



The University of Georgia

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

The doctoral degree program in middle school education is designed for teachers who have a minimum of 3 years of teaching experience with young adolescents and a previous postbaccalaureate degree. Teachers typically choose either the specialist or the doctoral program for their terminal degree work, though teachers with a specialist degree sometimes go on to complete a doctorate. The specialist program is most often selected by individuals who focus their careers primarily on teaching and curriculum leadership at the pre-collegiate level; the doctoral program, by those who aspire to teach and conduct research at the college or university level. Classroom teachers may, however, select the doctoral program with the intention of staying in or returning to the classroom after completing the degree. The greater the interest in becoming a researcher, the more likely that the choice should be the doctoral program.

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/>. 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

To be admitted to the program, applicants must have (a) a bachelor's degree from an accredited institution and a minimum 3.00 undergraduate grade point average; (b) a master's degree from an accredited institution and a minimum graduate grade point average of 3.50; (c) a total verbal plus quantitative GRE score of 1000, with a minimum score of 450 on each of the verbal and quantitative subtests; and (d) 3 years of teaching experience with young children. The three letters of recommendation will also be considered by the faculty as part of the admissions process.

Applicants who meet the above criteria will be invited to campus to participate in an interview with members of the faculty. Before the interview, applicants must submit a letter of interest explaining their goals for graduate study, a current résumé or curriculum vitae, and a sample of scholarly writing. Both the interview committee and other members of the graduate faculty vote on each interviewed applicant.

All application materials must be received by the graduate school according to the following schedule:

Expected Term of Matriculation	Due Date for Application Materials From U.S. Applicants	Due Date for Application Materials From International Applicants
Fall	July 1	May 15
Spring	November 15	October 15
Maymester	April 1	February 15
Other Summer Sessions	May 1	February 15

Other information for accepted applicants is presented below on the program advisement sheet. Questions about the program and the application process may be addressed to Dr. Ronald Butchart, Graduate Coordinator, at (706) 542-6490 or essegrad@uga.edu. Communication with graduate school admissions is best accomplished through email rather than phone: gradadm@uga.edu



The University of Georgia

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

General information concerning the Ph.D. in middle school 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 sites (<http://www.applyweb.com/apply/ugagrad/> and www.gradsch.uga.edu). 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/currentstudent_forms.html 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 middle school 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 middle school 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 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, a minimum of 3 courses in middle school education, and a minimum of 3 courses in an area of concentration.

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 and 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. The form for the comprehensive examinations is generated at the graduate school and forwarded to the graduate coordinator. 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 admission to candidacy, written and oral comprehensive examinations, and programs 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 by the beginning of the final semester and must be registered for at least 3 credit hours (typically dissertation hours) in the graduation semester (http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html)

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, adolescent development, anthropology, history, philosophy, psychology, and sociology.

Area of Concentration (minimum of 3 courses)

Students will develop an area of concentration comprising courses from either inside or outside of the Department of Elementary and Social Studies Education. Examples of possible areas of concentration are teaching and teacher education, curriculum, language arts, mathematics, science, and social studies.

Issues and Perspectives in Middle School Education (minimum of 3 courses)

Students must take at least 3 of the courses listed below. If any of the 3 courses also is counted in either the foundations area or the area of concentration, additional coursework must be completed to meet the minimum of 15 standard courses that are required in the program of study.

EDMS 9030 Young Adolescents and Schools
EDMS 9080 Theory and Practice in Middle Grades Curriculum
EDMS 9090 Socio-Cultural Issues in Early Adolescence
EDMS 9120 Comparative and International Perspectives in Middle Grades Education
EDMS 9150 School Reform and Young Adolescents

Doctoral Seminar

All new doctoral students must register for 1 credit hour of EDMS 8990 Research Seminar in Middle School Education. Additional doctoral seminars will be available for students during their programs and should appear on the program of study.

Dissertation and Other Research Hours

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