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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. In case of conflict, UGA Grad School policies supersede any guidelines set forth herein.
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 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 also collaborates on projects and programs with the Franklin College of Arts and Sciences, the College of Education, and the Center for Teaching and Learning at the University of Georgia.

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 EdD Program

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
Associate 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. 2013-2015 Fellows include:

James Soto Antony
Associate Provost for Faculty Development
Yale University

David Mustard
Associate Professor of Economics
Terry College of Business, UGA

Christopher Cornwell
Professor of Economics
Terry College of Business, UGA

Brian Noland
President
East Tennessee State University

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

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

Elizabeth DeBray
Associate Professor
Lifelong Education, Administration, and Policy
College of Education, UGA

Linda A. Renzulli
Associate Professor of Sociology, UGA

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

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

Mary Lou Frank
Interim Vice President, Academic Affairs
Middle Georgia College System

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

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

Dave Spence
President
Southern Regional Education Board

Larry L. Leslie
Distinguished Visiting Professor of Higher Education

Randy L. Swing
Executive Director
Association for Institutional Research

Meihua Zhai
Director of Institutional Research
University of Georgia
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 in the Institute of Higher Education

Sylvia Hutchinson
Professor Emeritus of Higher Education and Reading Education
Former Coordinator of Post Doctoral Teaching Fellows and Peer Consultation Team
Ph.D., University of Georgia

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

Edward G. Simpson, Jr.
Emeritus of Distinguished Public Service Fellow
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, students are exposed to the range of research and potential research topics in the field of higher education. Students are also introduced to the Institute of Higher Education faculty and their research expertise and interests. Beginning in the second semester, students are introduced to the basic research skills needed to pursue doctoral research. Students are assisted as a group and individually in developing these skills throughout the entirety of the program from research questions, to literature reviews, to research design and methodology, through data collection, and finally to the defense of the dissertation.

Students will work with the major professor (and committee as needed) to complete the dissertation research, develop the thesis, and defend the dissertation. Dissertation defenses are scheduled for the final semester of the program.

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/course-descriptions](http://ihe.uga.edu/graduate-programs/course-descriptions). Additional course descriptions, objectives, topical outlines can be viewed at UGA Bulletin [www.bulletin.uga.edu/CoursesHome.aspx](http://www.bulletin.uga.edu/CoursesHome.aspx).
- The Executive Ed. D. program currently includes two international study abroad experiences (to the Netherlands and China, respectively) as part of its 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](http://www.reg.uga.edu/facultyStaffServices/tap)): Employees may not enroll in certain programs or courses of study under the TAP policy. These ineligible programs, or courses of study, include academic courses in the following professional schools: dental, law, medical, pharmacy, veterinary, or executive/premier 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
#### Ed.D Course of Study
##### Total Credit Hours = 52 hours

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<th>First Semester (Spring)</th>
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<tbody>
<tr>
<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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<tr>
<td>EDHI 8930 Introduction to Research on Higher Education</td>
<td>3</td>
<td>II</td>
</tr>
<tr>
<td>EDHI 9400 Comparative Higher Education (Europe)</td>
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<tr>
<td>EDHI 8200 Institutional Research</td>
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<tr>
<td>EDHI 9500 Policy Studies in Higher Education</td>
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</tr>
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<td>EDHI 9000 Doctoral Research</td>
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<td>III</td>
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<td>IV</td>
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<tr>
<td>EDHI 9010 Academic Programs in Higher Education</td>
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<td>IV</td>
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<tr>
<td>EDHI 9300 Doctoral Dissertation</td>
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<td><strong>TOTAL</strong></td>
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<th>Fifth Semester (Summer)</th>
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<tr>
<td>EDHI 8600 Assessment in Higher Education</td>
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<td>V</td>
</tr>
<tr>
<td>EDHI 8400 Finance and Higher Education</td>
<td>3</td>
<td>V</td>
</tr>
<tr>
<td>EDHI 9020 Critical Issues in Higher Education (China)</td>
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<td>V</td>
</tr>
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<td>EDHI 9300 Doctoral Dissertation</td>
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<td>VI</td>
</tr>
<tr>
<td>EDHI 8300 The Law and Higher Education</td>
<td>3</td>
<td>VI</td>
</tr>
<tr>
<td>EDHI 9300 Doctoral Dissertation</td>
<td>3</td>
<td>VI</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
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</table>

**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.

1. Coursework

During the first-year, doctoral students complete prescribed courses as a part of the Higher Education curriculum. Near the end of the first year of coursework, students will be assigned a major professor according to research interests.

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, 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.
- Please see Appendix C for the final Program of Study 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 spring semester of the second year 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 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.
4. Comprehensive Examinations

In semester three, students are asked to prepare a 40-50 page essay on their research interests. The essay will be divided into three questions, which will constitute the written comprehensive exam. The questions include the following:

1) Please provide a critical review of the research literature that informs your area of research interest. (Research Literature)
2) What are the theoretical underpinnings of your research? (Theoretical framework)
3) 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.

The written responses are due to the major professor and committee by end of year one.

In semester 4 (spring semester, year two), students will complete the written comprehensive examinations. Students will be asked to revise and resubmit the written questions as necessary, until a passing grade is assigned. The major professor and committee may pose additional written questions during the spring semester to assist the student in addressing any identified weaknesses.

In the spring semester students will also take the comprehensive oral examination, which will consist of a review of the written examination questions and other general questions based on course work and related activities.

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

Upon successful completion of the written and oral examinations, students will be required to complete IRB training and to submit (in collaboration with the major professor) an application to conduct research to the UGA Institutional Review Board. Students are not permitted to commence data collection prior to the receipt of IRB approval. The IRB should be submitted no later than the end of spring semester in year two.

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/hso/ 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

Students are encouraged to pursue research that is located within their area of professional practice. This approach allows the student to effectively and efficiently envision the practice and theory nexus which is foundational to an effective research proposal and a successful dissertation. During the second and third semesters, students are expected to develop substantive literature reviews, identify and refine research questions, and work toward a defensible proposal for dissertation research. Major professors are also identified for each student at this time.

• 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 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.

- 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 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.
APPENDIX B- 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>CAN # (810)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td>Major</td>
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</table>

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

<table>
<thead>
<tr>
<th>Major Professor Graduate Faculty 1-a</th>
<th>Co-Major Professor (if any) Graduate Faculty 1-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Faculty Member 2</td>
<td></td>
</tr>
<tr>
<td>Graduate Faculty Member 3</td>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Graduate Dean</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

This page was last modified on 06/29/2013
Questions and/or comments to gradinfo@uga.edu
Copyright by The University of Georgia
APPENDIX C- 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

Address

CAN # (810)

Degree

Major

Relevant Master’s or Other Graduate Degree Courses

Course #  Hours  Course #  Hours  Course #  Hours  Course #  Hours

Doctoral Courses

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

Course Prefix-#  Hours  Grade  Term  Course Prefix-#  Hours  Grade  Term  Course Prefix-#  Hours  Grade  Term

Research Skills Requirement (if applicable)

Departmental Requirements

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

APPROVALS

Graduate Coordinator (Name & Signature)  Date

Graduate Dean  Date

Courses start to expire at the beginning of:  GPA

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
   In semester three, students are asked to prepare a 40-50 page essay on their research interests. The essay will be divided into three questions, which will constitute the written comprehensive exam. The questions include the following:
   
   a) Please provide a critical review of the research literature that informs your area of research interest. (Research Literature)
   b) What are the theoretical underpinnings of your research? (Theoretical framework)
   c) 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.

   The written responses are due to the major professor and committee by end of year one.

3. Evaluation
   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 be 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 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.
# Comprehensive Written Exam Evaluation

**Institute of Higher Education**

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<tr>
<th>Student's Name: __________________________</th>
<th>Term: __________</th>
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<tbody>
<tr>
<td>Reader: ________________________________</td>
<td>Area: _________</td>
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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**

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<td>3. Documentation:</td>
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<tr>
<td>4. Integration of Concepts and Application</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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**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.

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 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
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 ____________________________ CAN # (810) ____________________________
Address ____________________________ Degree ____________________________

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.

(For human subjects information available at: http://www.egr.uga.edu/hse/)

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 ____________________________
APPENDIX G- DISSERTATION COMPLETION AND DEFENSE

During the completion of 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.

2. Dissertation Research and Writing
   Once a formal IRB has been obtained, the student should carry out his or her proposed dissertation research. 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**

**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 Of:  

CAN #: (810):  

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.

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<th>Doctoral Advisory Committee (type name and sign)</th>
<th>Approved</th>
<th>Suggested Changes</th>
<th>Disapproved</th>
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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:

Dissertation Defense Date:

Doctoral Advisory Committee (type name and sign)  

Passed  

Failed  

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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:  

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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) __________

CAN Number (810): ____________________________

Major: ____________________________

Degree Name: ____________________________

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 each third party copyrighted material 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