

EDEC/EDEL/EDMS 8990
Doctoral Seminar
Spring 2005

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Seminar Listserv address: DOCSEMINAR-L@listserv.uga.edu

*Remember not to click “reply” unless you want the message to go to the entire listserv.

Meeting Times: Saturday, February 12, 9:00 a.m. – 3:30 p.m.
Saturday, April 9, 9:00 a.m. – 3:30 p.m.

Course Objectives: This course is designed to help students successfully complete their doctorates and consider what comes next. It will provide opportunities for

- Investigating: e.g., the process of obtaining a PhD, how to prepare for upcoming steps in the process, how seminar can best support student success, etc.
- Networking: e.g., with peers, faculty in the department and College of Education
- Exploring: e.g., possible career paths, the job search process, opportunities to use expertise during and after the program

Course Requirements and Assessment:

EDEC/EDEL/EDMS 8990 is graded with an A-F designation (90-100=A; 80-89=B; 70-79=C; 60-69=F). Requirements include

- regular attendance (see policy below)
- logging into WebCT two times per week
- active participation in all discussions and activities including the service-learning projects
- thorough review of all assigned readings (e.g., prospectus)
- completion of activity and learning log
- completion of reflections
- participation in scheduled consultations for those representing project teams
- successful completion of all course assignments

Note that work outside of the two class meetings scheduled this semester should require 1-2 hours per week, **on average**, for a total of 12-24 hours over the course of 15 weeks. Course requirements will be discussed further in class. **All** assignments must be typed and look professionally completed unless otherwise indicated.

Attendance: Regular, on-time attendance is essential for you to benefit from the course and participate in it meaningfully. Class will begin promptly at the scheduled time. Please be on time.

According to the policies of The University of Georgia's Graduate School, any student who incurs an excessive number of absences will be administratively withdrawn from the course and will receive a grade of WF, unless there is a documented circumstance of genuine hardship (e.g., hospitalization) as determined by the Office of Student Affairs, in which case a grade of W will be given. For EDEC/EDEL/EDMS 8990, spring 2005, an excessive number of absences is defined as missing more than 3 hours of class time. Students who arrive after attendance has been taken will be considered to have missed at least ½ hour of class time.

Course Policies:

1. The University of Georgia's policies on academic honesty (2003-2004 Graduate Bulletin, p. 30) are strictly enforced in this class. Please familiarize yourself with these policies.
2. This syllabus provides a general plan for the course; deviations may be necessary.

WebCT

You will have access to 2 WebCT sites for 8990. One will be for networking among yourselves, and is called EDEC-EDEL-EDMS 8990 – Networking. Initially, everyone in the Networking project group (see below) will be included as co-designers of that site. Eventually, all 8990 students will be co-designers. Everyone will have access to the site. The other WebCT is the one I will use for communicating regarding the course activities, etc., this semester, and it will function like “regular” WebCT. It is also called EDEC-EDEL-EDMS 8990 but without the “Networking” at the end. You will need to check the “regular” WebCT site twice a week: Tuesdays after 5:00 p.m. and Fridays after 5:00 p.m.

Service-Learning Projects:

Currently, the 8990 seminar students are involved in one of four service-learning projects. These projects were derived directly from the Needs Assessment each of the Fall 2004 seminar students completed. The projects are listed below.

- 1) *Improving Seminar*: Develop recommendations for the Department of Elementary and Social Studies Educations' Graduate Program Committee regarding EDEC/EDEL/EDMS/ESOC(?) 8990. What should be the doctoral seminar's purpose, structure, content, requirements, etc.?

Current Members:

Barbara Hicks (bhicks@uga.edu, behicks@bellsouth.net)

Foram Bhukhanwala (foram@uga.edu, fbhukhanwala@yahoo.com)

Angie Fiske (afiske@uga.edu)

Audra Parker (aud@uga.edu)

Gary Davison (garyd@uga.edu, gdavison@forsyth.k12.ga.us)

Heather Mitchell (hlm222@uga.edu, heather_Mitchell@gwinnett.k12.ga.us)

Janneke Counts (jcounts@uga.edu, dutchgirl_jc@yahoo.com)

- 2) *Developing a Survival Guide* (Understanding the Process of Obtaining the Degree): Develop a Survival Guide for doctoral students. What should be the content of an accessible, user-friendly guide that addresses FAQs, explains the process, identifies resources (human and otherwise), etc.?

Current Members:

Becky Callaway (beckyc@uga.edu, bcallaway@wcalions.org)

Linda Grant (grantl@uga.edu, grantl@dekalbtech.edu)

Ray Zahradnik (rayza@uga.edu, rayzahradnik@hotmail.com)
Carl Davis (ky4t@uga.edu, cdavis@emmanuelcollege.edu)

- 3) *Networking*: Develop networking resource for doctoral students, an EDEC/EDEL/EDMS 8990- Networking “hub” using EDEC-EDEL-EDMS 8990 – Networking WebCT. The network will likely include peers and professors in the Department of Elementary and Social Studies Education and possibly also in the College of Education who have significant connections to the coursework, committees, etc. associated with successful completion of the doctorate (e.g., statistics, qualitative research, school leadership, school law, math and science education, language and reading education).

Current Members:

Pam Stratton (pstratton@taliaferro.k12.ga.us, pamstrat@hotmail.com)
Stacie Pettit (spettit@uga.edu, stacie.pettit@ccboe.net)
Amy Piersol (amypsl@uga.edu, apiersol@yahoo.com)
Merritt Arnold (merritt@uga.edu, merrittarnold@hotmail.com)
Donna Robinson (ramdeen1@uga.edu, dmlrobinson@worldnet.att.net)
Beth Lackey (blackey@rockdale.k12.ga.us)

- 4) *Discovering What You Can Do With a PhD*: Discovering options for what comes next and finding a job/opportunity: What can you do with this degree, anyway? And once you’ve decided what, then what do you need to do to find that job or opportunity?

Current Members:

Cathy Carter (catcart@uga.edu, cart2036@bellsouth.net)
Angie Hancock (angjeff@uga.edu, angjeff@bellsouth.net)
Imei Ma (imeiga@arches.uga.edu)
Scott Ritchie (sritchie@uga.edu)
Diana Durbin (ddurbin@uga.edu)
Keun Kyu Kim (clintkim@uga.edu, clintkim71@hotmail.com)

Approximately six new students will join doctoral seminar for spring 2005. Each of those students will complete a needs assessment, and the results of their assessments will be used to either add the students to an existing project or design another experience to help the new students meet their needs.

Class Agendas:

An agenda for the February 12 class will be posted approximately one week before the class meets, and an agenda for the April 9 class will be posted approximately one week before that class meeting. If you or your project team would like to schedule time on either class day’s agenda, please let me know as soon as possible, no later than 2 weeks before the class meeting. Also, if you plan to present your dissertation prospectus, please let me know at least 3 weeks before the class meeting. Please see the next section for further information on presenting a dissertation prospectus.

Dissertation Prospectus Presentations:

Please let me know 3 weeks before the class meeting if you intend to present your dissertation prospectus so that I can schedule time for the presentation(s) in the schedule. We will follow a format similar to the one used for Nakheung’s presentation in September 2004, i.e., approximately 30-40 minute sessions with a small group of 8-10 people. You will need to be prepared to do a brief

presentation and discussion around your prospectus at least 3 times ("rounds"). The participants in each "round" will complete feedback forms like the ones the seminar students completed for Nakheung.

In preparation for presenting the prospectus, you should prepare a 2-3 page summary of your proposed study that follows the same outline as your prospectus. The summary should include a synthesis of the information in each section of the prospectus, including, **for example**, (everyone's prospectus outline will likely look a little different):

-Title of the study

-Section One - background of the study, rationale for the study, statement of the problem, research questions, significance of the study

-Section Two - summaries of key sections of the literature review - just the highlights only of critical research in each section

-Section Three - study context, participants, data collection and instruments, data analysis strategies

These 2-3 page summaries will need to be sent to me at least two weeks before the class meeting, so that I can send them on to the doctoral seminar students. Please also send the full text of your prospectus as an attachment when you send the summary, which I'll also forward to the class so that those who want to see the whole thing will have a chance to do so.