 credit hour*
EDEC/EDEL/EDMS/ESOC 8990 – to become ESSE 8990
 - All doctoral students will enroll in a 1-credit hour orientation seminar during their first or second semester in the program.
 - The orientation seminar will be graded S/U.
 - It will be offered at least once during each academic year, either fall or spring.
 - The list of topics to be addressed in the orientation seminar may include but are not limited to the doctoral program of study, steps to graduation, introduction to faculty members, research and technology resources, panel discussions with experienced doctoral students, updating the doctoral student survival guide, updating the information on what students can do with a doctoral degree (i.e., career opportunities), etc.
 - To avoid the scheduling difficulties associated with the old EDEC/EDEL/EDMS 8990 seminar, suggest scheduling a night of the week for the 8990 class, instead of waiting until all doctoral students are registered. The students could then meet with the instructor on the first night and agree to meet every week for an hour or every other week for 2 hours or every 3rd week for 3 hours, etc.
- *Special Topic Seminar – 3 credit hours*
EDEC/EDEL/EDMS/ESOC 9100 – to become ESSE 9100
 - All doctoral students will enroll in one 3-credit hour special topic seminar prior to admission to candidacy.
 - The special topic seminar will be graded S/U.
 - At least one special topic seminar will be offered each year: fall, spring, or summer.
 - The doctoral students will identify special topics of interest from a “controlled choice” list.

- For the special topic seminar to be offered in 2008, the Graduate Program Committee will survey current doctoral students about possible topics via the doctoral student listserv. The GPC will compile the results, share those results with the department head and faculty, and work with the department head and program coordinators to identify faculty with the expertise and availability to teach the topic(s) that generated the most student interest.
 - For the special topic seminars to be offered beginning in 2008-2009, the orientation seminar (ESSE 8990) students will conduct the survey to identify doctoral students' interests, share the results with the department head and faculty, and the department head and program coordinators will identify faculty with the expertise and availability to teach the topic(s) that generate the most student interest.
 - The controlled choice survey will ask students to identify their top 3 topics of interest from a list. Students will be asked to put a "1" next to the topics of highest interest, a "2" next to topics of moderate interest, and a "3" next to topics of the least interest.
 - An initial list includes
 - Career planning, e.g., job interview process
 - Grant writing
 - Writing for publication & professional presentation
 - Seminal literature book club
 - State and national policies affecting education, including teacher education (e.g., No Child Left Behind, Individuals with Disabilities Education Act)
 - Orientation to working in academia
 - Orientation to other careers
 - Becoming critical readers of research
 - Service-Learning
 - Other _____
- *Writing Seminar – 3 credit hours*
 EDEC/EDEL/EDMS/ESOC 9200 – to become ESSE 9200
 - All doctoral students will enroll in one 3-credit hour special writing seminar.
 - The writing seminar will be graded S/U.
 - At least one writing seminar will be offered each year: fall, spring, or summer.
 - In the survey to be conducted by orientation seminar students (ESSE 8990), include a question asking all current doctoral students to indicate (a) whether or not they will need to enroll in the writing seminar during the next academic year and (b) if the answer is "yes," which semester would be best.
 - Results of that survey question will be reported to the department head and faculty, and the department head and program coordinators will work with

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faculty to identify someone with the expertise and availability to teach the writing seminar during the next academic year.