

TO: Fiona Liken, Director, Curriculum Systems

FROM: Jim Marshall, Associate Dean for Academic Programs

DATE: March 28, 2013

RE: Extended Education – Educational Leadership

Based on the action of the University Curriculum Committee at its March 20, 2013, meeting, we request that the proposal to offer the Ed.D. in Educational Leadership at the Griffin campus be placed on the April Curriculum Committee agenda for re-consideration. Following is a chronology of the process through which this proposal has gone.

- The Educational Administration and Policy (EDAP) faculty discussed the proposal at its November 13 and 27, 2012, meetings. In a formal vote, the faculty voted 7 yes and 0 no in favor of submitting the proposal for approval (2 EDAP faculty members did not vote).
- The College of Education Curriculum Committee discussed and approved the proposal at its December 11, 2012, meeting, and forwarded the proposal to the Graduate School.
- The Graduate Council approved the proposal at its February 13, 2013, meeting. Dr. Grasso, Dean of the Graduate School, forwarded the proposal to the University Curriculum Committee..

This degree program is currently being offered at the Athens campus and the Gwinnett campus. We wish to offer the program at the Griffin campus to meet the growing demands in that region of the state and the south metro-Atlanta area. The proposal has the full support of the College. If you have any questions regarding this request, please let me know. Thank you for your consideration.

Copy: Dean Craig Kennedy  
Dr. Jack Parish  
Dr. Roy Martin  
Dr. Kathleen deMarrais  
Dr. John Dayton



# The University of Georgia

College of Education  
*Department of Lifelong Education, Administration, and Policy*  
Programs in: Adult Education, Educational Administration & Policy, Qualitative Research

December 4, 2012

Dr. Jim Marshall  
Associate Dean  
College of Education  
G-3H Aderhold Hall  
Athens, GA 30602

Dr. Dr. Marshall:

Enclosed please find a proposal to offer the Ed.D. in Educational Leadership at the Griffin campus. This degree program is currently being offered at the Athens campus and the Gwinnett campus. We wish to offer the program at the Griffin campus to meet the growing demands in that region of the State and the south metro-Atlanta area. Offering a high quality Ed.D. program in Educational Leadership based in Griffin provides a central location easily accessible to a large number of educational leaders, and this program would likely prove very successful in attracting the best doctoral students, better serving the State by preparing the most highly qualified future school and district leaders, and result in significant new credit hour production for the University of Georgia.

This proposal was discussed by the EDAP faculty at the November 13 and November 27 meetings. In a formal vote, the faculty voted 7 yes and 0 no in favor of submitting the proposal for offering the Ed.D. in Educational Leadership at the Griffin campus, with 2 faculty not responding yet. This vote signifies the faculty's commitment to the UGA 2020 strategic priority of offering increased access to UGA graduate education through extended campus educational programs and online education. If you have any questions regarding the proposal to offer the Ed.D. in Educational Leadership at the Griffin campus, please let me know. Thank you for your consideration.

Sincerely,

Roy F. Martin, Ph.D.  
Professor Emeritus and Interim Department Head

Enclosure

## **Extended Education**

### **Proposal for an Extended Degree The University of Georgia**

**Date:** December 4, 2012

**Institution:** University of Georgia

**College:** College of Education

**Department:** Lifelong Education, Administration, and Policy

**Degree:** Stand alone degree, Doctorate of Education (Ed.D.)

**Major:** Educational Leadership

**CIP Code:**

**Proposed Start Date:** Fall 2013

#### **1. Assessment**

Many current and prospective students have expressed interest in a Griffin-based UGA Ed.D. program in Educational Leadership. Factors that further substantiate the need for offering this Ed.D. in the Griffin area include the proximity to the south Atlanta metro area, the current availability of UGA instructional facilities at the UGA Griffin campus, and the current success of other competing programs in educational leadership (e.g., Phoenix, Walden, and Nova Southeastern universities) with higher tuitions, less highly qualified faculty, and lesser academic quality than the proposed UGA Ed.D. The students enrolled in these programs may be the high quality students we seek at UGA who have turned to alternative institutions for convenience. All of these factors confirm that there is a solid market, significant student interest, and a present ability to provide a high quality UGA Ed.D. in the Griffin area. This program would likely out compete other area programs, and better serve the State by providing superior quality instruction to future educational leaders.

Potential students for this Ed.D. program are working professionals currently employed by Clayton, Henry, Fayette, Coweta, Bibb, Newton, Spalding, Rockdale, Monroe, Lamar, Butts, Upson, and Pike county school districts, and other school districts in the south metro Atlanta area. Commuting to Athens or the UGA Gwinnett campus presents a significant time and logistical challenge for most of these working professionals. The lack of a UGA program in the Griffin region of the State provides competing programs a significant strategic advantage over the University of Georgia in attracting quality educational leadership candidates. However, as noted above, the University of Georgia's programs are widely recognized as academically superior to competing area programs, and tuition costs are less than at competing private universities. As noted in the UGA 2020 Strategic Plan, this proposal meets one of the strategic priorities of offering increased access to UGA graduate education through extended campus educational programs and online education. Offering a high quality Ed.D. program in Educational Leadership based in Griffin provides a central location easily accessible to a large number of educational leaders, and this program would likely prove very successful in attracting the best doctoral students, better serving the State by preparing the most highly qualified future school and district leaders, and result in significant new credit hour production for the University of Georgia.

***Information on School Districts.*** The UGA Program of Educational Administration and Policy (EDAP) has signed partnership agreements to offer an Ed.D. in Educational Leadership leading to certification with 50 public school districts in the state of Georgia, including all of the member school districts in the Griffin and Middle Georgia Regional Educational Service Agencies (RESA). In addition, the program has signed partnership agreements with two private schools, one charter school, and three state agencies. Please see Appendix A on pages 11 and 12 for a complete list of schools, school districts, and state agencies with which EDAP has signed partnership agreements to offer the Ed.D. in Educational Leadership.

***Information on Current Offerings and How They Feed into the Ed.D.*** The faculty in Educational Administration and Policy are currently offering courses for the M.Ed. and Ed.S. at the University of Georgia campuses in Athens and Gwinnett. Many of the current students in these programs would be excellent candidates for a UGA Ed.D. based in Griffin.

## **2. Admission Requirements**

All requirements for admission to the Ed.D. in Educational Leadership at the Griffin campus will be identical to those at the Athens campus. Details of those requirements are outlined below.

### ***Overview***

The Doctor of Education in Educational Leadership offers two very distinct programs of study. Plan A contains a performance-based component and is for professionals who wish to pursue a leadership certificate while earning the Ed.D. degree. Plan A follows the guidelines created by the Professional Standards Commission (PSC), the state certification granting organization. Plan B is for professionals who wish to earn the Ed.D. degree without the performance-based component that leads to the performance-based leadership certificate issued by the Georgia Professional Standards Commission. Plan B is designed for students who may already hold leadership certification or for those seeking the knowledge expertise of an Ed.D. but are not seeking a leadership position.

To be admitted to Plan A (Certification Option), the Program in Educational Administration and Policy must have a formal signed partnership agreement with the applicant's employing school system (see Appendix A) and a letter of recommendation from a system-level administrator that expresses support for the candidate to participate in the performance-based program of study. The students who are admitted into Plan A meet UGA requirements for admission.

All other applicants are admitted to Plan B (non-certification option) until such time there is a signed partnership agreement with UGA and the school system in which an applicant works, and the school system communicates its endorsement of the applicant's leadership capacity by its recommendation for inclusion in Plan A.

Applicants must have a Master's Degree in educational administration/leadership, education policy, the social sciences, or a related field to be considered for admissions to the Ed.D. in Educational Leadership.

Materials for application include:

- On-line application form at Graduate School

- Transcripts from all colleges and universities where coursework has been sustained
- Official test scores: Graduate Record Examination (GRE)
- A current resume or curriculum vitae
- Statement of purpose
- Three letters of recommendation and on-line recommendation forms

***Fall 2013 Application Deadlines***

- By April 26, 2013, the on-line application must be submitted with the non-refundable application fee to Graduate School Admissions.
- By May 17, 2013, all other materials (GRE scores, letters of recommendation and the Recommendation Forms, official transcripts, Current Resume or Curriculum Vitae and Statement of Purpose) must be received by the Program in Educational Administration and Policy. Students are admitted once yearly to begin in Fall semester. An application cannot be considered until all materials are received.

### 3. Program Content

The curriculum for the Ed.D. in Educational Leadership at the Griffin campus will be identical to the curriculum on the Athens campus. Details of that curriculum are described below.

#### *Coursework and Program of Study*

There are six major areas of coursework: 1. Educational leadership core, 2. Performance-based courses, 3. Research methodology, 4. Pre-candidacy, 5. Dissertation-candidacy, and 6. Other courses required by the Advisory Committee. All coursework and programs of study are determined in consultation with the major professor and doctoral committee and approved by the Graduate Coordinator. The following description represents the minimum requirements for the degree. The major professor and the doctoral committee can require additional coursework.

#### *Educational Administration and Policy Core (18 semester hours)*

Within the core courses, students are required to take EDAP 9010 and EDAP 9045. Students are required to select two additional courses from the remaining four core courses (EDAP 9015, 9020, 9025, and 9250). Students will fulfill the remaining 6 semester hours of core course requirements by selecting two courses related to their individual areas of specialization. The Core courses for the program are summarized in Table 1.

Table 1. Core Courses

EDAP 9010*	Educational Policy, Change, and School Organization	3 semester hours
EDAP 9045*	Educational Administration Theory	3 semester hours
EDAP 9015	Curriculum & Educational Policy	3 semester hours
EDAP 9020	Education Finance & Policy	3 semester hours
EDAP 9025	Law & Educational Policy	3 semester hours
EDAP 9250	Supervision Theory	3 semester hours

\*Denotes required courses

#### *Performance-based core (12 semester hours)*

The faculty supervised residency in educational leadership provides candidates a multitude of opportunities to synthesize and apply the knowledge and practice and develop the skills identified in the Common Core Knowledge Standards through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experiences provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. See Table 2 for a summary of the performance-based core.

Table 2. Performance-based Core

EDAP 8115 or EDAP 8120	Building Level Administration [EDAP 8115] or District Office Administration [EDAP 8120]	3 semester hours
EDAP 8611 or EDAP 8711	Educational Leadership Residency I: Building Level [EDAP 8611] District Level [EDAP 8711]	3 semester hours
EDAP 8612 or EDAP 8712	Educational Leadership Residency II: Building Level [EDAP 8612] District Level [EDAP 8712]	3 semester hours
EDAP 8613 or EDAP 8713	Educational Leadership Residency III: Building Level [EDAP 8613] District Level [EDAP 8713]	3 semester hours

As part of the performance-based residency courses in educational leadership, institutional representatives (part-time instructors/leadership coaches) make multiple site visits to the candidates' schools to observe them doing the work of educational leaders.

***Electives (12 semester hours)***

Students who are not pursuing leadership certification (Plan B) will complete at least 12 graduate semester hours in a specialization (e.g., law, finance, curriculum, supervision, administration, policy) within the field of educational administration and policy. These courses, selected by the student in consultation with the major professor and the doctoral advisory committee, will provide in-depth understanding of a specialization within the field of education leadership. These courses will be selected from courses offered through the Program in Educational Administration and Policy or from courses in related disciplines across the College of Education and the university. Areas within Educational Administration and Policy in which doctoral students can specialize include, for example: Leadership and Administration, Curriculum and Instructional Supervision, and Educational Law and Policy.

***Research Methodology (9 semester hours)***

Students will complete at least three courses (9 graduate semester hours) in research methods beyond such courses that were part of a Master's Degree or cognate studies so that they will possess expertise in one research methodology and a working knowledge of a second. Recognizing that coursework in research methodology varies from field to field, for example, from law, to economics, to history, in consultation with the student, the doctoral advisory committee will identify research competencies necessary for the student to engage in his/her area of research and will direct the student toward appropriate coursework. Recognizing that research competencies are not effectively developed through separate courses alone, coursework in the Ed.D. in Educational Leadership will require the application of research methodologies to actual data sets throughout the student's program.

A suggested course sequence for students completing a quantitative study includes:

EDAP 8600	Management and Analysis of Educational Administrative Data
ERSH 6300	Applied Statistical Methods in Education
ERSH 8320	Applied Correlation and Regression Methods in Education

A suggested course sequence for students completing a qualitative study includes:

QUAL 8400	Qualitative Research Traditions
QUAL 8410	Designing Qualitative Research
QUAL 8420	Analyzing Qualitative Data

***Comprehensive Examination and Prospectus (Minimum of 3 semester hours; however, number of hours will vary)***

After coursework is completed, students begin preparing for the written and the oral exam, known as the comprehensive exam. During this time, the student, major professor, and the dissertation committee develop a timeframe for this work. After the successful completion of the oral exam, the student works on preparing the prospectus. Each major professor and committee determines the scope of the prospectus. Typically, the prospectus is the first three chapters of the dissertation. Again, what constitutes a prospectus is articulated by the major professor. A student enters candidacy after the completion of the written and oral exam and the successful defense of the prospectus. It is not unusual for a student to remain in pre-candidacy for three or more semesters (not to exceed 6 years past the beginning date of coursework) after completing the coursework. Students enroll in EDAP 9000 once coursework is completed and until such time that the written and oral exam is completed and the prospectus has been successfully defended.

***Dissertation-Candidacy (10 semester hours)***

Students are expected to complete an academically rigorous dissertation in which they conduct an independent investigation that results in an original and significant contribution to the advancement of knowledge and/or practice in their field. Dissertation planning, approval, and defense will be conducted in accordance with current Graduate School policies at the University of Georgia.

Students will complete at least three hours of dissertation study. However, it is a Graduate School Policy that students must sustain a minimum of 10 semester hours of credit with the count starting the semester in which a student enters candidacy until the time of graduation. Typically, a student will sustain 10 semester hours of EDAP 9300, counting from the time a student enters candidacy until graduation. This policy also aligns with the enrollment policy of the Graduate School at the University of Georgia.

**4. Student Advising**

Student advising for the Ed.D. in Educational Leadership at the Griffin campus will be identical to the advising process followed on the Athens campus. Details of that process are described below.

Students are assigned a Major Advisor upon acceptance into the program. The student's Major Advisor serves as the first point of contact for questions about the program and the student's work in the program, including their dissertation research.



**Advisement Procedures.** Advisement is the process whereby students secure an Advisor to assist and advise them through a program of study. Although the advisor will work with the student to ensure that all university, department, and program requirements are met, the program of study will be individualized according to the student's needs, background, aspirations, and interests. This individualization is allowed through some choices of elective courses in the program of study as well as through the emphasis and setting of the dissertation.

More specifically, the purposes of advisement are:

1. To advise and clear each student for registration for each academic term.
2. To assist students in the development of an appropriate program of study.
3. To assist students in the identification of a topic for their dissertation.
4. To assist students in forming an Advisory Committee.
5. To administer written and oral comprehensive examinations.
6. To direct the student's prospectus and dissertation.

The student must select a major professor and then work with the major professor to form a committee by the end of the second semester. The committee shall consist of three or more faculty members who hold graduate faculty status. The major professor must be a graduate faculty member from within the Program in Educational Administration and Policy.

## **5. Resident Requirements**

The resident requirements for the Ed.D. in Educational Leadership at the Griffin campus will be identical to the resident requirements on the Athens campus. Details of those requirements are described below.

There is no requirement for full-time study. The majority of the students will be employed and pursuing the degree part-time. The program is in compliance with Graduate School requirements regarding residency and continuous enrollment.

**Enrollment Requirement.** The continuous enrollment policy requires that graduate students must register for a minimum of three (3) hours for at least two (2) semesters in each academic year (fall, spring, summer).

**Residency Requirement.** To fulfill residency requirements and consistent with Graduate School policy, students will enroll for at least 30 semester hours of consecutive coursework. The residency requirement must be completed prior to admission to candidacy.

**Time Limitations.** Students must be admitted to candidacy within six years of the start of their coursework. This time requirement dates from the first registration of a student for graduate courses on his/her Program of Study.

After admission to candidacy, students have five years to complete their dissertation. A candidate for a doctoral degree who fails to take the final oral examination within five years after passing the preliminary examination and being admitted to candidacy, will be required to take

another preliminary examination and must be admitted to candidacy a second time.

## **6. Program Management**

***Program Maintenance and Quality.*** The Educational Administration and Policy program has qualified faculty who are committed to teaching the courses for our programs, including: Dr. John Dayton, Dr. Elizabeth DeBray, Dr. Jack Parish, Dr. April Peters-Hawkins, Dr. Catherine Sielke, Dr. Max Skidmore, Dr. Sheneka Williams, Dr. William Wraga, and Dr. Sally Zepeda.

The program will be managed by a committee who will be responsible for recruitment, coordination of the application process, and other program administration. Course scheduling is managed by a committee established for all degree areas in the program. The Graduate Coordinator, Dr. Janette Hill, handles inquiries for all programs in the Department.

The program will comply with all University of Georgia and Graduate School requirements for Ed.D. degrees in regard to admission, residency, admission to candidacy, and dissertation, thus ensuring a high quality program for our students.

***Annual Evaluation.*** The graduate faculty will evaluate doctoral students annually, and will then make one of three recommendations: (a) the student provides evidence of making adequate progress; (b) the student does not provide evidence of making adequate progress; or (c) the student did not submit an annual evaluation. If remedial assignments or withdrawal are recommended by the faculty, the recommendation will be transmitted in writing to the student by the student's major professor and the Graduate Coordinator.

***Duration of the Program.*** Two to three courses will be offered each semester. Students may take between 1-3 courses each semester. The time required for completing the program depends on the status of the student (full or part time), the individual student's pace in successfully completing course work and achieving admission to candidacy, and the time necessary to successfully complete the dissertation process.

***Timetable.*** Recruitment will begin in Spring semester 2013. The program will begin in Fall 2013. Completion time depends on whether students are studying full or part-time, and the pace at which students successfully complete course work and all other degree requirements, with the earliest students possibly finishing in 2016. Most students, however, are expected to be working professionals studying part-time and might take longer to complete the program.

***Duplication.*** The Program in Educational Administration and Policy is the only University of Georgia program currently preparing K-12 school leaders through the doctoral level. The University of Georgia program is among the leading national programs and the highest quality program in the State of Georgia. While other institutions offer doctoral programs in educational leadership, the University of Georgia program is in high-demand and is recognized as an academically superior option for future school leaders in Georgia.

***Program Review.*** This program will be subject to the University of Georgia Program Review Process.

## 7. Library and Laboratory Resources

The libraries at UGA-Griffin will be used to the extent possible. Two libraries are available for student use: the main library and the science library. Both libraries can be utilized for electronic literature searches. The Griffin Campus Research Facility Library is a branch of the University of Georgia Libraries. Researchers needing access to the Griffin Campus library after hours may obtain a key card for easy access. Courier services and online resources from the Athens campus can be used to meet needs for courses and dissertation research. Students will have access to the full library resources of the University of Georgia.

## 8. Budget

This program will be staffed by full-time faculty teaching on-load to ensure equivalency between the degrees at the Athens and Griffin campuses. We believe this program can be started with minimal additional costs to the College of Education. We anticipate a budget to include O&E for faculty, travel expenses for providing instruction at the UGA-Griffin campus, program advertising, and part-time instructors/leadership coaches for clinical supervision. Possibilities for program delivery which will help to minimize faculty travel costs include: face-to-face class meetings, Saturday seminars, Friday/Saturday classes, blended formats, and completely online classes.

Projected/estimated additional costs for year one of the program are as follows:

Operating Costs: \$750.00 per faculty member per semester per course. Assuming that seven (7) courses will be taught over three (3) semesters (Fall, Spring, Summer), the total is \$5,250.00.

Travel: As an estimate, for each course taught, instructors will travel between Athens and Griffin seven (7) times per semester and will need food and lodging at an estimated cost of \$300.00 per trip. Assuming that seven (7) courses will be taught over three (3) semesters (Fall, Spring, Summer), the total is \$14,700.00. (These are estimated travel costs which might be less depending on the manner in which the courses are delivered.)

Program coordination personnel will travel between Athens and Griffin 3 times per semester at an estimated cost of \$100.00 per trip. For three (3) semesters (Fall, Spring, Summer), the total is \$900.00.

Program Advertising: \$2,500.00 (UGA-Griffin might have budgeted funds for this)

Part-time instructors/ leadership coaches: \$500.00 per student per semester. Assuming 18 students for 2 semesters of clinical work (during Spring and Summer semesters), the total is \$18,000.00

Total projected/estimated additional costs for year one of the program = \$38,850.00.

*Also, depending on the number of students enrolled in the Athens and Gwinnett-based Ed.D.*

*programs, there is the possibility of the need for an additional full-time EDAP faculty member to meet the instructional needs at the Griffin campus.*

The travel, operating, and part-time faculty expenses to provide leadership coaching will be requested from the UGA Griffin campus. The aforementioned costs could also be supported through tuition differential funds. If an additional full-time EDAP faculty member is needed to meet the instructional needs at the Griffin campus, the position will be requested from the College of Education Dean's Office.

### **9. Program Costs Assessed to Students**

Students will pay tuition and other applicable fees that other students pay for a program at the Griffin campus. In addition, the standard College of Education tuition differential will be requested for this program to cover the expenses of the clinical supervision. No additional fees will be assessed.

### **10. Accreditation**

The University of Georgia programs in Educational Administration and Policy are accredited by two agencies: the Georgia Professional Standards Commission (PSC) and the National Council for Accreditation of Teacher Education (NCATE). PSC reviews occur every three years while NCATE reviews occur every seven years. The Ed.D. in Educational Leadership at the Griffin campus will be accredited by the same organizations and on the same schedule as the programs at the Athens campus.

## Appendix A

### University of Georgia/School District Partnerships, Educational Leadership December 2012

#### Completed Partnership Agreements:

Arlington Christian School, Fairburn\*

Atlanta Public Schools

Baldwin County Schools

Clayton County Schools

DeKalb County Schools

Forsyth County Schools

Fulton County Schools

Georgia Department of Education

Georgia Department of Juvenile Justice

Greater Atlanta Christian School\*

Griffin RESA, to include:

Butts County Schools

Fayette County Schools

Henry County Schools

Lamar County Schools

Newton County Schools

Pike County Schools

Spalding County Schools

Upson County Schools

Gwinnett County Schools

Ivy Preparatory Academy Charter School, Norcross

Middle Georgia RESA, to include:

Bibb County Schools

Crawford County Schools

Houston County Schools

Jones County Schools

Monroe County Schools  
Peach County Schools  
Twiggs County Schools

Northeast Georgia RESA, to include:

Barrow County Schools  
Clarke County Schools  
Commerce City Schools  
Elbert County Schools  
Greene County Schools  
Jackson County Schools  
Jefferson City Schools  
Madison County Schools  
Morgan County Schools  
Oconee County Schools  
Oglethorpe County Schools  
Rutland Academy  
Social Circle City Schools  
Walton County Schools

Pioneer RESA, to include:

Banks County Schools  
Buford City Schools  
Dawson County Schools  
Franklin County Schools  
Gainesville City Schools  
Habersham County Schools  
Hall County Schools  
Hart County Schools  
Lumpkin County Schools  
Rabun County Schools  
Stephens County Schools  
Townsend County Schools  
Union County Schools  
White County Schools

United Way of Metro Atlanta

\*Denotes private schools