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Ed.D. Handbook for Faculty and Students

This handbook is designed to bring together the relevant guidelines and procedures for completing the Ed.D. programs in the Department of Leadership, Technology, and Workforce Development at Valdosta State University. Please note that the handbook is meant to supplement, not replace, the VSU Academic Catalog.

The handbook includes program information and links to most forms needed by current Ed.D. students, program coordinators, and dissertation committee members.

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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.

Program Curricula

Each program's curriculum is available online via the LTWD department website and by the VSU Academic Catalog.

LTWD Website: <https://www.valdosta.edu/ltdw>

VSU Academic Catalog – LTWD Graduate Programs:

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/>

Questions about course requirements, transfer credits, programmatic deadlines, and matriculation requirements should be directed to the program coordinator for the degree in question.

Adult Learning and Development (55 credit hours)

The Ed.D. in Adult Learning and Development degree provides advanced, professional learning individuals interested in technical and higher education, career and technical secondary education, community development, workplace training and development, and any other context in which adults are learning. This program prepares learners to engage thoughtfully and skillfully in their teaching-learning with adult learners by providing in-depth engagement in the theories of adult learning as well as curriculum design and facilitation, while also preparing learners to become independent practitioner-scholars.

Curriculum and Instruction (55 credit hours)

The Ed.D. in Curriculum and Instruction degree provides interrelated courses and guided experiences to develop candidates' understanding of effective P-12 instructional systems and the application of theoretical foundations in curriculum and instruction. Courses require doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments. Candidates are expected to lead P-12 curriculum design, development, and evaluation in their respective disciplinary fields of concentration.

Leadership (55 credit hours)

The Ed.D. in Leadership degree program develops effective, ethical, and diverse leaders who maximize performance 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. in Leadership program of study does not automatically result in leadership certification. Individuals interested in school leadership certification should contact the program coordinator.

Degree Inscription

The degree conferred upon program graduates is Doctor of Education.

Program Policies

The following sections address policies specific to Ed.D. program in the department of Leadership, Technology, and Workforce Development. They do not supersede university policies.

Coursework

The doctoral program will be at least 46 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.

Requirements for 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.

would require successful completion of a second comprehensive exam (or its equivalent as determined by the Doctoral Coordinating Committee) that is scheduled, taken, and graded within one term of the expiration of the 5+1 year limit. The extensions are awarded in one-year increments. Meeting the designated milestone before the end of the first year's extension can result in the awarding of the second one-year extension. Failure to pass the second comprehensive exam will terminate the dissertation process.

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 and Graduate School should be consulted for procedures, deadlines, and fees.

Appendix A: Dissertation Roles & Responsibilities

(Originally Drafted: June 2017 by Dr. Herb Fiester)

By way of guidance for the dissertation project, the following are the responsibilities of candidates, chairs, and committee members:

As author of the project, doctoral candidates are ultimately responsible for the design, execution, and documentation of the dissertation project through all of its phases including the completion of a final manuscript that has been properly edited and follows all of the expected conventions described by the Valdosta State University (VSU) Graduate School. The dissertation must be a substantial research project, which makes a creative, original contribution to the existing knowledge base. The candidate is expected to engage in active preparation for the dissertation process from the onset of their doctoral program, understanding that the coursework phase of the program serves as the foundation for the dissertation process. The candidate is responsible for selecting a topic for approval, submitting edited drafts of materials to relevant committee members, preparing adequately for meetings, thoroughly reviewing all VSU dissertation policies and procedures, and communicating on a regular basis with their chair and/or researcher via email, phone, or other agreed upon protocols. In addition, the candidate is expected to:

1. Recognize that crafting a dissertation is an iterative process between the student and their dissertation committee. As such, the candidate is expected to be responsive to feedback provided in a timely manner if they are to expect the same from the chair and/or the committee. The candidate needs to also be respectful of the fact that chairs and other committee members have many other duties, along with dissertation responsibilities. Realistic expectations should be adopted for holiday and vacation times as well as normal busy periods (e.g., ends and starts of semesters).
2. Use their chair as the central point of contact for the development of ideas, selection of an appropriate committee, and development of early drafts; the approval points for submission of materials to the committee; and the gatekeeper of a final manuscript for submission to the Graduate School.
3. Schedule regular meetings with dissertation chair to discuss the project and its development, and, when directed/suggested by chair, with members of the committee.
4. Submit all original work and, as appropriate to the conduct of research, properly cite the works of others that inform the study. The candidate should be familiar with and adhere to the standards of the discipline in which they are working.

9. Be accessible to the candidate for dialogue and formal meetings as needed.
10. Respond to the candidate's drafts in a timely manner. A reasonable guideline is no more than 10 working days turn-