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NOTE: This document is not intended as a binding or contractual agreement;
it's purpose is to serve as a guideline within the Institute’s doctoral program.
In case of conflict, UGA Grad School policies supersede any guidelines set forth herein.
The Institute of Higher Education

Founded in 1964, the Institute of Higher Education (IHE) is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy and law, faculty and instructional development, and public service and outreach. IHE faculty members also specialize in history, leadership, curriculum, institutional research, and international higher education. The Institute offers the M.Ed., Ed.D. and Ph.D. in Higher Education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs.

The Institute's primary objectives are to:

1. prepare professionally trained personnel for administrative and professional staff positions in colleges, universities, and other educational agencies;

2. prepare graduate students for research, teaching, and service in the academic field of higher education;

3. develop instructional resources for the continuing professional education of faculty, administrators, and researchers in higher education;

4. provide in-service training and development opportunities to recently appointed administrators, faculty members, and professional staff in postsecondary education;

5. cooperate with other institutions and agencies providing professional and technical services to the various constituencies of colleges and universities;

6. analyze and interpret -- through conferences, seminars, workshops, research, and publications -- significant events, policy decisions, and public issues affecting higher and postsecondary education; and

7. contribute to the development of higher education as a field of advanced study through scholarly, practical, and applied research.

In meeting its objectives the Institute provides various professional and technical services to the University of Georgia, the University System, and other institutions of higher education within the state, region, and nation. Staff interests and expertise are comprehensive and diversified. Programs and services are enhanced further by the Institute’s status as a university agency and by access to the University of Georgia's many other resources and expertise.

*Please visit ihe.uga.edu for information on faculty research, public service and outreach programs, and international partnerships.*
Institute of Higher Education Faculty

Timothy R. Cain
Associate Professor
Ph.D., University of Michigan (2005)

Manuel S. González Canché
Assistant Professor of Higher Education
Ph.D., University of Arizona (2012)

James C. Hearn
Associate Director, Institute of Higher Education
Professor of Higher Education
Ph.D., Stanford University (1978)

Leslie S. Gordon
Associate Director, Executive Ed.D. Program
Ph.D., Georgetown University (2008)

Charles B. Knapp
President Emeritus
Director, Executive Ed.D. Program
Ph.D., University of Wisconsin (1972)

Libby V. Morris
Director, Institute of Higher Education
Miller Distinguished Professor of Higher Education
Ph.D., University of North Carolina (1982)

Erik C. Ness
Associate Professor of Higher Education and Graduate Coordinator
Ph.D., Vanderbilt University (2006)

Yarbrah Peeples
Director, Georgia College Advising Corps
Ph.D., University of Georgia (2012)

Sheila Slaughter
Louise McBee Professor of Higher Education
Ph.D., University of Wisconsin (1975)

Robert K. Toutkoushian
Professor of Higher Education
Ph.D., Indiana University (1991)

Karen L. Webber
Associate Professor of Higher Education
Ph.D., University of Maryland, College Park (1988)
Institute of Higher Education Adjunct Faculty

IHE adjunct professors contribute to teaching, have a clear connection to the research emphases of the Institute faculty, and/or assist with public service and outreach.

John P. Dayton
Adjunct Professor of Higher Education
Professor of Education Law and Policy

Joseph C. Hermanowicz
Adjunct Professor of Higher Education
Professor of Sociology

Marguerite Koepke
Adjunct Associate Professor of Higher Education
Professor Emerita of Landscape Architecture

Institute of Higher Education Postdoctoral Associate(s)

Ashley Clayton
Dr. Clayton joined the Institute of Higher Education in August 2016 after earning her Ph.D. in educational research and policy analysis at North Carolina State University. She was the recipient of an Association for Institutional Research dissertation grant for her dissertation “Assisting Students in the College Choice Process: Three Essays on the Role and Effectiveness of College Advising Professionals in Public High Schools.” Additionally, she served as the editorial assistant for the Journal of Higher Education for the past two years.

Her research agenda broadly focuses on postsecondary outcomes for underrepresented student populations, with an emphasis on college access and success. Specifically, her research is focused on examining postsecondary policies and systems that aid or inhibit the educational transitions of marginalized populations. Several of her publications examine college access interventions, pre-college advising, community college pathways, remedial education, and the postsecondary experiences of underrepresented minority populations.

Clayton earned her M.S. in higher education administration from Florida International University and her B.S. in interior design from Virginia Tech. She has worked professionally in undergraduate admissions and TRIO Upward Bound programs.
Institute of Higher Education Fellows

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2013-2015 Fellows include:

James Soto Antony
Senior Lecturer on Education
Graduate School of Education
Harvard University

Angela Bell
Associate Vice Chancellor for Research and Policy Analysis
University System of Georgia (USG)

Christopher Cornwell
Professor of Economics
Terry College of Business, UGA

Houston Davis
Interim President
Kennesaw State University

Elizabeth H. DeBray
Professor of Lifelong Education, Administration and Policy

Catherine L. Finnegan
Assistant Vice Chancellor
Institutional Effectiveness
Virginia Community College System

Mary Lou Frank
Educational Consultant
Adjunct Professor, Brenau University

Ilkka Kauppinen
Senior Lecturer
Dept. of Social Sciences and Philosophy
University of Jyväskylä (Finland)

Larry L. Leslie
Distinguished Visiting Professor of Higher Education
Institute of Higher Education

Michael K. McLendon
Dean of the College of Education
Baylor University

David Mustard
Professor of Economics
Terry College of Business, UGA

Brian Noland
President
East Tennessee State University

Kenneth E. Redd
Director of Research and Policy Analysis
National Association of College and University Business Officers (NACUBO)

Linda A. Renzulli
Professor of Sociology
Purdue University

Lorilee R. Sandmann
Professor Emerita
Lifelong Education, Administration and Policy, College of Education, UGA

Edward G. Simpson, Jr.
Distinguished Public Service Fellow Emeritus

Dave Spence
President, Southern Regional Education Board

Randy L. Swing
Higher Education Consultant

C. Edward Watson
Director, Center for Teaching and Learning, UGA

Meihua Zhai
Senior Institutional Researcher and Principal Data Scientist, UGA
Institute of Higher Education Emeritus Faculty

Delmer D. Dunn
Regents Professor of Public Administration and Policy
Professor Emeritus of Public and International Affairs
Vice President for Instruction Emeritus
Ph.D., University of Wisconsin

Melvin B. Hill
Senior Public Service Associate Emeritus
J.D., Cornell University

Sylvia Hutchinson
Professor Emerita of Higher Education and Reading Education
Ph.D., University of Georgia

M. Louise McBee
Vice President for Academic Affairs Emerita
Ph.D., Ohio State University

Edward G. Simpson, Jr.
Distinguished Public Service Fellow Emeritus
Ed.D., Virginia Tech

Ronald D. Simpson
Professor Emeritus of Higher Education and Science Education
Director Emeritus of Office of Instructional Development
Ed.D., University of Georgia

D. Parker Young
Professor Emeritus
Ed.D., University of Georgia
ED.D. PROGRAM IN HIGHER EDUCATION AT UGA

The Executive Doctorate in Higher Education Management is an accelerated program offering advanced coursework for middle- and senior-level, post-secondary education administrators. In the first semester, IHE faculty share their research expertise and interests, and as they introduce students to the knowledge and skills needed to pursue doctoral research. Throughout the two year program of study, IHE faculty help students, as a group and individually, to establish a foundational knowledge of higher education as they proceed through the major steps of the doctoral degree: establishing research questions, preparing a literature review, designing a sound research methodology, collecting and analyzing data, and finally, defending the dissertation.

Program of Study Notes:

- No required courses can be taken outside of the Institute.
- Attendance at all meetings is mandatory. When issues arise (i.e., illness or personal commitments), students should discuss alternative methods for receiving course materials with the Associate Director.
- IHE course descriptions can be viewed at ihe.uga.edu/graduate-programs/executive-edd/course-descriptions. Additional course descriptions, objectives, and topical outlines can be viewed in the UGA Bulletin at http://www.bulletin.uga.edu/
- The Executive Ed. D. program currently includes two international study abroad experiences (to the Netherlands and China) as part of the curriculum. Participation in this unique experience is considered critical to the academic goals of the program.
- As an executive training program, students are ineligible for assistantships or tuition assistance programs (TAP) at this time per Board of Regents policy (found at www.reg.uga.edu/facultyStaffServices/tap):

Employees may not enroll in certain programs or courses of study under the TAP policy. Those ineligible programs, or courses of study, include academic courses in the following professional schools: dental, law, medical, pharmacy, veterinary, or executive/premiere or comparable graduate school programs. Other ineligible programs, or courses of study, include: workshops, seminars, continuing education courses, management development programs, special examinations for admissions to degree programs, or private consultant refresher courses to take examinations such as C.P.A. certification, admissions examinations, and related types of programs or classes. Support for these types of programs may be provided by departmental policies.
**INSTITUTE OF HIGHER EDUCATION**  
Executive EdD Program of Study Checksheet  
Total Credit Hours = 52

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<tr>
<th>First Semester (Spring)</th>
<th>CREDIT HOURS</th>
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<td>EDHI 8010 Higher Education in the U.S.</td>
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<td>EDHI 9050 Organization and Governance in Higher Education</td>
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<td>EDHI 9400 Comparative Higher Education (Europe)</td>
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<tr>
<td>EDHI 8400 Finance of Higher Education</td>
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<td>III</td>
</tr>
<tr>
<td>EDHI 9000 Doctoral Research</td>
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<tbody>
<tr>
<td>EDHI 9010 Academic Programs in Higher Education</td>
<td>3</td>
<td>IV</td>
</tr>
<tr>
<td>EDHI 9500 Policy Studies in Higher Education</td>
<td>3</td>
<td>IV</td>
</tr>
<tr>
<td>EDHI 9300 Doctoral Dissertation</td>
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<td>IV</td>
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<th>Fifth Semester (Summer)</th>
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<th>TERM</th>
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<tr>
<td>EDHI 8300 Law and Higher Education</td>
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<td>V</td>
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<tr>
<td>EDHI 9210 Strategy and Management</td>
<td>3</td>
<td>V</td>
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<tr>
<td>EDHI 9020 Critical Issues in Higher Education (China)</td>
<td>3</td>
<td>V</td>
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<tr>
<td>EDHI 9300 Doctoral Dissertation</td>
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<th>Sixth Semester (Fall)</th>
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<tr>
<td>EDHI 9200 Administrative Leadership in Higher Education</td>
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<td>EDHI 9300 Doctoral Dissertation</td>
<td>3</td>
<td>VI</td>
</tr>
<tr>
<td>EDHI 8700 State Systems of Higher Education</td>
<td>3</td>
<td>VI</td>
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<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
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**TOTAL CREDIT HOURS**                                         **52**
PROGRAM STAGES

There are six major stages in the student’s progression toward the completion of doctoral degree requirements and graduation. Note: The Graduate School requires documentation for several of the steps described below, and IHE will initiate the necessary paperwork on your behalf. In the event that any paperwork requires your signature or new information, you will be contacted. Carefully monitor emails from Leslie Gordon, associate director, or Megan Waters, graduate program coordinator, and be responsive to all requests.

1. Coursework

The executive doctoral curriculum is a prescribed sequence of courses that all members of the cohort will complete over the two years of the program. Program credit hours include both face-to-face instruction and, beginning in the second semester, required hours of dissertation research.

2. Formation of Dissertation Committee

The dissertation committee is created near the end of the student’s first year of study and is composed of three faculty members. One member of the committee will serve as the student’s Major Professor (MP), who oversees and approves the student’s dissertation research, writing, and the student’s dissertation defense. The MP should have an interest in the topic or issue that the student is considering for his or her dissertation. The other members of the dissertation committee are voting members that conduct the student’s written and oral comprehensive exams and approve the student’s dissertation proposal for their advancement to doctoral candidacy.

IHE policy states the following regarding the composition of the dissertation committee:

- Two of the three members must be IHE faculty.
- Visiting, part-time, or temporary faculty members may not serve on a student’s dissertation committee.
- Former and retired faculty are allowed to serve as voting members of the student’s dissertation committee upon nomination of the graduate coordinator and approval from the dean of the Graduate School.
- Immediate family members may not serve on the student’s dissertation committee.

3. Comprehensive Examinations

Written examinations

At the end of the first year, students prepare answers to a series of questions about their research interests. The answers to the four questions, listed below, constitute the written comprehensive exam:

1) **Overview:** Please provide an overview of your research topic and provide justification for the importance of this specific research topic (1-2 pages).

2) **Literature Review:** What does the research literature say about this topic? Please provide a critical review of the scholarly literature that informs your area of research.

3) **Theoretical Foundation:** What are the theoretical underpinnings of your research?
4) **Research Design**: How do you propose to conduct your research? Describe in detail the research questions, describe and defend the methodology, and propose a design for conducting the research.

Written responses to the four questions are due to the major professor and committee by January 2, 2017. Students should work with the MP well in advance of the January deadline to receive feedback on their research topic and design to ensure a written response that is adequate for distribution to the advisory committee in January.

**Oral examinations**

Oral examinations are scheduled for January 12-13, 2017. In the oral examination, the student will be asked to respond to questions from the committee about the written examination and the proposed research topic. Other questions based on coursework may also be asked.

At the conclusion of the oral examination, the committee will collectively assess the student’s performance on the written and oral examinations and will recommend (1) that the student has passed the written and oral comprehensive examinations or (2) the student needs to complete additional work on the four designated questions.

Students who successfully pass the written and oral examinations will be encouraged to begin work on transitioning the written exam into chapters of the dissertation in consultation with the MP. Students who need to do additional work on the written examination will be encouraged to work with the MP to address identified weaknesses prior to committee and MP reconsideration.

To remain on track for the December 2017 graduation, a student must successfully complete a draft of the early chapters (generally 1-3) of the dissertation by April 6, 2017.

**4. Dissertation Proposal and Admission to Candidacy**

Closely following the successful completion of comprehensive exams, students will address the feedback provided by the MP and committee, incorporate necessary changes, and finalize a draft of the dissertation chapters 1-3 (or 1-4, depending upon topic and guidance of the MP). Upon approval of the revisions, the student is officially admitted to candidacy for a doctoral degree and begins dissertation research.

Upon successful completion of the written and oral examinations, students will submit an application to conduct research to the UGA Institutional Review Board (IRB). Training in human subjects research must be completed prior to submission of the IRB approval. The IRB should be submitted no later than the end of spring semester of the second year. Students are not permitted to commence data collection prior to the receipt of IRB approval. More information on the requirements for research using human subjects can be found at [research.uga.edu/hso/](http://research.uga.edu/hso/)

The following are Graduate School requirements for admission to candidacy:

- All prerequisites have been satisfactorily completed.
- All research requirements have been met.
- The student has maintained an average of 3.0 (B) or better for all graduate courses taken and for all courses included on the Program of Study. No courses with a grade below a ‘C’ may be placed on the Program of Study.
• Written and oral comprehensive examinations have been passed and reported to the Graduate School.

• The dissertation committee, including any necessary changes in members, is confirmed, and all members have been notified of their appointment.

• The dissertation proposal has been approved by the dissertation committee.

The student’s candidacy begins on the date the form is received by the Graduate School.

If a student plans to graduate in the same semester, the student must have been admitted to candidacy by the deadline published by the Graduate School in addition to having registered for 10 combined hours of Doctoral Research and Doctoral Dissertation.

Upon admission to candidacy, the dissertation must be completed within five years for the student to qualify for graduation. However, if a student’s admission to candidacy expires after the first week of classes in the final semester of the fifth year, the student is granted the remainder of the semester to complete all degree requirements.

5. Dissertation Defense and Graduation

Dissertation Distribution and Oral Defense

After finalizing the dissertation and receiving approval from his or her major professor, the student should contact all committee members to schedule the defense and distribute his or her dissertation to the full committee. This should be completed no less than one month in advance of the date the student plans to hold his or her defense. Students must also submit a copy of their dissertation to the graduate school for a final format check by the deadline posted on the Graduate School’s website, grad.uga.edu, the month the student plans to graduate.

The program coordinator will announce the student’s defense to the Graduate School two weeks in advance of the event. During the defense, the committee will likely suggest additional revisions that the student must complete before graduation.

Graduation

Students should begin the process of applying for graduation in the semester he or she plans to defend the dissertation. At this time students should also submit the required information for inclusion in the commencement program.
APPENDIX A - DISSERTATION COMMITTEE FORM

Advisory Committee for Doctoral

- Original
- Revised

Advisory Committee for Doctoral Candidates
The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602
(Please submit this original TYPED form and one (1) copy of this form to the Graduate School)

As Graduate Coordinator, I recommend the appointment of the three members listed below as the Doctoral Advisory Committee for:

Name ____________________________ CAN # (810) __________
Address __________________________ Degree ____________________

Student’s Committee
(Please type major professor and committee members’ names)

Major Professor Graduate Faculty 1-a
Co-Major Professor (if any) Graduate Faculty 1-b
Graduate Faculty Member 2
Graduate Faculty Member 3

Additional members may be added at the department’s discretion

The committee must consist of a minimum of three members of the graduate faculty, including the student’s Major Professor, who will serve as the chair of the committee. This committee, in consultation with the student, is charged with planning and approving the student’s program of study, arranging the comprehensive written and oral examinations, advising the student on required research skills, approving the subject for the dissertation, approving the completed dissertation, and approving the defense of the student’s research. This form should be submitted to the Dean of the Graduate School before the end of the first year of residence of a prospective candidate for the degree.

APPROVALS

Graduate Coordinator ____________________________ Date __________
(Name & Signature)

Graduate Dean ____________________________ Date __________

Note: The written and oral comprehensive examinations are administered to determine if the candidate is qualified to continue for the doctorate and should be held as soon as the Doctoral Advisory Committee feels that the student’s qualifications for doctoral work can be evaluated. When the student has passed the written comprehensive examination, plan should be made to hold the oral comprehensive examination. The examination must be announced by the Graduate School. The Graduate Coordinator must notify the Graduate School of the time and place of the examination at least two weeks before the selected date. Immediately after the oral comprehensive examination, the major professor reports the results of the committee’s evaluation of the written and oral comprehensive examinations to the Graduate School. A form for this purpose is provided by the Graduate School.

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Questions and/or comments to gradinfo@uga.edu
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APPENDIX B - FINAL PROGRAM OF STUDY FORM

Final Doctoral Program of Study
The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602
(Please submit this original TYPED form and one (1) copy of this form to the Graduate School)

Name ________________________ CAN # (810) _____________
Address ________________________ Degree __________________________
Major __________________________

Relevant Master’s or Other Graduate Degree Courses

<table>
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<tr>
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Doctoral Courses
Please use * to designate 6000 and 7000 level courses open only to graduate students.

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<tr>
<th>Course Prefix-#</th>
<th>Hours</th>
<th>Grade</th>
<th>Term</th>
<th>Course Prefix-#</th>
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<th>Term</th>
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TOTAL HOURS: __________________________

Research Skills Requirement (if applicable) __________________________

Departmental Requirements __________________________

Doctoral Advisory Committee: (Please type all names, sign, and date) __________________________ (Chair)

<table>
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<tr>
<th>Name</th>
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APPROVALS

Graduate Coordinator __________________________ Date _____________
(Name & Signature)

Graduate Dean __________________________ Date _____________

Courses start to expire at the beginning of: _____________ GPA _____________

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Note: No courses with a grade below a “C” may be placed on the final Program of Study.
Application for Admission to Candidacy for Doctoral Degrees
The University of Georgia Graduate School
210 S. Jackson St. Athens, GA 30602

(Please submit three (3) copies of this form (one original and two copies) to the Graduate School)

A prospective Doctoral candidate must be admitted to candidacy one full semester before the date of graduation

Name
Address

CAN # (810)
Degree
Major

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my doctoral dissertation.

(Student's information available at: http://www.ogs.uga.edu/hsoc/)

Student's Signature (all students must sign) Date

Certification and Recommendation of the Department: Please check all appropriate items

☐ We have examined the entire graduate record of the student named above. An average of 3.0 (B) has been maintained on all graduate courses taken and on all completed graduate courses on the Program of Study. No course with a grade below C has been accepted as part of the Program of Study.

☐ Written and oral comprehensive examinations have been passed as part of the Program of Study.

☐ A dissertation prospectus has been approved (if required for Candidacy).

☐ The residence requirement has been met.

We recommend that this student be admitted to candidacy for the degree indicated.

APPROVALS

Major Professor
(Name & Signature) Date

Graduate Coordinator
(Name & Signature) Date

Graduate Dean Date

This page was last modified on 06/28/2013
Questions and/or comments to gradinfo@uga.edu
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APPENDIX D-FINAL DISSERTATION AND DEFENSE APPROVAL FORM

APPROVAL FORM FOR DOCTORAL DISSERTATION

APPROVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION
The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

Part I: Submission of dissertation to the advisory committee.
The Dissertation: ____________________________
Entitled: ____________________________

is submitted for examination by the doctoral advisory committee. The Graduate School has been notified in writing of the date of the oral defense.

Major Professor: ____________________________ Date: ____________________________

Part II: Approval / Disapproval of dissertation (to be signed by the members of the advisory committee). The doctoral advisory committee reports the following action on the above dissertation. There can be only one dissenting vote.

Did this student use human subjects in his/her research? □ Yes □ No

If so, provide the project number ____________________________ and date approved by IRB ____________________________

Do not sign below unless the question regarding human subjects has been answered.

Doctoral Advisory Committee (type name and sign) Approved Suggested Changes Disapproved Date

Note: If the advisory committee declines approval of the dissertation as ready for the final defense, the major professor will notify the student.

Part III: Oral Defense and Final Examination. (To be signed by members of the advisory committee. Only one dissenting vote is permissible for approval of both the defense of the dissertation and the examination).

The Doctoral Advisory Committee reports the following results of the defense of the thesis held on:

Doctoral Advisory Committee (type name and sign) Passed Failed

Dissertation Defense Date: ____________________________

Graduate Coordinator: ____________________________ Date: ____________________________

Part IV: Final Approval. (To be completed only when advisory committee members have approved suggested changes in Part II). The suggested changes have been completed satisfactorily:

Major Professor: ____________________________ Date: ____________________________
APPENDIX E- DISSERTATION ELECTRONIC SUBMISSION APPROVAL

Electronic Thesis and Dissertation (ETD) Submission Approval Form

Submit to Graduate School with your ETD Defense Form
Make sure all signatures are provided

[Please Type]
Student Name:
(Last) (First) (Middle)

CAN Number (B10): ______________________

Major: ______________________

Degree Name: Select One

Document Title: ______________________

ETD Release Options

Check one of the following:

☐ 1. Provide open and immediate digital access to the ETD.

☐ 2. Restrict digital access via UGA Library to authorized UGA users only, for a period of 2 years.

☐ 3. Embargo (withhold from library) for 2 years. Requires written documentation of patentability, confidentiality agreements, or restrictive prepublication/post-publication policies. Require PRIOR approval by the Dean of the Graduate School. Written requests including documentation should be submitted separately to the Graduate School at least 4 weeks before final submission date.

Student Agreement

I hereby certify that, if appropriate, I have obtained and submitted with my ETD a written permission statement from the owner(s) of such third party copyrighted matter to be included in my thesis or dissertation, allowing distribution as specified above. I certify that the version I submitted is the same as that approved by my advisory committee.

Student Signature: ______________________ Date: __________

Major Professor Approval: ______________________ Date: __________

Type Major Professor's Name: ______________________

1/7/2013