Institute of Higher Education
THE UNIVERSITY OF GEORGIA

PH.D. PROGRAM
STUDENT HANDBOOK

Meigs Hall
Athens, Georgia
http://ihe.uga.edu

Updated August 2014
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NOTE: This document is not intended as a binding or contractual agreement; its purpose is to serve as a guideline within the Institute’s doctoral program.
The Institute of Higher Education

Founded in 1964, the Institute is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy studies, faculty and instructional development, management, and public service and outreach. IHE faculty members also specialize in history, leadership, economics, curriculum, sociology, 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.
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)

Elisabeth Hughes
Associate Director, Executive Ed.D. Program
Ph.D., University of Georgia (2003)

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  
Director, Education Law Consortium

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 Postdoc Associates

Sondra N. Barringer  
Dr. Barringer recently received her Ph.D. in Sociology from the University of Arizona (2013). Her research program focuses on understanding the nature of organizational change in, and the effects of organizational interdependencies on, higher education organizations in the United States.

Stevie Upton  
Dr. Upton’s research interests include the policy and practice of university knowledge exchange and the role of universities in regional social and economic development. Presently, she is working on methods of assessing the scope and effectiveness of teaching- and research-based knowledge exchange, and investigating the potential for universities to drive collaboration at the city-regional scale. Dr. Upton received her PhD from Cardiff University (UK).

Jennifer Rippner  
Dr. Rippner joined the Institute beginning in January 2014 as a postdoctoral research associate after completing her doctorate in higher education in December. Jennifer’s main area of research focuses on education organizations and systems, particularly state systems of education. She endeavors to understand how system reform (P-20) can help states achieve their educational goals, including increased postsecondary attainment.
Institute of Higher Education Fellows

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2014 Fellows include:

James Soto Anthony
Associate Provost for Faculty Development
Yale University

Christopher Cornwell
Professor of Economics

Houston Davis
Executive Vice Chancellor
and Chief Academic Officer
University System of Georgia

Elizabeth DeBray-Pelot
Professor
Lifelong Education, Administration, and Policy
College of Education

Catherine L. Finnegan
Assistant Vice Chancellor
Academic Services and Research
Virginia Community College System

Mary Lou Frank
Adjunct Faculty
Brenau University

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

Larry L. Leslie
Distinguished Visiting Professor of Higher Education

David Mustard
Professor of Economics
College of Business

Brian Noland
President
East Tennessee State University

Kenneth E. Redd
Director of Research and Policy Analysis
Council of Graduate Schools

Linda A. Renzulli
Associate Professor of Sociology

Lorilee Sandmann
Professor of Lifelong Education, Administration, and Policy

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

Dave Spence
President
Southern Regional Education Board

Randall L. Swing
Executive Director
Association for Institutional Research

C. Edward Watson
Director, Center for Teaching and Learning

Meihua Zhai
Director of Institutional Research
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
JD., Cornell University

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

M. Louise McBee
Associate 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
PH.D. PROGRAM IN HIGHER EDUCATION AT UGA

The Ph.D. program is designed to prepare those who want to focus on specialized positions in research and policy analysis in higher education. Students interested in teaching and research develop competencies needed to contribute substantively to the academic discipline of higher education, as well as to the development of higher education as a force in economic and technological development, intellectual and cultural advancement, and international cooperation.

The Institute of Higher Education programs are informed by three distinct themes defining the core interests of its faculty:

1. Institutional Change
2. Science, Technology, and Economic Development
3. Postsecondary Education Policy

These themes provide a frame for the character and organization of the Ph.D. program. The program is designed to systematically expose students to a set of courses that will provide an entry point into a specialization in any one of the three areas above.

The faculty is committed to offering comprehensive doctoral programs that will serve the learning needs and interests of mature, motivated students. To assist students in the attainment of their educational objectives, the Institute faculty are, when feasible, adaptive and responsive to personal needs and expectations. Degree and course requirements are conducive to self-directed study and learning, whenever possible, and students are expected to take full advantage of the many co-curricular learning opportunities provided by the Institute’s research and service programs, and its international cooperative agreements with universities in Europe, Africa, Asia, and Australia.
# PH.D. PROGRAM OF STUDY CHECKSHEET

## INSTITUTE OF HIGHER EDUCATION

Doctoral Program of Study Checksheet

Total Credit Hours = 61

### I. Required Content (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 8010</td>
<td>Introduction to Higher Education in the U.S.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 8410</td>
<td>Economic Theory and Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 9010</td>
<td>Academic Programs in Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 9050</td>
<td>Organization and Governance in Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 9060</td>
<td>Social Theory and Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 9500</td>
<td>Policy Studies in Higher Education</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

### II. Required Research Core (13 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 8920</td>
<td>Quantitative Methods in Higher Education II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 8920L</td>
<td>Quantitative Methods in Higher Education II Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDHI 8930</td>
<td>Qualitative Methods in Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI 8990</td>
<td>Introduction to Research on Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Either one of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHI xxxxx</td>
<td>Advanced Qualitative</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHI xxxxx</td>
<td>Advanced Quantitative</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

At least 9 credit hours of cognate/electives must be in IHE course offerings

### A. Content-Specific IHE Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 8000</td>
<td>History of American Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8200</td>
<td>Institutional Research</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8300</td>
<td>The Law and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8400</td>
<td>Finance and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8600</td>
<td>Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8700</td>
<td>State Systems of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8910</td>
<td>Quantitative Methods in Higher Education I</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 8910L</td>
<td>Quantitative Methods in Higher Education I Lab</td>
<td>1</td>
</tr>
<tr>
<td>EDHI 8960</td>
<td>Intro to US Postsecondary Education National DataSets</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 9040</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 9100</td>
<td>The American Professoriate</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 9210</td>
<td>Strategy and Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI 9400</td>
<td>Comparative Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHI xxxxx</td>
<td>Student Access and Completion</td>
<td>new course application</td>
</tr>
</tbody>
</table>

TOTAL
**Program of Study Notes:**

- No required courses can be taken outside of the Institute.

- Students entering the program without exposure to coursework covering principles of basic inferential statistics should enroll in EDHI 8910 and EDHI 8910L (or an equivalent) prior to taking EDHI 8920.

- IHE course descriptions can be viewed at [http://ihe.uga.edu/graduate-programs/course-descriptions](http://ihe.uga.edu/graduate-programs/course-descriptions) Additional course descriptions, objectives, topical outlines can be viewed at UGA Bulletin [http://www.bulletin.uga.edu/](http://www.bulletin.uga.edu/)
PROGRAM STAGES

There are six major stages in the student’s progression toward the completion of doctoral degree requirements and graduation.

1. Coursework

During the first-year, doctoral students complete prescribed courses as a part of the Higher Education curriculum. Students work with advisors who hold similar research interests throughout the completion of their studies. Near the close of the students first year of coursework, students will be asked to complete a short written review of their progress and experiences during the first year.

2. Formation of Dissertation Committee

The dissertation committee is created at the beginning of the student’s second year of study and is composed of three to four faculty members. One member of the committee will serve as the student’s Major Professor, or MP. The MP should have an interest in the topic or issue that the student is considering for his or her dissertation. The dissertation committee must approve the student’s final program of study, conduct the student’s written and oral comprehensive exams, and approve the student’s dissertation proposal for their advancement to doctoral candidacy. The MP oversees and approves the student’s dissertation research, writing, and the student’s dissertation defense.

- Please see Appendix A for detailed information on who can serve on the dissertation committee.
- Please see Appendix B for the Advisory Committee form that must be completed and submitted to the Graduate School.

3. Program of Study Meeting

The Program of Study meeting happens near the end of the student’s last semester of coursework and includes the student and the dissertation committee. Together they fulfill three main purposes.

1. Review of Coursework: The group will summarize how the student’s courses have prepared them to examine a topic they may use for their dissertation. Special attention will be paid to non-IHE coursework and methods courses.
2. Discussion of Potential Dissertation Topic: Many students prepare an outline or 1-2 page summary of a potential dissertation topics in advance of their Program of Study meeting. The actual format is determined by the MP. The student will discuss this with their dissertation committee.
3. Identification of Comprehensive Exam Questions: The committee will identify comprehensive exam topics that align with IHE course content and the student’s dissertation interests.

- Please see Appendix C for the final Program of Study form that must be completed and submitted to the Graduate School.
4. Comprehensive Examinations

Comprehensive Exams are intended to synthesize what has been studied during a student’s doctoral coursework while incorporating potential dissertation topics the student intends to pursue. There are two components of comprehensive exams:

1. Written Exam: This portion includes four questions on subjects that are determined during the Program of Study meeting by the student’s dissertation committee. One question will be answered per day over a four day period within one week. Students will be given four hours to answer each question. The use of books or notes will not be permitted. The student’s dissertation committee will evaluate the written portion on a pass/fail basis and provide ratings on four areas as well as comments.

2. Oral Defense: This portion is scheduled after the written portion has been graded. The oral examination is aimed at assessing the student’s ability to integrate coursework and recent studies in a critical and thoughtful fashion.

- Please see Appendix D for a detailed explanation of the Comprehensive Exam process.
- Please see Appendix E for a the Comprehensive Exam Evaluation form.

5. Dissertation Proposal and Admission to Candidacy

Closely following the successful completion of comprehensive exams, students will identify a specific topic for their doctoral research and dissertation. Students then construct a formal proposal describing their selected topic. Applicable research methods of inquiry and analysis that align with the topic, problem, or issue should also be included. The precise format of the dissertation proposal is determined between the major professor and the student. Upon committee approval of the proposed dissertation, the student is officially admitted to candidacy for a doctoral degree and begins dissertation research.

- Please visit www.ovpr.uga.edu/hsol/ for the requirements for research using human subjects.
- Please see Appendix F for the complete list of requirements for Admission to Candidacy for the application that must be completed and submitted to the Graduate School.

6. Dissertation Completion and Defense

A student’s doctoral dissertation should signify familiarity with research methods as well as the broader field of higher education, and the finished product should demonstrate a contribution to the field. As such, students will need to carry out the proposed research of their study and report the findings in a manner that meets the expectations of the major professor. Upon MP approval to schedule a defense, students will present their dissertation and field questions during the doctoral defense. Students should confer with their committee to schedule the final defense.

- Please see Appendix G for detailed information on Dissertation Completion and Defense.
- Please see Appendix H for the final Dissertation and Defense Approval form and Appendix I for the ETD form that must be completed and submitted to the Graduate School.
APPENDIX A- DISSERTATION COMMITTEE

- The Dissertation committee must consist of a minimum of three IHE Graduate Faculty members, including the student’s major professor, who serves as the chair of the committee. The remaining members are considered voting members.

- Students may choose to have two appointed members of the Graduate Faculty serve as Co-major professors on the dissertation committee. Co-major professors count as one member of the committee; therefore, an additional member must be added to the committee.

- IHE adjunct faculty may serve as a member of the student’s dissertation committee. However, permission from the Graduate Coordinator is required for adjunct faculty to serve as the student’s major professor.

- Visiting, part-time, or temporary faculty members may not serve on a student’s dissertation committee.

- Non-UGA Affiliates who possess distinguished credentials in the field of study are allowed to serve as voting members of the students dissertation committee upon nomination of the Graduate Coordinator and approval from the dean of the Graduate School. Once a non-UGA affiliate has been approved to serve on a student’s committee, he or she must attend all meetings.

- Former and retired faculty are allowed to serve as voting members of the students 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.

- A student may have a maximum of five members on his or her dissertation committee. At least 50% must be members of the Graduate Faculty.
APPENDIX B - DISSERTATION COMMITTEE FORM

Advisory Committee for Doctoral Candidates
The University of Georgia
Graduate School 275 Williams 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
Address

CAN #($10)
Degree
Major

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

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

Additional member 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
(Names and Signatures)

Date

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, a 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 may be obtained from the Graduate School.

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Questions or comments to: gradreg@uga.edu
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## APPENDIX C - FINAL PROGRAM OF STUDY FORM

### Final Doctoral Program of Study

The University of Georgia  
Graduate School 279 Williams St., Athens, GA 30602  
(Please submit this original TYPED form and one (1) copy of this form to the Graduate School)

<table>
<thead>
<tr>
<th>Name</th>
<th>CAN # (910)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Degree</td>
</tr>
<tr>
<td>Major</td>
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</table>

### Relevant Master's or Other Graduate Degree Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hours</th>
<th>Course #</th>
<th>Hours</th>
<th>Course #</th>
<th>Hours</th>
<th>Course #</th>
<th>Hours</th>
</tr>
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</table>

### Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Hours</th>
<th>Grade</th>
<th>Term</th>
<th>Course Prefix #</th>
<th>Hours</th>
<th>Grade</th>
<th>Term</th>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS**

### Research Skills Requirement (if applicable)

### Departmental Requirements

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign</th>
<th>Date</th>
</tr>
</thead>
</table>

### APPROVALS

<table>
<thead>
<tr>
<th>Graduate Coordinator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name &amp; Signature)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name &amp; Signature)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses start to expire at the beginning of:</th>
<th>GPA</th>
</tr>
</thead>
</table>

---

**Note:** When completing this form, students should include the Doctoral Research (EDHI 9000) and Dissertation (EDHI 9300) hours they plan to enroll in for the remainder of the program.

**Note:** No courses with a grade below a 'C' may be placed on the final Program of Study.
APPENDIX D- COMPREHENSIVE EXAM TIMELINE

1. Preparation
Following the Program of Study meeting, students should have a general idea of the topics their exam questions will cover, and should prepare accordingly. Students may also seek advice on how to prepare from their major professor and other members of the dissertation committee. Prior to the exam session, all members of the student’s dissertation committee will provide the program coordinator with the student’s final questions.

2. The Written Exam
Written exams are usually scheduled for the second week of the Fall and Spring terms. The student will be provided with a computer on which they will construct their responses to each of the committee members questions. Students will answer one question per day over a four hour period. When the student has completed their response to the question, he or she will save the response on a jump drive provided by the program coordinator. Students will answer a total of four questions over a period of four days.

3. Evaluation
Each response will be evaluated by the corresponding member of the student’s dissertation committee on a pass/fail basis. Whether the student passes or fails individual exam questions or the total written portion of the exam will be the decision of the complete dissertation committee. The major professor will notify the student of his or her performance once all responses have been reviewed. The student and the major professor will then discuss the steps to the taken for the oral examination. Students are permitted to review the written evaluation prior to the oral defense.

4. Oral Defense
After the written component has been evaluated and the student had met with his or her major professor and reviewed the exam, the oral component is scheduled. The student should coordinate with all members of the dissertation committee for a mutually agreeable date and time for the oral exam to take place. The oral portion will last 1 to 2 hours. The student must notify the program coordinator of the scheduled date and time no less than two weeks in advance. The program coordinator then informs the Graduate School and reserves a room. The date, hour, and location are announced by the Graduate School, and the exam is open to all others who choose to attend.
Appendix E - Comprehensive Exam Evaluation

Comprehensive Written Exam Evaluation
Institute of Higher Education

Student's Name: _______________________________ Term: ________________
Reader: ___________________________________ Area: ________________

Please rate the response on each of the following using the scale below:

1 = Totally inadequate/ unacceptable
2 = Unacceptable, but shows some merit
3 = Minimally acceptable
4 = Exceeds minimum expectation
5 = Outstanding, well beyond minimum expectations

1. Content/Knowledge: 1 2 3 4 5
2. Organization: 1 2 3 4 5
3. Documentation: 1 2 3 4 5
4. Integration of Concepts and Application: 1 2 3 4 5

Major Strengths:

Major Weaknesses:

Overall Evaluation: (please mark one of the following) Pass Fail
APPENDIX F- ADMISSION TO CANDIDACY

Upon the successful completion of the Dissertation Proposal and approval by the student’s dissertation committee, the student may be formally admitted to candidacy for a doctoral degree. The following is a list of requirements from the Graduate School for admission to candidacy.

1. All prerequisites have been satisfactorily completed.

2. All research requirements have been met.

3. The final Program of Study has been approved by the student’s dissertation committee, the Graduate Coordinator, and the dean of the Graduate School.

4. 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.

5. Written and Oral Comprehensive Examinations have been passed and reported to the Graduate School.

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

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

8. The Residence requirement (30 hours of consecutive graduate coursework) has been met.

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

After formal admission to candidacy students must register for a combined minimum of 10 hours of Doctoral Research (EDHI 9000) and Doctoral Dissertation (EDHI 9300).

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 5 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 5th year, the student is granted the remainder of the semester to complete all degree requirements.
APPLICATION FOR ADMISSION TO CANDIDACY

Application for Admission to Candidacy for Doctoral Degrees
The University of Georgia
Graduate School 279 Williams 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: ____________________________ CAN #: (810) ____________________________
Address: ____________________________ 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 CRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure the permission prior to conducting my data collection using human subjects will negate the use of that data for my doctoral dissertation.

(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 (F) 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 1/30/2014
Questions and comments to gradapp@uga.edu
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APPENDIX G - DISSERTATION COMPLETION AND DEFENSE

During the completion the dissertation and defense, students should aim to produce a dissertation that contributes to both the knowledge and understanding of the field of Higher Education. Major milestones in the completion of such a dissertation follow.

1. Preparation
   Much of a student’s preparation for dissertation writing will take place while constructing a proposal and devising research methods. However, students who plan to use research methods that will involve human subjects should ensure that they receive approval from the Institutional Review Board (IRB) in the Office of the Vice President for Research before beginning research. More information on this process can be found at www.ovpr.uga.edu/hso/.

2. Dissertation Research and Writing
   Once a formal IRB has been obtained, the student should carry out his or her proposed dissertation research. While collecting data from research, students should enroll in EDHI 9000. Once research is complete, students should enroll in EDHI 9300 and work to complete the written dissertation. This process will be closely guided by the student’s major professor, with advice from the remaining members of the student’s committee. Students must have enrolled in 10 combined hours of EDHI 9000 and EDHI 9300 after admission to candidacy and before graduation per the Graduate School’s policy.

3. Dissertation Distribution and 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 student should schedule the defense of their dissertation in accordance with the needs of their committee. Once the date and time have been set, the student must notify the program coordinator no less than two weeks in advance of the scheduled date. The program coordinator will then announce the student’s defense to the Graduate School and book a room for the event. The defense date is publicized and attendance is open to the general public. During the defense, the committee will likely suggest additional revisions that the student must complete before graduation.

4. Graduation
   Students should begin the process of applying for graduation in the semester he or she plans to defend the dissertation. The application for graduation can be found at https://gradschoolforms.webapps.uga.edu/form_types/1. Students should also be sure to submit the information for the commencement program, including the title of his or her dissertation at https://gradschoolforms.webapps.uga.edu/form_types/2.
APPENDIX H-FINAL DISSERTATION AND DEFENSE APPROVAL FORM

APPROVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION
The University of Georgia
Graduate School 279 Williams St., Athens, GA 30602

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

C&N # (S10):

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 III: 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 only be one disapproving 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  Approved with 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 disapproving vote is permissible for approval of both the defense of the dissertation and the examinations).

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

Dissertation Defense Date:

Doctoral Advisory Committee (type name and sign)  Passed  Failed

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 I - 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)

GPA Number (310): _______________________

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 to 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. Requires PRIOR approval by the Dean of the Graduate School. Written request 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 applicable, I have obtained and submitted with my ETD a written permission statement from the owner(s) of each 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