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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

Leslie Gordon
Associate Director, Executive Ed.D. Program
Ph.D., Georgetown University

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

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

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

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

George Spencer
Assistant Professor of Higher Education
Ed.D, Harvard Graduate School of Education

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

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

Karen L. Webber
Professor of Higher Education
Ph.D., University of Maryland, College Park

Gregory Wolniak
Associate Professor of Higher Education
Ph.D., University of Iowa
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.

Angela Bell
Adjunct Assistant Professor of Higher Education
Associate Vice Chancellor, Research and Policy Analysis, University System of Georgia (USG)

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

Manuel González-Canché
Adjunct Professor of Higher Education
Associate Professor of Higher Education at the University of Pennsylvania Graduate School of Education

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

Jennifer Rippner
Adjunct Assistant Professor of Higher Education
Consultant, University System of Georgia Chancellor’s Office and Georgia’s P-20 Council
INSTITUTE OF HIGHER EDUCATION FELLOWS

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

Robert Anderson  
President  
SHEEO

Michelle Cooper  
President  
IHEP

Christopher Cornwell  
Professor of Economics  
Terry College of Business, UGA

Houston Davis  
President  
University of Central Arkansas

Elizabeth DeBray  
Professor, LEAP  
Associate Director for Policy, Georgia Education Policy & Evaluation Center, UGA

Mary Lou Frank  
Educational Consultant  
Adjunct Faculty  
Brenau University

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

Larry L. Leslie  
Professor Emeritus  
University of Arizona

James T. Minor  
Sr. Strategist for Academic Success  
The California State University Chancellors Office

David Mustard  
Professor of Economics  
Terry College of Business, UGA

Brian Noland  
President  
East Tennessee State University

Kenneth E. Redd  
Sr. Director of Research and Policy Analysis  
NACUBO

Linda A. Renzulli  
Professor of Sociology and Department Head  
Purdue University

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

James Soto Anthony  
Dean  
Graduate Division  
University of California, San Diego

Randy L. Swing  
Higher Education Consultant

David Tandberg  
VP for Policy Research and Strategic Initiatives  
SHEEO

Wayne J. Urban  
Professor Emeritus, University of Alabama  
Regents’ Professor Emeritus  
Georgia State University

C. Edward Watson  
Associate Vice President for Quality, Advocacy and LEAP Initiatives  
AAC&U

Meihua Zhai  
Assistant Vice President  
Institutional Research & Analysis  
Wayne State University
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 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 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 of Higher Education
Ed.D., University of Georgia
Ed.D., University of Georgia
PH.D. PROGRAM IN HIGHER EDUCATION AT UGA

The Ph.D. program is designed to prepare students for academic, administrative, policy, and research positions in higher education, non-profit, and governmental settings. Students 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. Recent graduates are working in positions such as: tenure-track faculty and post-doctoral fellowship appointments in research universities; research and analyst roles in an institution, state system, or think tank; and administrative leadership appointments in campus and system offices of public service, diversity, government relations, student success, and institutional research.

The IHE Ph.D. program follows a rigorous curriculum of course work and independent research. Students studying full-time (3 or 4 courses per term) typically graduate in four years. During the first two years, students complete required courses in core content areas, research methods, and electives. During the third and fourth years, the major focus of the program shifts from coursework to research as students focus on their dissertations. Throughout the program, students also engage in additional professional development activities such as participation in research teams, grant writing, conference presentations, and publication in various scholarly outlets.

While the Institute of Higher Education’s Ph.D. Program is primarily designed for students who are pursuing the program full-time, part-time students are also welcomed to pursue the program. Students who choose part-time study should know that they are expected to complete at least 12 credit hours of coursework over the course a calendar year. In addition, Graduate School policy dictates that students must be enrolled two semesters per academic year to remain on active status.
# PH.D. PROGRAM OF STUDY CHECKSHEET

## INSTITUTE OF HIGHER EDUCATION
Doctoral Program of Study Checksheet

## I. Required Content (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Required Context Courses:</strong> Students must enroll in each of the following courses</td>
<td></td>
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<tr>
<td>EDHI 8010 Higher Education in the U.S. (3)</td>
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<tr>
<td>EDHI 9050 Organization and Governance in Higher Education (3)</td>
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<tr>
<td>EDH 9700 College Choice, Access, &amp; Success (3)</td>
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<tr>
<td>EDHI 8990 Introduction to Research in Higher Education (3)</td>
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</tbody>
</table>

## B. Required Disciplinary Courses:
Students must enroll in 3 of the 4 following courses

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<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 8000 History of American Higher Education (3)</td>
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<tr>
<td>EDHI 8410 Economic Applications for Higher Education (3)</td>
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<tr>
<td>EDHI 9060 Social Theory and Higher Education (3)</td>
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<tr>
<td>EDHI 9500 Policy Studies In Higher Education (3)</td>
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</table>

### REQUIRED CONTENT TOTAL

## II. Required Research (17 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>EDHI 8910 Quantitative Methods in Higher Education I (3)*</td>
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<tr>
<td>EDHI 8910L Quantitative Methods in Higher Education I Lab (1)*</td>
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<tr>
<td>EDHI 8920 Quantitative Methods in Higher Education II (3)</td>
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</tr>
<tr>
<td>EDHI 8920L Quantitative Methods in Higher Education II Lab (1)</td>
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<tr>
<td>EDHI 8930 Qualitative Methods in Higher Education (3)</td>
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<tr>
<td>EDHI XXX Advanced Qualitative Methods (3)</td>
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</tbody>
</table>

Advanced Methods Course in Quant or Qual (3) *with program approval may be replaced with advanced methods course

### REQUIRED RESEARCH TOTAL

## III. Cognate/Electives (12 hours)

At least 6 credit hours of cognate/electives must be IHE course offerings

### A. Content-Specific IHE Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 8200 Institutional Research (3)</td>
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<tr>
<td>EDHI 8300 The Law and Higher Education (3)</td>
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<tr>
<td>EDHI 8400 Finance and Higher Education (3)</td>
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<td></td>
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<tr>
<td>EDHI 8600 Assessment in Higher Education (3)</td>
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<tr>
<td>EDHI 8700 State Systems of Higher Education (3)</td>
<td></td>
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<tr>
<td>EDHI 8960 Intro to US Postsecondary Education National DataSets (3)</td>
<td></td>
<td></td>
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<tr>
<td>EDHI 9010 Academic Programs in Higher Education (3)</td>
<td></td>
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<tr>
<td>EDHI 9040 Technology in the Classroom (3)</td>
<td></td>
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<tr>
<td>EDHI 9100 The American Professorate (3)</td>
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<tr>
<td>EDHI 9210 Strategy and Management in Higher Education (3)</td>
<td></td>
<td></td>
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<tr>
<td>EDHI 9400 Comparative Higher Education (3)</td>
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</tbody>
</table>
**Program of Study Notes:**

- 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/).
- 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.
- No required courses can be taken outside of the Institute. Required courses must be completed in the traditional format. Students may not substitute independent study courses for required courses.
- Requests for Transfer credit must be approved in advance by the Graduate Coordinator and must adhere to the UGA Graduate School’s policy and may only be counted toward the non-IHE electives section of the program of study.
- Individual changes or substitutions to a student’s Program of Study must be approved by both the Graduate Coordinator and the adviser and should only be requested in extenuating circumstances.
- No courses with a grade below a ‘C’ may be placed on the final Program of Study. Further, students must be admitted to candidacy within 5 years of their first semester of graduate study to prevent courses from expiring.
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. Each semester students are required to meet with their advisors and complete the advisement form to be cleared for registration. At the end of each year, students will be asked to complete a short written review of their progress and experiences during the first year.

- Please see Appendix A for the Advisement Form.
- Please see Appendix B for the Annual Review.

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 C for detailed information on who can serve on the dissertation committee.

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 topic 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.

- The Program of Study form must be completed and submitted to the Graduate School via GradStatus. This will be completed by the program coordinator.
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 three questions on subjects that are determined during the Program of Study meeting by the student’s dissertation committee. All questions will be answered over a predetermined three week period. The use of books or notes will 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/hso/ for the requirements for research using human subjects.
• Please see Appendix F for the complete list of requirements for Admission to Candidacy.

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. The ETD form must be completed and submitted via Gradstatus by the student.
EXPECTATIONS FOR SCHOLARSHIP AND SERVICE

In addition to the curricular expectations of the Institute’s PhD Program, the IHE faculty have identified the following benchmarks to guide student development during the Ph.D. program. Students will be asked to review their development in these areas during the annual review process at the end of each academic year. These reviews will then be evaluated by the MP and larger IHE faculty and used in the selection of IHE awards recipients.

1. Assistantships:
   At the beginning of each term, students should work with their assistantship supervisors to discuss responsibilities and expectations. Students on assistantship in external departments should share their work schedules with their respective faculty advisors. Students should successfully complete all assistantship expectations and demonstrate proficiency in relevant research and administrative skills. Supervisors will evaluate students at the end of each year.

2. Instructional Assistant positions:
   Each term, the program coordinator solicits applications from advanced doctoral students for volunteer instructional assistant positions with IHE core faculty. Instructional experience is viewed as the primary benefit of these teaching opportunities and the positions are unpaid. While students can apply for all positions, they may not serve as the instructional assistant for more than one course per term. It should be noted that because the courses are graduate level, assistants cannot be listed as instructors of record or classified officially as teaching assistants; however, the instructional assistant responsibility, with course and instructor name, may be listed on your CV.

3. IHE events:
   Students are expected to attend and participate in all IHE-sponsored events such as the annual Louise McBee Lecture, Education Policy Seminars (EPS), presentations associated with faculty searches, and various social gatherings. Graduate assistantship duties and courses are the only reasons students should be absent from events. Further, students should request flexibility from their assistantship supervisors to attend events when possible.

4. Conferences:
   Individually or with a team, students should submit at least one research-based proposal for the ASHE, AERA, AIR, APPAM, or similar annual meetings by the end of their second year. In fact, many students have submitted proposals based on assignments from methods coursework during the first-year. Students should also plan to attend at least one of these research conferences during the course of their doctoral study.

5. Publications:
   Students should submit at least one manuscript to a peer-reviewed journal by the end their third year. This could be sole authored or co-authored with IHE faculty or other students.
6. Funding:
Students should work with their major professors to identify and possibly apply for grant support for research projects. Possible funding sources include: IES, NCES, NSF, Spencer Foundation, Ford Foundation, and W.T. Grant Foundation. Students should also identify and possibly apply for dissertation funding from sources such as the UGA Graduate School, AERA, AIR, and Spencer and Ford Foundations.

7. Higher Education Student Society (HESS):
Students are encouraged to participate in HESS events such as meetings, brown bag presentations, research roundtable sessions, and various social gatherings. Elections for new officers are held each Spring. All students are eligible for positions.

8. Awards:
• Thomas G. Dyer Outstanding Dissertation Research Award:
  Given annually to a doctoral student who is pursuing rigorous original scholarship in the field of higher education. Eligible students will have completed their comprehensive qualifying exams and be in the early stages of dissertation research. The award is named in honor and memory of University Professor, Professor of Higher Education and History, and longtime University of Georgia administrator, Thomas G. Dyer, who served as Institute director at the time of his retirement in 2006. This award is designed to promote and support excellence in the study of higher education through doctoral research.

• Zell and Shirley Miller Fellowship:
  Awarded annually to a doctoral student of high promise in the Institute of Higher Education. In making its determination, the IHE Graduate Studies Committee takes into account the scholarly potential of the candidate together with an assessment of his/her academic record and professional achievement. The fellowship was established to support doctoral study of significant issues in the field of higher education.

• Libby V. Morris Leadership Award:
  This inaugural award will be given in 2018 to a student who shows potential for leadership in colleges and universities and fosters a commitment to the land-grant missions of instruction, research, and public service. Dr. Morris is currently the Zell Miller distinguished professor of higher education and director of the Institute of Higher Education.

• J. Douglas Toma Excellence in Scholarship and Service Award:
  Presented annually to a student who combines a strong record of academic achievement with commitment to the professional field. In making its determination, the Graduate Studies committee considers the student’s academic achievement and his/her service to the profession, as noted by institutional engagement and/or service to the profession. The award is named in honor and memory of J. Douglas Toma, professor of higher education and founder of the Institute of Higher Education’s Executive Doctoral Program in Higher Education Management. Professor Toma was committed to developing scholars and leaders in American and international higher education.
**STUDENT SUPPORT RESOURCES**

In addition to the support offered by the faculty and staff at the Institute of Higher Education, the following university-wide resources are available to IHE Graduate Students. Should students need departmental support in accessing or utilizing these resources they should contact their respective advisers or the program coordinator.

1. **Academic Assistance**
   - Office of Student Care and Outreach: [https://sco.uga.edu/](https://sco.uga.edu/)
   - Disability Resource Center: [https://drc.uga.edu/](https://drc.uga.edu/)
   - Division of Academic Enhancement: [https://dae.uga.edu/](https://dae.uga.edu/)
   - UGA Career Center: [http://www.career.uga.edu/](http://www.career.uga.edu/)
   - UGA Libraries: [https://www.libs.uga.edu/](https://www.libs.uga.edu/)

2. **Campus Engagement**
   - Center for Leadership and Service: [https://cls.uga.edu/](https://cls.uga.edu/)
   - Center for Student Activities & Involvement: [https://involvement.uga.edu/](https://involvement.uga.edu/)
   - Office of Service-Learning: [https://servicelearning.uga.edu/](https://servicelearning.uga.edu/)
   - Multicultural Services and Programs: [https://msp.uga.edu/](https://msp.uga.edu/)
   - Institutional Diversity: [http://diversity.uga.edu/](http://diversity.uga.edu/)
   - LGBT Resource Center: [https://lgbtcenter.uga.edu/](https://lgbtcenter.uga.edu/)
   - International Student Life: [https://isl.uga.edu/](https://isl.uga.edu/)
   - Student Conduct: [https://conduct.uga.edu/](https://conduct.uga.edu/)
   - Student Veteran Resource Center: [https://svrc.uga.edu/](https://svrc.uga.edu/)

3. **Financial Assistance**
   - Financial Hardship Resources: [https://financialhardship.uga.edu/](https://financialhardship.uga.edu/)
   - Emergency Funds: [https://studentaffairs.uga.edu/vp/content_page/emergency-fund](https://studentaffairs.uga.edu/vp/content_page/emergency-fund)
   - Financial Aid: [https://osfa.uga.edu/](https://osfa.uga.edu/)
   - Food Scholarship: [https://tate.uga.edu/food_content_page/food-scholarship-home/](https://tate.uga.edu/food_content_page/food-scholarship-home/)
   - UGA Student Food Pantry: [https://ugapantry.weebly.com/](https://ugapantry.weebly.com/)

4. **Health and Wellness**
   - ASPIRE Clinic: [https://www.aspireclinic.org/](https://www.aspireclinic.org/)
   - Homelessness and Foster Care: [https://sco.uga.edu/sco/embarkuga](https://sco.uga.edu/sco/embarkuga)
   - Bulldog Basics: [https://www.fcs.uga.edu/ssac/bulldog-basics](https://www.fcs.uga.edu/ssac/bulldog-basics)
   - Counseling and Psychiatric Services (CAPS): [https://www.uhs.uga.edu/caps/welcome](https://www.uhs.uga.edu/caps/welcome)
   - Recreational Sports and Ramsey Student Center: [https://recsports.uga.edu/](https://recsports.uga.edu/)
   - University Health Center: [https://uhs.uga.edu/](https://uhs.uga.edu/)
   - Counseling: [https://coe.uga.edu/directory/counseling-and-personal-evaluation](https://coe.uga.edu/directory/counseling-and-personal-evaluation)
   - Psychology Clinic: [http://psychology.uga.edu/clinic-information](http://psychology.uga.edu/clinic-information)
   - Equal Opportunity Office: [https://eoo.uga.edu/](https://eoo.uga.edu/)
   - UGA Police Department: [https://police.uga.edu/](https://police.uga.edu/)
## APPENDIX A - ADVISEMENT FORM

### IHE ADVISEMENT FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Term:</th>
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<tbody>
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<table>
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<tr>
<th>Student ID:</th>
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<table>
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<tr>
<th>Advisor/MP:</th>
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<table>
<thead>
<tr>
<th>Course Prefix (EDHI)</th>
<th>Course Number (9500)</th>
<th>5-Digit CALL No. (19885)</th>
<th>Credit Hours (3)</th>
<th>Course Title and Instructor (Policy Studies in Higher Education- Ness)</th>
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List Cognate/Elective Courses Below:

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Total Credit Hours: __________

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To receive clearance for registration, please complete and return to Megan Holloway.
APPENDIX B- ANNUAL REVIEW

IHE Ph.D. Student Academic Year Review

Please complete the following questions about your experience in the academic year. This information helps the Institute to track the achievements and progress of Ph.D. students for this academic year and to make plans for the upcoming academic year. Please limit your responses to 250 words each.

1. Please outline the progress you have made toward the fulfillment of your coursework. Also, briefly outline your plans for the upcoming academic year. Please disregard if you have already completed coursework.

2. Discuss the development of your research interests and tentative or established dissertation topics. For post-coursework students, discuss your progress on dissertation milestones (i.e., comprehensive exams, dissertation proposal, IRB application, final defense) for the current and upcoming academic years.

3. Discuss the development of additional professional interests, including teaching, service, or administration. If you would be interested in teaching experiences, such as guest lecturing, peer mentoring, or lab assistance; please indicate the relevant topics or courses.

4. Briefly summarize your participation in any research projects, research teams, conference submissions and presentations, and publication submissions. If applicable, please include citations for conference presentations and publications.
APPENDIX C- 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. A list of the Graduate Faculty at UGA can be found at http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-members/.

- Once all members of a student’s committee have agreed to serve, the student should send the committee members names and roles to the program coordinator. The program coordinator will then submit the committee information to the Graduate School.

- 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 with Graduate Faculty status may serve as a member of the student’s dissertation committee. However, permission from the Graduate Studies Committee 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. Students who are interests in such affiliates should discuss it with their MP who will present it to the Graduate Studies Committee. Upon nomination of the Graduate Coordinator and approval from the dean of the Graduate School the affiliate will be added to the committee. 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. Students who are interests in such affiliates should discuss it with their MP who will present it to the Graduate Studies Committee. Upon nomination of the Graduate Coordinator and approval from the dean of the Graduate School the affiliate will be added to the committee.

- 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 D-COMPREHENSIVE EXAM TIMELINE

1. Preparation
During the Program of Study meeting the committee will discuss each student’s courses, dissertations interests, and the approach of the written comprehensive exam questions.

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 to begin the third or fourth Monday of the August, January, and May. Students will have three weeks to complete three questions that will comprise the written portion of the exam. The questions will cover: (1) the topic of interest, (2) the theoretical/conceptual framework, and (3) research design. Questions will be emailed to each student by the program coordinator at 9am on the specified dates in August/January/May. Responses to all questions must be emailed back by 9am three weeks later.

Students will have a maximum of 15,000 words (roughly 60 double-spaced pages, not including references) for responses to all three questions. This doesn’t necessarily mean 20 pages per question. At the Program of Study meeting, students should discuss the appropriate scope/length of response to each question with MP and committee members.

3. Evaluation
Given the allowed time and access to relevant studies and resources, the written comps responses are expected to be thorough and polished. Comps responses should demonstrate students’ broader command of higher education topics, trends, issues, theories, and methods that extend beyond their specific topics.

Each response will be evaluated by the corresponding member of the student’ 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 has 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(s):

Please rate the response on each of the following using the scale below:
1 = Totally inadequate/unacceptable
2 = Needs improvement
3 = Meets expectations
4 = Exceeds expectations
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. The form should be submitted by the student via GradStatus.

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.
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.

• 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/.

• 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.

• 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 term 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 and send a final draft of the dissertation to the committee no less than two weeks in advance of the scheduled date. It is the discretion of the MP and committee to decline a defense meeting if students do not observe the policy regarding two-weeks’ notice. 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 by the deadline specified by the Grade School before graduation.

• 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

**APPRAVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION**

The University of Georgia  
Graduate School 379 Williams St., Athens, GA 30602

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### Part I: Submission of dissertation to the advisory committee.

**The Dissertation Of**:  

**CAN # (310)**:  

**Entitled**:

*The dissertation 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 disapproved vote.

- **Did this student use human subjects in their research?**  
  - [ ] Yes  
  - [ ] No

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

**If no, sign below unless the question regarding human subjects has been answered.**

- **Doctoral Advisory Committee (type name and sign)**:  
  - [ ] Approved  
  - [ ] Suggested Changes  
  - [ ] Disapproved  
  - [ ] Date

---

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

### Part III: Oral Defense and Final Examination

**To be signed by members of the advisory committee.** Only one disapproved 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

---

**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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