

**GAPSC/NCATE Continuing Accreditation Visit**  
**February 25–March 1, 2006**

Fall 2001–Spring 2006  
Advanced Early Childhood Education and Elementary Education Programs  
Figure 1.0.4. Advisement Sheets for the Advanced Programs

*Figure 1.0.4.a. Advisement Sheet for Advanced M.Ed. Candidates*

General information concerning the M.Ed. in early childhood 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 ([www.gradsch.uga.edu](http://www.gradsch.uga.edu)). The graduate school sends applicants letters of acceptance or rejection. An accepted candidate is expected to inform the department of his or her intent to enroll. At that point, the department will assign the 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 (<http://www.arches.uga.edu/myid/>) and must submit the Mandatory Certificate of Immunization that is included with the acceptance letter.

The M.Ed. program in early childhood education consists of 12 courses (36 semester hours). The courses are taken in five areas: (a) curriculum and teaching in early childhood environments (at least 4 courses); (b) historical, philosophical, and social foundations (at least 1 course); (c) psychological foundations (at least 1 course); (d) school subject areas (at least 1 course); and (e) research and evaluation (at least 1 course). A minimum of 6 of the 12 courses must have an EDEC or EDMS prefix, and a minimum of 3 courses should be taken outside the Department of Elementary and Social Studies Education. At least 1 course must meet the diversity requirement.

Candidates also may include coursework for endorsements within the program of study, although there is no guarantee that all of the courses for a particular endorsement will fit within the 12 courses in the program of study for the master's degree. Endorsements typically sought by M.Ed. candidates (and the required courses for each endorsement) include early childhood mathematics (EMAT 6410, 6420; MATH 7001, 7002, 7003), ESOL (ELAN 7040, 7630, 7730), gifted in-field (EPSY 7060, 7110, 7230, 7250), preschool special education (SPED 7100, 7200; CMSD 6540), and reading (READ 6010, 6020, 6420).

The program must be completed within 6 years from the time of matriculation. By the beginning of the final semester of coursework, the program of study form must be completed by the candidate, signed by the advisor and the department's graduate coordinator, and then forwarded to the graduate school by the graduate coordinator. It is also the candidate's responsibility to apply for graduation by the beginning of the final semester of coursework.

The candidate must pass the M.Ed. exit examination in one of the last two semesters of coursework; the graduate school requires that a candidate be enrolled in at least one course the semester the examination is taken. The candidate must contact the advisor to register for the examination.

In order to be cleared for graduation, the candidate also must complete the departmental multicultural education exit survey in the same semester that the exit examination is completed.

The department does not complete certification paperwork for candidates. Those candidates who, upon completion of the degree program, intend to apply for advanced certification at the T5 level from the Georgia Professional Standards Commission should file their paperwork through their school districts or the College of Education Student Services Office. This program does not lead to initial (T4) certification in early childhood education.

Area A Courses	Area B Course	Area C Course	Area D Course	Area E Course	Additional Courses
_____	_____	_____	_____	_____	_____
_____					_____
_____					_____
_____					_____

A minimum of 6 courses have the EDEC or EDMS prefix  
 Required courses, EDEC 7010 and EDEC 7020, have been taken  
 A minimum of 3 courses are from outside the department  
 The diversity requirement has been met (course: \_\_\_\_\_)

### COURSES

- # required course
- + course that will satisfy the diversity requirement

*Any course with an EDEC or EDMS prefix (approved by the advisor) may count in Area A. With the approval of the advisor, courses other than those listed below may be included in an area and on the program of study.*

#### **AREA A: Curriculum and Teaching in Early Childhood Environments**

*The courses listed below are EDEC courses not listed in any of the other areas (B–E).*

- # EDEC 7010 Trends and Issues in Early Childhood Education
- # EDEC 7020 Theory and Curriculum in Early Childhood Education

EDEC 7050 Teaching in Elementary Schools (P–5)  
EDEC 7060 Academic Community Learning  
EDEC 7130 Teaching Styles in the Elementary Classroom  
EDEC 7160 Instructional Strategies for Early Childhood Education  
EDEC 7190 Educational Environments for Young Children: Birth–Eight  
EDEC 7420 Organization and Management of Early Childhood Classrooms

### **AREA B: Historical, Philosophical, and Social Foundations**

+ EDEC 7120 Children’s Social Lives  
+ EDEC 7180 Understanding Cultural and Linguistic Diversity in Schools (corequisite: EDEC 7180L)  
+ EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents  
+ EDEC 8150 Research and Theory in Family-School-Community Interactions  
EFND 7040 History of Education in the United States  
+ EFND 7100 Gender and Education  
+ EFND 7110 Race, Class, and Education  
EFND 7120 Sociological Theories of Education  
+ EFND 7140 The Social and Cultural Context of Teaching  
EFND 7150 Anthropology of Education  
+ EFND 7200 Multicultural Education in the United States  
+ EFND 7210 Examining Race and Culture in Education Reform and Policy  
+ ELAN 7040 Language and Culture in the Classroom  
SOCI 6060 Sociology of Education

### **AREA C: Psychological Foundations**

EDEC 7110 The Educational Role of Play in Early Childhood Education  
EDEC 7200 Developmental Issues of Elementary School Learners  
EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation  
EPSY 6010 Foundations of Human Development for Education  
EPSY 6060 Foundations of Motivation for Education  
EPSY 6800 Foundations of Cognition for Education

### **AREA D: School Subject Areas**

+ ARED 7310 Multicultural and Cross-Cultural Study in Art Education  
ARED 7350 Teaching of Art in the Elementary School  
CHFD 7130 Creative Activities for Young Children  
EDIT 6150 Introduction to Computer-Based Education  
ELAN 6100 Language Arts, Grades P–5  
ELAN 6310 Survey of Children’s Literature, Grades P–8  
+ ELAN 6631 Bilingualism and Bilingual Education  
ELAN 7016 Folk Literature, Grades P–12  
ELAN 7310 Children’s Literature in the Curriculum, Grades P–8

- + ELAN 7318 Culturally Diverse Children’s Literature, Grades P–8
- ELAN 7320 Writing Pedagogy, Grades P–8
- ELAN 7330 Storytelling and the Oral Tradition, Grades P–8
- + ELAN 7630 ESOL, Grades P–12
- EMAT 6410 Mathematical Learning in PreK–Grade 5
- EMAT 6420 Mathematics Methods for Early Childhood Education
- ESCI 6200 Science, Technology, and Society
- ESCI 6230 Environmental Science Education
- ESCI 6420 Science for Early Childhood Education
- ESCI 7020 Teaching Science in the Elementary School
- ESOC 7420 Social Studies for the Young Child
- HPRB 6420 Health Education in Early Childhood Education
- PEDS 6300 Physical Education for the Elementary School
- + PEDS 7060 Human Diversity in Curriculum and Instruction
- READ 6010 Foundations of Reading Instruction
- READ 6020 Children with Reading Problems
- READ 6420 Literacy Development and Instruction in Early Childhood
- READ 7110 Computer-Based Instruction in Reading Education

**AREA E: Research and Evaluation**

- EDEC 7170 Evaluation of the Elementary School
- EDEC 7500 Action Research
- ERSH 6200 Methods of Research in Education
- ERSH 6600 Applied Educational Assessment

*Figure 1.0.4.b. Advisement Sheet for Ed.S. Candidates*

The Specialist in Education degree program is designed for teachers who have at minimum 2 years of teaching experience and hold a master's 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.

General information concerning the Ed.S. in early childhood 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 ([www.gradsch.uga.edu](http://www.gradsch.uga.edu)).

The graduate school sends applicants letters of acceptance or rejection. An accepted candidate is expected to inform the department of his or her intent to enroll. At that point, the department will assign the 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 (<http://www.arches.uga.edu/myid/>) and must submit the Mandatory Certificate of Immunization that is included with the acceptance letter.

The Ed.S. program in early childhood education consists of 10 courses (30 semester hours). The courses are taken in five areas: (a) curriculum and teaching in early childhood environments (at least 3 courses); (b) historical, philosophical, and social foundations (at least 1 course); (c) psychological foundations (at least 1 course); (d) school subject areas (at least 1 course); and (e) research and evaluation (at least 3 courses). A minimum of 5 of the 10 courses must have an EDEC or EDMS prefix, and a minimum of 2 courses should be taken outside the Department of Elementary and Social Studies Education.

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. Candidates who choose the independent study option must submit a proposal for that experience to be formally approved by the advisor.

Candidates also may include coursework for endorsements within the program of study, although it is likely that not all courses for a particular endorsement will fit within the 10 courses in the program of study for the specialist degree. Endorsements (and the required courses for each endorsement) include early childhood mathematics (EMAT 6410, 6420; MATH 7001, 7002, 7003), ESOL (ELAN 7040, 7630, 7730), gifted in-field (EPSY 7060, 7110, 7230, 7250),

preschool special education (SPED 7100, 7200; CMSD 6540), and reading (READ 6010, 6020, 6420).

The program must be completed within 6 years from the time of matriculation. By the beginning of the final semester of coursework, the program of study form must be completed by the candidate, signed by the advisor and the department's graduate coordinator, and then forwarded to the graduate school by the graduate coordinator. It is also the candidate's responsibility to apply for graduation by the beginning of the final semester of coursework.

The candidate must pass the Ed.S. exit examination in one of the last two semesters of coursework; the graduate school requires that a candidate be enrolled in at least one course the semester the examination is taken. The candidate must contact the advisor to register for the examination.

In order to be cleared for graduation, the candidate also must complete the departmental multicultural education exit survey in the same semester that the exit examination is completed.

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

<b>Area A Courses</b>	<b>Area B Course</b>	<b>Area C Course</b>	<b>Area D Course</b>	<b>Area E Courses</b>	<b>Additional Course</b>
_____	_____	_____	_____	_____	_____
_____				_____	
_____				_____	

A minimum of 5 courses have the EDEC or EDMS prefix  
 Required courses, EDEC 6990 and EDEC 7650, have been taken  
 A minimum of 2 courses are from outside the department  
 The diversity requirement has been met (course: \_\_\_\_\_)

## COURSES

# required course

+ course that will satisfy the diversity requirement

*Any course with an EDEC or EDMS prefix (approved by the advisor) may count in Area A. With the approval of the advisor, courses other than those listed below may be included in an area and on the program of study.*

### **AREA A: Curriculum and Teaching in Early Childhood Environments**

*The courses listed below are EDEC courses not listed in any of the other areas (B–E).*

- EDEC 7050 Teaching in Elementary Schools (P–5)
- EDEC 7060 Academic Community Learning
- EDEC 7130 Teaching Styles in the Elementary Classroom
- EDEC 7160 Instructional Strategies for Early Childhood Education
- EDEC 7170 Evaluation of the Elementary School
- EDEC 7190 Educational Environments for Young Children: Birth–Eight
- EDEC 8050 Theory and Research on Teaching
- EDEC 8070 Research and Perspectives on Teacher Education: PreK–Grade 8
- EDEC 8190 Mentoring in Learning to Teach

### **AREA B: Historical, Philosophical, and Social Foundations**

- + EDEC 7120 Children’s Social Lives
- + EDEC 7180 Understanding Cultural and Linguistic Diversity in Schools (corequisite: EDEC 7180L)
- + EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents
- + EDEC 8150 Research and Theory in Family-School-Community Interactions
- + EFND 7100 Gender and Education
- + EFND 7200 Multicultural Education in the United States
- + EFND 7210 Examining Race and Culture in Education Reform and Policy
- EFND 8010 Philosophy of Education
- + ELAN 7040 Language and Culture in the Classroom
- SOCI 6060 Sociology of Education

### **AREA C: Psychological Foundations**

- EDEC 7110 The Educational Role of Play in Early Childhood Education
- EDEC 7200 Developmental Issues of Elementary School Learners
- EDEC 8110 Methods of Observing Children in Schools
- EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation
- EPSY 6800 Foundations of Cognition for Education
- EPSY 7160 Special Problems in Applied Cognition and Development
- EPSY 7700 Infant and Preschool Assessment
- EPSY 8180 Psychology of Learning and Instruction

## **AREA D: School Subject Areas**

- + ARED 7310 Multicultural and Cross-Cultural Study in Art Education
- CHFD 7130 Creative Activities for Young Children
- + ELAN 6631 Bilingualism and Bilingual Education
- ELAN 7016 Folk Literature, Grades P–12
- + ELAN 7318 Culturally Diverse Children’s Literature, Grades P–8
- ELAN 7320 Writing Pedagogy, Grades P–8
- ELAN 7330 Storytelling and the Oral Tradition, Grades P–8
- + ELAN 7630 ESOL, Grades P–12
- + ELAN 8040 Languages, Cultures, and Literacies
- + ELAN 8310 Race, Class, and Gender in Literature for Young People
- EMAT 6200 Technology in Teaching Elementary School Mathematics
- ESCI 6200 Science, Technology, and Society
- ESCI 6230 Environmental Science Education
- ESOC 7010 Teaching of Geography
- ESOC 7200 Economic Education in the Social Science Curriculum
- ESOC 7520 Teaching Politics, Government, and Citizenship
- + PEDS 7060 Human Diversity in Curriculum and Instruction
- READ 6050 Materials for Reading Instruction
- READ 7110 Computer-Based Instruction in Reading Education
- + READ 7800 Sociopolitical Perspectives in Literacy Education
- + READ 8300 Culture, Literacy, and the Classroom

## **AREA E: Research and Evaluation**

- # EDEC 6990 Research Seminar in Early Childhood Education
- # EDEC 7650 Literature Review in Early Childhood Education (prerequisite: EDEC 6990)
  
- # *1 of the following:*
- EDEC 7500 Action Research
- ERSH 6300 Applied Statistical Methods in Education
- ERSH 8400 Qualitative Research Traditions

*Figure 1.0.4.c. Advisement Sheet for Ph.D. Candidates in Early Childhood Education*

The Doctor of Philosophy degree program is designed for teachers who have at minimum 3 years of teaching experience 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.

General information concerning the Ph.D. in early childhood 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 ([www.gradsch.uga.edu](http://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. At that point, the department will assign the candidate an initial faculty advisor. The student 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 student must establish a MyID account (<http://www.arches.uga.edu/myid/>) and must submit the Mandatory Certificate of Immunization that is included with the acceptance letter.

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 2 additional faculty members, all of whom must be members of graduate faculty of the University of Georgia. 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; 1 committee member must be from the early childhood 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 early childhood education consists of a minimum of 16 standard courses beyond previous graduate coursework, along with doctoral seminar, dissertation, and other research hours. Courses beyond the minimum of 16 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 4 courses in an early childhood education study area, and a minimum of 3 courses that complement the early childhood education study 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 doctoral program; the student 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 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 examinations. In order to be admitted to candidacy, a student also must complete the university's residency requirement and may be expected to have an approved dissertation prospectus.

It is the candidate's responsibility to apply for graduation by the beginning of the final semester; the candidate 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)***

These 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.

### ***Early Childhood Education Study Area (minimum of 4 courses)***

Students will develop an early childhood education study area comprising courses offered by the Department of Elementary and Social Studies Education. Examples of possible study areas and coursework in those areas are listed below. A particular study area is not limited to only the listed courses, but all courses must have an EDEC prefix.

+ *course that will satisfy the diversity requirement*

Culture and Diversity in Early Childhood Education

- + EDEC 7180 Understanding Cultural and Linguistic Diversity in Schools (corequisite: EDEC 7180L)
- + EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents

- + EDEC 8150 Research and Theory in Family-School-Community Interactions
- + EDEC 8180 Research in Multicultural Teacher Education

#### Psychological and Social Perspectives in Early Childhood Education

- + EDEC 7120 Children's Social Lives
- EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation
- + EDEC 8200 Early Educational Intervention for Young Children Placed At-Risk
- EDEC 8201 Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 years

#### Teaching and Teacher Education

- EDEC 8050 Theory and Research on Teaching
- EDEC 8070 Research and Perspectives on Teacher Education: PreK to Grade 8
- + EDEC 8180 Research in Multicultural Teacher Education
- EDEC 8190 Mentoring in Learning to Teach
- EDEC 9800 University Teaching Practicum in Early Childhood Education

#### Young Children (Infancy to Age 8)

- EDEC 7190 Educational Environments for Young Children: Birth–Eight
- EDEC 8110 Methods for Observing Children in Schools
- + EDEC 8200 Early Educational Intervention for Young Children Placed At-Risk
- EDEC 8201 Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 years

#### ***Courses to Complement the Early Childhood Education Study Area (minimum of 3 courses)***

Students must complete coursework outside of the department that complements their chosen early childhood study area. Appropriate courses may be selected from other departments in the College of Education or other units of the university, such as the College of Arts and Sciences, the College of Family and Consumer Sciences, and the School of Social Work.

#### ***Doctoral Seminar***

All new doctoral students must register for 1 credit hour of EDEC 8990 Research Seminar in Early Childhood 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 EDEC 9300 Doctoral Dissertation be included on the program of study. Other courses that are typically part of a student's program include EDEC 9000 Doctoral Research, EDEC 9600 Educational Research in Early Childhood Education, and EDEC 9630 Critique of Educational Literature in Early Childhood Education.

*Figure 1.0.4.d. Advisement Sheet for Ph.D. Candidates in Elementary Education*

The Doctor of Philosophy degree program in elementary education is designed for teachers who have (a) at least 3 years of teaching experience, (b) a previous postbaccalaureate degree, and (c) interests in children from prekindergarten to grade 8. The program may also be selected by teachers with interests in early childhood education (prekindergarten 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.

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 ([www.gradsch.uga.edu](http://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. At that point, the department will assign the candidate an initial faculty advisor. The student 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 student must establish a MyID account (<http://www.arches.uga.edu/myid/>) and must submit the Mandatory Certificate of Immunization that is included with the acceptance letter.

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 2 additional faculty members, all of whom must be members of graduate faculty of the University of Georgia. 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; 1 committee member must be a member of the elementary education faculty. 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 doctoral program; the student 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 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 examinations. In order to be admitted to candidacy, a student also must complete the university's residency requirement and may be expected to have an approved dissertation prospectus.

It is the candidate's responsibility to apply for graduation by the beginning of the final semester; the candidate 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)***

These 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.

### ***Doctoral Seminar***

All new doctoral students must register for 1 credit hour of EDEL 8990 Research Seminar in Elementary 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 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.