Curriculum Studies Ed.D.

Degree Requirements: 66-78 (Minimum of 66 Credit Hours beyond Master’s Including Dissertation, 60 Credit Hours beyond Master’s Excluding Dissertation)

Admission Requirements
The following minimum admission requirements must be met:

1. Complete the work necessary to be eligible for the minimum of a Master’s degree from an accredited graduate institution.
2. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
3. Present current official report from the Graduate Record Examination (GRE) or the Miller’s Analogies Test (MAT) showing competitive scores. International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
4. Submit completed application for admission, required application fee and official transcripts consistent with the College of Graduate Studies admission requirements.
5. Submit three (3) professional letters of reference.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Complete a writing sample.
8. Complete an interview, if requested.

Applicants’ credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission; admission is competitive. The number of applicants accepted each year will be dependent upon available resources. Applications will be evaluated once per year for Summer admissions. The deadline for applications is January 30. Students seeking a certificate upgrade must identify a concentration (i.e., certification field) on the Ed.D. admission application.

Enrollment
One academic year of continual enrollment.

Time Limit
Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

Program of Study
This degree program consists of work in five areas:

1. Curriculum Studies Foundations,
2. Research and Inquiry,
3. Curriculum and Pedagogy Courses,
4. Emphasis Area, and

The first two areas require a combined minimum of 39 credit hours of course work, the third area requires a minimum of 9 credit hours of course work, the fourth area requires a minimum of 12 credit hours, and the fifth area requires a minimum of 6 credit hours. The complete program requires a minimum of 54 credit hours of course work plus a minimum of 6 credit hours of dissertation.

Some students might enter the program carrying course work beyond the Master’s degree. Once admitted and a Candidacy Committee Chair is identified, up to 9 credit hours of applicable and appropriate post-Master’s work may apply toward degree requirements with the approval of the student’s Candidacy Committee Chair.

Curriculum Studies Foundations
This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwinesthe theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

Research and Inquiry
This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of the Research and Inquiry Core are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e., quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

Curriculum and Pedagogy Courses
This praxis-oriented segment of the program of study provides opportunities for students to apply curriculum theory in their professional work environments. Curriculum and pedagogy courses satisfy the advanced pedagogy requirement for students seeking a certificate upgrade.

Emphasis Areas
This program offers three interdisciplinary emphasis areas covering a broad terrain of scholarly inquiry and educational application.

1. Cultural Curriculum Studies
   This emphasis area provides intensive exposure to critical aspects of the Curriculum Studies field. It also centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity and the intersections of popular culture on pedagogy and curriculum theory.
2. Learning, Development, and Curriculum
   This emphasis area meets the needs of many practicing professionals including curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education.
3. Multicultural and Social Justice Education
   This emphasis area reflects the growing importance of addressing issues of culture, diversity, and social justice at all levels of education. The emphasis area allows examination of the needs of culturally diverse groups, the relationship between culture and academic
achievement, and processes and mechanisms for realizing social justice aims within formal and informal educational environments.

Grade Average
To be eligible for graduation, a student must maintain a cumulative 3.25 grade point average. A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

Program of Study
NOTE: All electives must be approved by committee chair.

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<tr>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>EDUC 8130</td>
<td>Curriculum Theories and Design</td>
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<tr>
<td></td>
<td>EDUF 8831</td>
<td>Philosophies of Education</td>
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<td></td>
<td>EDUC 9130</td>
<td>Contemporary Curriculum Theorists</td>
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<td>EDUC 9131</td>
<td>Ethical Dimensions of Education</td>
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<td></td>
<td>EDUC 9132</td>
<td>History of American Curriculum</td>
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<td></td>
<td>EDUC 9230</td>
<td>Power and Schooling</td>
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<tr>
<td></td>
<td>EDUC 9631</td>
<td>Advanced Seminar in Curriculum Theory</td>
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</tbody>
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Research and Inquiry
EDUF 9133 Theories of Educational Inquiry | 3 |
EDUR 9231 Qualitative Research in Education (Note: EDUR 7130 Educational Research is a prerequisite for this course) | 3 |
or EDUR 8131 Educational Statistics I (Note: EDUR 7130 Educational Research is a prerequisite for this course) | 3 |
EDUC 9232 Forms of Curriculum Inquiry | 3 |
EDUR 9232 Advanced Qualitative Research | 3 |
or EDUR 8132 Educational Statistics II | 3 |
EDUC 9630 Doctoral Writing Seminar I | 3 |
EDUC 9632 Doctoral Writing Seminar II | 3 |

Curriculum and Pedagogy Courses
ITEC 8630 Advanced Seminar in Instructional Technology | 3 |
Select two of the following options: | 6 |
EDUC 8105 Hip Hop Pedagogy | 2 |
EDUC 8605 Critical Media Literacy | 2 |
EDUC 9131 Inquiry and Development of Educational Practices | 2 |
EDUC 9233 Advanced Critical Pedagogy | 3 |

Emphasis Area
Select one of the following Emphasis Areas: | 12 |

Cultural Curriculum Studies
EDUC 9130 Contemporary Curriculum Theorists |
EDUC 9132 Critical Reading in Curriculum |
EDUC 9631 Seminar in Cultural Studies |
Elective

Learning, Development, and Curriculum
Required:
EDUF 7130 Learning Theories and Applications |
Select two of the following options (select three of the following if EDUF 7130 or equivalent was previously satisfied):
EDUC 8131 Theories of Adolescence |
EDUF 8133 Interaction and Learning |

EDUF 8134 Models of Motivation |
EDUF 8135 Thinking and Problem Solving |
EDUF 8136 Theories of Human Development |
EDUC 8230 Curriculum Design and Evaluation |
Elective

Multicultural/International Studies
EDUC 8632 Curriculum and Pedagogy for Social Justice |
Select three of the following:
EDUC 9132 Critical Reading in Curriculum |
EDUC 9130 Contemporary Curriculum Theorists |
READ 8530 Critical Issues in Literacy Education with Diverse Populations |
EDUF 7230 Understanding Diverse Students through Case Study |

Dissertation
EDUC 9999 Dissertation (minimum of 6 variable credit hours) | 1-5 |

Total Credit Hours
66-78

1 Candidates are eligible for a certificate upgrade in any Georgia Professional Standards Commission approved certification area. Students seeking a certificate upgrade must identify a concentration (i.e., certification field) during the Ed.D. admission process in order for the concentration to appear on their transcript.

2 Students must apply coursework to their certification field.

Other Program Requirements
- Must successfully complete assessments identified at each program transition point.

Advisement
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