



Institute of Higher Education
UNIVERSITY OF GEORGIA

**EXECUTIVE DOCTORATE
IN HIGHER EDUCATION MANAGEMENT**

STUDENT HANDBOOK

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

Updated December 2017

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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 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

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

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

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

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

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

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)

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

Amy Stich
Assistant Professor of Higher Education
Ph.D., University at Buffalo, State University of New York (2010)

Greg Wolniak
Associate Professor of Higher Education
Ph.D., University of Iowa, (2004)

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

Meredith S. Billings
Postdoctoral Associate
Ph.D., University of Michigan (2017)

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
President
University of Central Arkansas

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
Associate Vice President for Quality, Advocacy,
and LEAP Initiatives, AAC&U

Meihua Zhai
Senior Institutional Researcher and Principal
Data Scientist, Office 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
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
Total Credit Hours = 52

First Semester (Spring)	CREDIT HOURS	TERM
EDHI 8010 Higher Education in the U.S.	3	I
EDHI 8990 Introduction to Research in Higher Education	3	I
TOTAL	6	
Second Semester (Summer)	CREDIT HOURS	TERM
EDHI 9010 Academic Programs	3	II
EDHI 8910 Quantitative Methods in Higher Education I	3	II
EDHI 9400 Comparative Higher Education (Europe)	3	II
TOTAL	15	
Third Semester (Fall)	CREDIT HOURS	TERM
EDHI 8930 Qualitative Methods in Higher Education	3	III
EDHI 9050 Organization and Governance in Higher Education	3	III
EDHI 9000 Doctoral Research	1	III
TOTAL	22	
Fourth Semester (Spring)	CREDIT HOURS	TERM
EDHI 8400 Finance of Higher Education	3	IV
EDHI 9500 Policy Studies in Higher Education	3	IV
EDHI 9300 Doctoral Dissertation	3	IV
TOTAL	31	
Fifth Semester (Summer)	CREDIT HOURS	TERM
EDHI 8300 Law and Higher Education	3	V
EDHI 8700 State Systems of Higher Education	3	V
EDHI 9020 Critical Issues in Higher Education (China)	3	V
EDHI 9300 Doctoral Dissertation	3	V
TOTAL	43	
Sixth Semester (Fall)	CREDIT HOURS	TERM
EDHI 9200 Administrative Leadership in Higher Education	3	VI
EDHI 9210 Strategy and Management	3	VI
EDHI 9300 Doctoral Dissertation	3	VI
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 (Appendices B-F), and IHE will complete these forms 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 Holloway, graduate program administrator, 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 and 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 the written comprehensive exam, which consists of their answers to the following questions:

- 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.

Questions 1-2 are due to MPs by Sept. 30, 2018. Questions 3-4 are due by Nov. 15, 2018.

Following each submission of questions, students will work to make any revisions suggested by their MP before revised drafts are distributed to the committee by **December 20, 2018**.

Oral Examinations and Revisions

Oral examinations will take place early in the fourth term (January 2019 meeting). 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. Appendix A includes the rubric used to evaluate the written and oral exams.

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 dissertation chapters 1-3 (or 1-4, depending upon topic and guidance of the MP). Students who need to do additional work on the written examination will work with the MP to address identified weaknesses prior to committee and MP reconsideration. It is not uncommon for students to have to complete additional work, and in such cases students should commit to completing that work to the specifications and deadline set by the MP.

4. Dissertation Proposal and Admission to Candidacy

The newly formed dissertation chapters constitute the dissertation proposal. The proposal must be read and approved by the student's MP by early April of the fourth term. It may be necessary to submit more than one revision before MP approval is granted. Upon MP approval of the revisions, the student is officially admitted to candidacy for a doctoral degree and begins dissertation research. Failure to meet the April deadline may result in a delayed defense and graduation.

Upon approval of the revised proposal, students will submit an application to conduct research to the UGA Institutional Review Board (IRB). *NOTE: 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 Writing

The dissertation stages outlined here occur in a prescribed order but are part of an iterative process of regular writing and revision. As new information is added, the writer should revisit previous work to ensure full integration of all elements (e.g. theory, literature, organization, etc). Satisfaction, or "passing" of one stage does not signify that the work completed to that point does not require revision. In addition, communication with the MP on all iterations of the dissertation is essential. The work of the MP is aided by regular readings of new pieces and revisions of older pieces, and he or she can identify ways to further strengthen the research and writing. The MP and student should discuss intermittent deadlines within the program checkpoints to ensure that progress is made toward a quality final product.

6. 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 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 graduate program administrator 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

The student 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 – EXAMINATION AND DISSERTATION EVALUATION RUBRIC

Evaluation Components	Expected Performance	Levels of Performance 1= Does not meet requirements 2= Marginally meets requirements 3= Meets requirements 4= Exceeds requirements	Committee Comments
Dissertation: Written Components Expectations for writing, applicable to all components of the written dissertation noted below, are that 1) writing is well organized; 2) arguments are clearly articulated; and 3) there are very few mechanical errors. Writing in all chapters adheres to the style guide selected upon consultation with the MP.			
Introductory chapter: Please provide an overview of your research topic and provide justification for the importance of this specific research topic.	Introduction clearly explains the justification for the study and explains its importance in the context of current issues in higher education.		
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.	Lit review is integrated and up-to-date. Contextualizes the problem. Demonstrates a thorough analysis of the literature relevant to the dissertation research as undertaken.		
Theoretical Foundation: What are the theoretical underpinnings of your research?	Theoretical framework is appropriate and clearly justified. Analysis of framework is accurate and justified in the context of the study undertaken.		
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.	Methods used are appropriately aligned with the research questions and theory. Points out the advantages and disadvantages of the proposed methods. Thoroughly explains methodological procedures.		
For final defense: Analysis and Discussion: What are the findings of your study? How do you contextualize them in the literature and what are the implications of those findings to current or future research on this topic?	Analysis is thorough and clearly addresses the research questions. Contextualized appropriately in the larger scope of the study. Implications are clearly outlined and discussed.		
Dissertation: Defense Expectations for the defense, applicable to the components below, are that 1) the student demonstrates a high level of familiarity with his/her chapter drafts; and 2) the student presents and responds to questions in an appropriate professional manner.			
Overview	Clear and concise presentation of topic and the reason for study. Succinctly summarizes the purpose and findings of the study.		
Discussion	Thorough responses to committee questions and comments on all areas: literature, theory, methods, findings and implications.		

APPENDIX B - DISSERTATION COMMITTEE FORM

Advisory Committee for Doctoral

- Original
 Revised

Reset Form

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	<input type="text"/>	CAN # (810)	<input type="text"/>
Address	<input type="text"/>	Degree	<input type="text"/>
	<input type="text"/>	Major	<input type="text"/>

Student's Committee

(Please type major professor and committee members' names)

Major Professor Graduate Faculty 1-a	<input type="text"/>	Co-Major Professor (if any) Graduate Faculty 1-b	<input type="text"/>
Graduate Faculty Member 2	<input type="text"/>		
Graduate Faculty Member 3	<input type="text"/>		
Additional members may be added at the department's discretion			
<input type="text"/>			
<input type="text"/>			

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 (Name & Signature)	<input type="text"/>	Date	<input type="text"/>
Graduate Dean	<input type="text"/>	Date	<input type="text"/>

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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APPENDIX C - FINAL PROGRAM OF STUDY FORM

Final Doctoral Program of Study

Reset 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	<input type="text"/>	CAN # (810)	<input type="text"/>
Address	<input type="text"/>	Degree	<input type="text"/>
	<input type="text"/>	Major	<input type="text"/>

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
										TOTAL HOURS	<input type="text"/>

Research Skills Requirement (if applicable)

Departmental Requirements

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

<input style="width: 95%;" type="text"/>		<input style="width: 95%;" type="text"/>		(Chair)
<input style="width: 95%;" type="text"/>		<input style="width: 95%;" type="text"/>		
<input style="width: 95%;" type="text"/>		<input style="width: 95%;" type="text"/>		

APPROVALS

Graduate Coordinator (Name & Signature) Date

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.

APPENDIX D - APPLICATION FOR ADMISSION TO CANDIDACY

Application for Admission to Candidacy

Reset Form

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	<input type="text"/>	CAN # (810)	<input type="text"/>
Address	<input type="text"/>	Degree	<input type="text"/>
	<input type="text"/>	Major	<input type="text"/>

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.

(Human subjects information available at: <http://www.ovpr.uga.edu/hso/>)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

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)	<input type="text"/>	Date	<input type="text"/>
Graduate Coordinator (Name & Signature)	<input type="text"/>	Date	<input type="text"/>
Graduate Dean	<input type="text"/>	Date	<input type="text"/>

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APPENDIX E-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

Reset Form

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.

Doctoral Advisory Committee (type name and sign)	Approved	Approved with Suggested Changes	Disapproved	Date
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 50%; height: 15px;" type="text"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 50%; height: 15px;" type="text"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 50%; height: 15px;" type="text"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 50%; height: 15px;" type="text"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 50%; height: 15px;" type="text"/>

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
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 95%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 F- DISSERTATION ELECTRONIC SUBMISSION APPROVAL



The Graduate School
THE UNIVERSITY OF GEORGIA

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: **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. *Requires 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 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