



Education Doctoral Program Handbook

for Faculty and
Students



The Graduate School &
Dewar College of Education

Ed.D. Handbook for Faculty and Students

This handbook is designed to bring together the relevant guidelines and procedures for completing the Ed.D. program at Valdosta State University. Please note that the handbook is meant to supplement, not replace, the VSU Graduate Catalog.

The handbook includes program requirements and most forms needed by Ed.D. students and advisors. Students are strongly encouraged to obtain a copy of the Guide at the beginning of their programs and to refer to it often.

Office of the Dean, Dewar College of Education 229-333-5925

Department of Career and Adult Education 229-333-5928

Department of Curriculum, Leadership, and Technology 229-333-5633

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Valdosta State University is a Regional University of the University System of Georgia. It is an equal opportunity educational institution which does not discriminate against any applicant for admission or any student or employee based on the sex, race, religion, color, national origin or disability of the individual.

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Program Overview

The Doctorate in Education is an advanced program of study that prepares graduates to serve in leadership roles in their specific disciplines. The components of the curriculum provide an intellectual framework for investigating, understanding, and affecting the broad range of academic, social, economic, and cultural issues and pressures facing modern educational organizations. Through the research and course requirements of the program, students gain expertise needed to effect the significant educational changes needed in the region.

Doctoral Program Goals are correlated with all content, course objectives, and student assessment components. Comprehensive examinations assess student acquisition of the knowledge base and skills essential for performance outcomes attainment and for dissertation completion.

VSU's doctoral program has three majors: 1) Adult and Career Education, 2) Curriculum and Instruction, and 3) Leadership.

Program Administration

The Doctorate in Education is administered by the Doctoral Coordinating Committee, chaired by the doctoral coordinator, operating under the direction of the dean of the Dewar College of Education and the dean of the Graduate School. Responsibility for monitoring student progress is managed by the department for each major.

Program Mission

The mission of Valdosta State University's Doctor of Education program is to provide advanced professional education for experienced practitioners to meet the educational needs and challenges of the region. The program draws on the region's cultural and social diversity to develop graduates with the knowledge, skills, and attitudes for fostering equitable and inclusive educational environments. Graduates apply broad knowledge bases, critical thinking, inquiry skills, and ethical practices for the improvement of education in the region.

Program Goals

In order to develop advanced professional education leaders, The Doctorate in Education is designed to meet the following goals:

- Provide a program of study that maximizes opportunities for study, inquiry, and reflection through contact with a broad range of educators beyond students' area of specialization;
- Provide for the development of the knowledge, skills, and attitudes essential for promoting technology-rich educational environments;
- Provide an interdisciplinary approach to inquiry that promotes a variety of practical and theoretical perspectives;
- Prepare students to engage in the investigation of educational issues and solution of educational problems; and
- Provide opportunities for the development of leadership skills and perspectives necessary to meet the challenges of restructured education.

Investigations are conducted in simulation and in field sites in the research methodology and analysis courses. This provides a solid bridge between the theoretical and conceptual bases used in viewing educational practice and the analytical frameworks and methodologies for investigating them.

Admission Requirements

Minimum admission requirements have been established for the Doctor of Education Degree program. Applicants meeting these requirements will be considered for admission to the program; however, meeting the minimum requirements does not assure admission. Final admission decisions for the program will be made by the Doctoral Coordinating Committee.

- The applicant must have completed a Master's Degree at an accredited or approved institution.
- The applicant must have completed three years or more of acceptable school or related agency experience.
- The applicant must have a 3.50 grade-point average (on a 4.0 scale) on all graduate work attempted.
- The applicant must submit GRE scores, with a minimum of 1000 combined Verbal and Quantitative scores and an Analytical score of 4.5 (or higher) on the GRE general test.
- Applicants who do not meet the minimum requirements stated above may submit a letter of petition to the Graduate School for admission by exception. The petition will be submitted with the completed application packet to the doctoral coordinator for the appropriate program. To petition, the applicant must meet all of the following minimum requirements:
 - A minimum of 900 combined Verbal and Quantitative scores, an Analytical score of 4.0 (or higher) on the GRE general test, and a minimum Graduate GPA of 3.25 (on a 4.0 scale).
 - The petition must indicate any extenuating circumstances the applicant wishes to have considered and must state why the applicant believes that he or she will be successful if admitted to the program.

- The applicant must submit a detailed biographical/career goals statement.
- The applicant must submit three recommendations from persons who can address the applicant's professional qualifications and potential for successfully completing the program.
- The applicant must submit a detailed statement of professional preparation and experience, including documentation of required research and computer skills. This statement, along with the biographical/career goals statement will serve as writing samples and will be rated as part of the evaluation process.
- The applicant must submit a letter of support from his or her school district, institution, or agency.
- The applicant must arrange for official transcripts from all colleges previously attended to be submitted to the Graduate School.
- The applicant must complete a full set of application forms as required by the Graduate School.

Admission Procedures

Admission procedures have been established for the Doctor of Education Degree program, as shown below.

- Formal applications are obtained from and submitted directly to the Graduate School for initial evaluation.
- Students may not apply for more than one program area.
- A Program Area Committee will review the credentials of each applicant seeking admission into that program area. Candidates receiving further consideration for admission may be required to appear before the appropriate Program Area Committee for an interview. Each Program Area Committee will make recommendations concerning acceptance or rejection to the Doctoral Coordinating Committee which will make the final decisions regarding admission to the program.
- Applicants will be notified in writing by the Graduate School of the decision of the Doctoral Coordinating Committee.

Required Courses

The following courses are required for all doctoral programs in the Dewar College of Education.

Disciplinary Core

ACED 9400 Adult Learning Strategies 3 hours

Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development, and evaluation for adult learners and learning programs.

CIED 9100 C&I Systems..... 3 hours

Study of concepts, theories, and trends for curriculum, instructional systems, and the change process. Includes a current review of related literature and reflective analysis of practice.

LEAD 9030 Leadership Problems: Interdisciplinary Analysis..... 3 hours

Focus on Leadership problems with emphasis on the application of leadership and planning skills in the resolution of educational problems and issues.

Educational Inquiry

RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research 3 hours

Research design for quantitative, qualitative, and mixed methods research in education. Philosophical foundations, research techniques, and fundamentals of each approach are presented. Basic statistics are reviewed from descriptive to ANOVA. This course is a foundation for all other advanced courses in research.

RSCH 9820 Qualitative Research Methods 3 hours

Study and application of qualitative research methodology in educational settings.

RSCH 9840 Quantitative Research Methods..... 3 hours

Study and application of quantitative research methodology in educational settings.

RSCH 9860 Advanced Mixed Methodologies 3 hours

Prerequisites: RSCH 9820, RSCH 9840. Examined will be the application of advanced qualitative and quantitative research methodologies in educational settings.

RSCH 9870 Dissertation Topic Conceptualization..... 3 hours

Prerequisite: RSCH 9800, RSCH 9820, RSCH 9840, RSCH 9860. Research seminar for the development of the doctoral dissertation topic.

Areas of Specialization

Majors are offered in the three program areas previously mentioned:

- Adult and Career Education,
- Curriculum and Instruction, and
- Leadership.

The curriculum for each major is structured to expand a student's knowledge of and skill in analyzing and solving educational problems through research grounded in an interdisciplinary approach. The course content and experiences of each major provide the focal point for the application of knowledge and skills from the core curriculum courses. Each student develops a program of study particular to the student's academic/career interests and needs.

Adult and Career Education

The Adult and Career Education Major provides advanced, professional training for individuals pursuing careers in teaching and leadership of career education and related fields. The program prepares students for working with adult learners and students in career education fields and the secondary and postsecondary levels in the public and private sectors.

Selected Performance Outcomes

- Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.
- Program graduates will demonstrate the ability to contribute to the body of knowledge in their field by writing an article for publication.
- Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.

Selected Outcome Assessments

- The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.
- As part of the course requirements in their major coursework, program graduates will be required to write a manuscript in their field for publication. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication.
- Program graduates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.

Major and Interdisciplinary Courses

ACED 9410 Diverse Populations in ACED----- 3 hours

Analysis of decision making, policy development and implementation of adult and career education programs serving diverse adult populations. Particular emphasis will be placed on adult populations such as adults with special needs, military veterans, displaced workers, single parents, incarcerated adults, older workers and others.

ACED 9420 Issues and Trends in Adult and Career Education----- 3 hours

Emphasis on topics relating to adult and career education that are considered to be especially significant to the field because of current research development and legislation.

ACED 9430 Leadership in Adult and Career Education----- 3 hours

Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.

ACED 9440 Seminar in Adult and Career Education ----- 3 hours

Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to examination of research, as applied in the public and private sectors.

Interdisciplinary ----- 12 hours

Within the program of study a minimum of 3 hours must be taken from courses offered outside The advisor and the student will jointly complete an approved program of study to be followed.

Dissertation

ACED 9999 Dissertation in Adult and Career Education 9 hours

Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Curriculum and Instruction

The Curriculum and Instruction major provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Courses work requires doctoral students to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments.

Selected Performance Outcomes

- Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
- Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
- Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study.

Selected Outcome Assessments

- Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
- Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members.
- Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

Major and Interdisciplinary Courses

CIED 9400 Curricular and Instructional Design and Development..... 3 hours

This course includes planning for the implementation and evaluation of a curriculum and instruction innovation in an educational setting. Includes design, development, and evaluation of project materials.

CIED 9500 Curriculum and Instruction Implementation and Evaluation..... 3 hours

Prerequisite: CIED 9400. Field implementation and evaluation of the innovative curriculum and instruction project.

Interdisciplinary 15 hours

The advisor and the student will jointly complete an approved program of study to be followed.

Dissertation

CIED 9999 Dissertation in Curriculum and Instruction 9 hours

Prerequisites: Completion of major courses and approval of advisor. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Leadership

The Doctor of Education with a Major in Leadership is a terminal degree. It seeks to develop effective, ethical, and diverse leaders who will maximize achievement in schools and other organizations. Skill applications serve as the connection between knowledge and inquiry skills developed in the core curriculum, interdisciplinary, and research courses leading to restructured practice and school or organizational improvement.

The Ed.D. program of study does not automatically result in leadership certification. With a passing score on the GACE--Educational Leadership assessment educators holding a masters or higher degree are eligible for a non-renewable leadership certificate (NL). A clear renewable performance-based Leadership certificate (PL) can then be pursued in parallel with the Ed.D. Students pursuing certification must also participate in the [Performance-Based Leadership Certificate Add-On \(PL\)](#) program either during or after the Ed.D. program.

Selected Performance Outcomes

- Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
- Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
- Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study.

Selected Outcome Assessments

- Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
- Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members.
- Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

Major and Interdisciplinary Courses

LEAD 9010 Instructional Leadership for School Administrators 3 hours

Focus on the theoretical and practical knowledge base in Leadership and the skills and processes needed for school improvement with emphasis on leadership for instruction and learning to meet the needs of a diverse community of learners.

LEAD 9020 Planning for Instructional Leaders..... 3 hours

Theoretical and practical aspects of change with emphasis on the knowledge and skills to plan for change in an efficient, effective, and systematic fashion for instructional improvement in schools.

LEAD 9040 School Organizational and Cultural Studies 3 hours

Simulation and field practice in developing and implementing educational research on the effects of school organization and culture.

Interdisciplinary 12 hours

The advisor and the student will jointly complete an approved program of study to be followed.

Dissertation

LEAD 9999 Dissertation in Educational Leadership 9 hours

Prerequisites: LEAD 9870. Investigation and completion of a field-based project on an educational leadership or educational leadership-related issue. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Degree Requirements

Residency

In order to access and experience the full range of facilities and resources, cultural events, and opportunities for intellectual interaction with peers and scholars, doctoral students must complete a period of residency. Requirements for the residency are fulfilled upon completion of two consecutive semesters of full-time doctoral study as designated on the Declaration of Residency Intent Form submitted to the Graduate School. See [Declaration of Residency Intent](#) form on page 21.

Coursework

The doctoral program will be no less than 45 semester hours of coursework and nine semester hours of dissertation credit. Additional hours may be added by the doctoral advisor, depending upon the student's academic record, work experience, career goals, etc.

Courses taken more than seven years prior to the semester of comprehensive examination completion cannot be used to meet graduate degree requirements.

Program Electives

Electives must be at the graduate level and approved by the advisor.

Transfer Credit

Students may petition to transfer up to six hours of post masters' level work appropriate to their program. The advisor must approve all transfer credit. The request must be initiated through the student's advisor.

Academic Standards

Throughout their program, students' performance must be acceptable on a continuing basis. Students must at all times maintain an overall grade-point average of not less than 3.25. No grade below C will be credited toward a graduate degree. Any student acquiring any combination of two grades, D, F, WF, or U will be dismissed from the Graduate School.

Admission to Candidacy

Doctoral students are admitted to candidacy and approved to begin dissertation research upon successful completion of all course work and comprehensive exams. See [Admission to Candidacy](#) Form on page 22.

Comprehensive Examinations

Comprehensive exams are taken following completion of all coursework. Successful completion of the comprehensive exam is communicated to the Graduate School and the Registrar by the department. Guidelines and expectations for comprehensive examinations may be obtained from the appropriate department.

The Dissertation

General dissertation requirements are published in the Thesis and Dissertation Guide, available online at the Graduate School website. All students must register for dissertation credit each semester in which they are actively working on the project. A minimum of nine semester hours of dissertation credit is required for the degree. Students must be enrolled in the dissertation course in the semester in which they graduate. In progress (IP) grades are given for dissertation credit prior to completion of the dissertation. Upon completion of the dissertation IP grades are changed to S. When students are ready to begin their dissertation, a committee to supervise the dissertation must be formed and approved using the [Dissertation Committee](#) form on page 23. Upon approval of the committee, students may convene the committee to begin developing the proposal.

In consultation with the dissertation chair, students prepare a proposal that details the proposed research project. The student will convene the dissertation committee to approve the project. At least three positive votes are required for approval. The [Dissertation Proposal Approval](#) form is provided on page 24.

Three types of dissertations are accepted: Traditional, Journal-Ready, and Monograph. The type is determined in the proposal defense and all dissertation committee members must approve the student's selected type of dissertation.

The dissertation committee chair will inform the student when the dissertation committee considers the document ready for defense. The student must notify the Graduate School in writing of the date, location, and time of the defense at least two weeks in advance. The [Dissertation Defense Notification](#) form is provided on page 25.

The final defense of the dissertation must be completed not fewer than four weeks before the scheduled date of graduation. The oral defense is open to the academic community and others by invitation. The deliberations regarding the defense will be conducted by the committee members only. The successful dissertation defense requires at least three positive votes by the dissertation committee. The dissertation committee chair shall certify to the dean of the Graduate School that the student's dissertation has been accepted and approved. A copy of the dissertation will be submitted to the Dean of Dewar College of Education for review. Following the dean's approval a copy will be submitted to the Graduate School. See the [Final Approval of Dissertation](#) form on page 26.

The final approved dissertation must be submitted to the dean of the Graduate School no fewer than two weeks before the scheduled date of graduation. Five copies of the dissertation (2 for the library, 1 each to the student, the major professor, and the department), signed by the major professor, members of the dissertation committee, the dean of the Dewar College of Education, and the dean of the Graduate School, shall be submitted to the Odum library no fewer than five days after the scheduled date of graduation. Additional copies may be bound at the student's discretion.

The signature of the dean of the Graduate School on the dissertation and the subsequent submission of the [Final Approval of Dissertation](#) form to the Registrar will indicate final acceptance of the student's dissertation and mark the completion of the requirements for the doctoral degree.

Graduation Students must apply for graduation during the semester prior to the semester in which they plan to graduate. Applications are completed by the student and the doctoral advisor. The registrar should be consulted early in the program for procedures, deadlines, and fees.

Degree Inscription

The degree conferred upon program graduates is Doctor of Education.

Faculty Responsibilities

Academic Advising

The primary function of the advisor is to guide the student through course work and to approve a program of study. Programs of study also require approval by the department head in the major and by the dean of the Graduate School. The initial program of study must be planned during the first semester in which the student is enrolled. Students must consult with their advisor every semester in order to be eligible to register for classes. Copies of the program of study will be provided to the student and department.

Teaching

All faculty teaching in the Ed.D. program must be approved members of the Valdosta State University graduate faculty and the doctoral faculty.

The Dewar College of Education Course/Instructor Evaluation form is to be used for all doctoral level coursework to allow for appropriate comparisons across courses. Instructors outside the Dewar College of Education may supplement this evaluation instrument.

Dissertation Committee

A dissertation chair will be selected by the student no earlier than the semester in which the Comprehensive Examinations are scheduled to be taken. The dissertation chair and the student will select committee members collaboratively. Students may not begin their research until the committee is approved via completion of the [Dissertation Committee](#) form.

All faculty serving on dissertation committees must be approved members of the Valdosta State University Graduate Faculty and the Dewar COE Doctoral Faculty. The approval process for graduate faculty status is managed by the Graduate School. Faculty submit specified materials and undergo a review by a panel of designated graduate faculty prior to applying for doctoral faculty status. The approval process for doctoral faculty status is managed by the Dewar COE Doctoral Program Coordinator. Doctoral Faculty applications and criteria are posted on the Dewar COE Doctoral Program [Faculty Resources](#) web page.

The committee will be composed of at least four, but no more than five, members. Upon selection, the [Dissertation Committee](#) form (on page 23) must be submitted to and accepted by the doctoral coordinator who forwards it to the graduate dean for final approval.

Composition of the Dissertation Committee:

- The chair of the committee must hold Dissertation Committee Chair status.
- One member of the committee must hold Doctoral Research Faculty Member status.
- A minimum of two additional committee members will be selected based on the candidate's area of study. The additional committee members must meet Graduate Faculty and Doctoral Faculty requirements for service.
- One of the four committee member may be selected from another academic institution or professional association. Any non VSU faculty committee member would be required to obtain temporary Graduate Faculty and temporary Doctoral Faculty status.

Requirements for Chairs of Dissertation Committees

- Recommendation by Department Head (signature on [application form](#))
- Associate or full professor rank
- Full member of the Graduate Faculty
- Prior experience serving as a dissertation/thesis committee member or prior experience serving as a dissertation/thesis chair at another institution
- Evidence of primary responsibility or authorship of peer reviewed research

Primary Functions of the Chair

- Assist the student with the administrative aspects of the dissertation;
- Ensure compliance with American Psychological Association Publication Manual (most current edition), and all other Graduate School format requirements;
- Review and complete graduation applications;
- Assist with proof reading process;
- Assist with proposal development and preparation
- Determine readiness of dissertation for defense; and
- Announce and preside at final defense.

Primary Functions of the Dissertation Committee

- Work closely with the student so that the student receives appropriate advisement, guidance, and support;
- Guide the student's work to ensure that the dissertation is consistent with both the goals of the program and the professional needs of the student;
- Evaluate the student's oral presentation of a dissertation proposal; and
- Evaluate the student's final, public dissertation defense; and approve the final submitted dissertation.

Extension Guidelines

Doctoral students may take up to five years from the term in which comprehensive exams are taken and passed to complete their dissertation work. A one year emergency stop-out may be requested by the student. During the stop-out the student must register for a minimum of 1 hour of dissertation credit per term. An additional extension of two years beyond the 5+1 year limit would require successful completion of a second comprehensive exam that is scheduled, taken, and graded within one term of the expiration of the 5+1 year limit. The two years will begin in the term after the second comprehensive exam is passed. Failure to pass the second comprehensive exam will terminate the dissertation process.

Student Responsibilities

Ethical Conduct

Students are expected to demonstrate high professional and ethical standards while in the Ed.D. program. A Code of Ethics is presented in the [VSU Student Handbook](#).

Attendance

Each student is expected to attend all classes and other scheduled meetings or workshops. Punctuality and full participation are expected. Students who have valid reasons for an absence or an early departure should make arrangements with instructors in advance. In case of emergency, a student is expected to inform the instructor and arrange to make up work.

Academic Honesty

Academic honesty is required at all times by all students. Academic dishonesty involves acts which may subvert or compromise the integrity of the academic process. Grades and degrees earned by plagiarism, defined as “the copying of the language, structure, ideas, and/or thoughts of another and passing off same as one’s own, original work,” cheating, and other dishonest means devalue those earned by all students. Incidents of academic dishonesty may result in a failing grade for the assignment, or for the course, and in some cases, dismissal from the program following an appropriate disciplinary hearing process. An extensive discussion of plagiarism, including examples, is included in the [Thesis and Dissertation Guide](#).

Regulatory Compliance

Students are responsible for complying with all relevant regulations concerning the use of human and/or animal subjects, radioactive or other hazardous materials, legend drugs, and recombinant DNA in research, study, and experimentation. Approval by the Institutional Review Board is needed prior to beginning any research. Contact the [Office of Grants and Contracts](#) for more details.

Program Checklist

In order to assist doctoral students and advisors in monitoring progress toward completion of requirements, a checklist is provided on page 20.

Program Checklist

<u>Task</u>	<u>Date Completed</u>
Attend orientation	_____
Schedule initial meeting with Advisor	_____
Secure program of study approval	_____
Submit Declaration of Residency Intent form (page 21)	_____
Complete candidacy requirements	_____
Submit Admission to Candidacy form (page 22)	_____
Submit Dissertation Committee Form (page23)	_____
Submit dissertation proposal	_____
Receive approval for proposal defense	_____
Defend dissertation proposal	_____
Secure IRB approval	_____
Submit Dissertation Proposal Approval form (page 24)	_____
Apply for graduation	_____
Complete dissertation	_____
Receive approval for dissertation defense	_____
Submit Dissertation Defense Notification form (page 25)	_____
Defend dissertation	_____
Make final committee revisions	_____
Submit a copy of the dissertation to the COE Dean	_____
Submit completed Final Approval of Dissertation form (page 26) to the Graduate School	_____
Submit one final draft copy of dissertation to Graduate School for approval at least two weeks before graduation	_____
Make revisions as required by the Graduate School	_____
Receive approval from Graduate School	_____
Complete UMI Dissertation Processing Fee form (page 27)	_____
Complete Thesis/Dissertation Binding Information Sheet	_____
Pay UMI and binding fees at the Bursary	_____
Take copies to the library.	_____
Submit UMI Doctoral Dissertation Publish Abstract Only Agreement form and digital copy of completed dissertation to Doctoral Program Coordinator	_____
Graduate!	_____

Declaration of Residency Intent

Student	ID Number
Department	Major

All students entering the Ed.D. program must file a Declaration of Residency Intent with the Dean of the Graduate School prior to beginning residency. The initial plan for residency must show that the objectives of the residency will not be compromised by the student’s employment or any proposed employment. Upon completion of coursework, the comprehensive exam, and the final oral defense, the Residency Plan that was followed must be submitted to the Dean of the Graduate School. The residency requirement is outlined below. All courses applied toward the fulfillment of the residency requirement must be at the graduate level and related to the degree. Residency must be completed prior to admission to candidacy.

The Residency requirement for doctoral students will be satisfied upon completion of at least 6 semester hours of degree-related graduate courses during each of two consecutive semesters.

Intended Semesters of Residency _____ and _____
Semester/Year Semester/Year

Student Signature	Date
-------------------	------

The student’s plans for employment during the intended residency period as specified above will not interfere with satisfactory completion of the residency requirement.

Doctoral Advisor	Signature	Date
Department Head of Major	Signature	Date
COE Dean	Signature	Date
Graduate School Dean	Signature	Date

Copies to be filed in the major department, the COE Dean’s Office, and the Graduate Dean’s Office.

Admission to Candidacy

<hr/> Student	<hr/> ID Number
<hr/> Department	<hr/> Major

The above named student has successfully completed comprehensive examinations and is admitted to candidacy for the Doctor of Education degree.

Comprehensive Examination

 Date Completed

<hr/> Doctoral Advisor	<hr/> Signature	<hr/> Date
<hr/> Department Head of Major	<hr/> Signature	<hr/> Date
<hr/> COE Dean	<hr/> Signature	<hr/> Date
<hr/> Graduate School Dean	<hr/> Signature	<hr/> Date

Copies to be filed in the major department, the COE Dean’s Office, and the Graduate Dean’s Office.

Dissertation Committee

Student

ID Number

Department

Major

Check the appropriate category: Appointment Change

Doctoral Advisor

Signature

Date

It is recommended that the faculty members listed below serve as members of the Dissertation Committee for the above named student.

Dissertation Committee Chair

Signature

Date

Dissertation Research Member

Signature

Date

Dissertation Committee Member

Signature

Date

Dissertation Committee Member

Signature

Date

Dissertation Committee Member

Signature

Date

COE Dean

Signature

Date

Graduate School Dean

Signature

Date

Copies to be filed in the major department, the COE Dean's Office, and the Graduate Dean's Office.

Dissertation Proposal Approval

Student	ID Number
Department	Major

*Title of the dissertation to be applied toward the requirements of the degree program listed above.

Is IRB Review Approval Attached? Yes No

The Dissertation Committee is responsible for ensuring that the dissertation contributes new knowledge of fundamental importance or significantly modifies, amplifies, or interprets existing knowledge in a new and important manner.

Dissertation Committee Chair	Signature	Date
Dissertation Research Member	Signature	Date
Dissertation Committee Member	Signature	Date
Dissertation Committee Member	Signature	Date
Dissertation Committee Member	Signature	Date

Dean, Dewar College of Education	Signature	Date
Dean, Graduate School	Signature	Date

*Changes to the title may be submitted by memorandum to the Graduate School until immediately before graduation; however, changes submitted less than two months before graduation may not appear in the Commencement Program.

Copies to be filed in the major department, the COE Dean's Office, and the Graduate Dean's Office.

Dissertation Defense Notification

Student _____ ID Number _____

Department _____ Major _____

Date _____ Time _____ Location _____

Title of Dissertation: _____

Abstract: (Copy and Paste Abstract here or attach as separate page.)

Student _____ Signature _____ Date _____

Dissertation Committee Chair _____ Signature _____ Date _____

Copies to be filed in the major department, the COE Dean's Office, and the Graduate Dean's Office.

Final Approval of Dissertation

Student	ID Number
Department	Major
Title of Dissertation	
Date of Defense	

Committee Approval

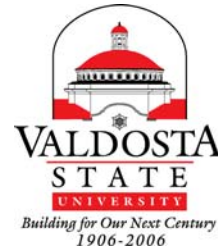
Dissertation Committee Chair	Signature	Date
Dissertation Research Member	Signature	Date
Dissertation Committee Member	Signature	Date
Dissertation Committee Member	Signature	Date
Dissertation Committee Member	Signature	Date
Dean, Dewar College of Education	Signature	Date

This form must accompany the dissertation and both must be submitted to the Graduate School no later than 2 weeks prior to anticipated graduation.

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