

# GRADUATE STUDENT HANDBOOK

**Department of Educational Theory and Practice  
College of Education  
University of Georgia**

*(Revised as approved by faculty April 17, 2014)*

## INFORMATION FOR PHD STUDENTS

Doctoral students are responsible for information in this handbook. However, please note that in all cases the policies and procedures of the University of Georgia's Graduate School should be followed if they conflict with information in this handbook. See the links below for current Graduate School information:

[Graduate School general information](#)

[Graduate School policies for doctoral students](#)

[Graduate School forms for doctoral students](#)

[Graduate School deadlines for doctoral students](#)

The UGA [Academic Calendar](#) can be found on the UGA Registrar's website.

The Department makes every effort to alert students about various deadlines, but students are ultimately responsible for all deadlines, forms, and other paperwork. The ETAP Graduate Coordinator and/or the ETAP Graduate Student Affairs Administrator will be happy to answer general questions about the doctoral program of study as well as specific questions about policies and procedures.

### **ETAP Graduate Coordinator**

Each UGA department has a Graduate Coordinator who, among other things, is responsible for ensuring that Graduate School policies and procedures are followed, for promoting the rigor of graduate degree programs, for sharing information from the Graduate School, for maintaining accurate records, and for mediating problems that might arise concerning graduate degree program issues.

### **ETAP Graduate Student Affairs Administrator**

ETAP's Graduate Student Affairs Administrator can help with many day-to-day questions about doctoral studies and will contact students regarding deadlines, forms, and so on.

### **UGA Email and ETAP Listserv**

All official communications from the University, the College, and the Department will be sent to students' UGA email addresses. Students can forward their UGA email to another email address if they wish to. In any case, students are responsible for reading their UGA email regularly.

ETAP uses students' UGA email addresses for the department graduate student listserv, which is maintained by the ETAP Graduate Coordinator and the ETAP Graduate Student Affairs

Administrator. Students should contact either person if they wish to post information to the listserv.

### **Ph.D. Degree Program Overview**

Students entering the ETAP Ph.D. program join a highly engaged community of scholars with diverse interests who work internationally, nationally, and locally with particular attention to the political and social contexts of children, communities, and education. Faculty are committed to questioning and furthering theory, research, and practice by developing and applying various theoretical and methodological perspectives.

The ETAP Ph.D. program provides a strong philosophical, theoretical, research-based, and practical understanding of teaching, learning, and educational environments for educators who intend to assume positions as researchers, teacher educators, teacher leaders, and policy makers. A central feature of the program is the integration of theory and practice.

Students, in consultation with their *Advisory Committees* (see below), should develop a rich and challenging program of study that suits their individual scholarship and research goals. The Department encourages students to take courses across the College and University and to engage in University-wide events and projects that enhance their doctoral student experience and prepare them for future scholarship and practice.

### **ETAP Ph.D. Required Courses**

The ETAP PhD program of study requires 43 hours of coursework, approved preliminary and comprehensive exams, an approved dissertation prospectus, and an approved dissertation. The following courses are required:

#### *ETAP Ph.D. Required Core Courses (9 credit hours)*

- ETAP 8050 (3 credit hours) Theory & Research on Teaching OR
- ETAP 8070 (3 credit hours) Research on Teacher Education
- ETAP 9110 (3 credit hours) Orientation Seminar
- ETAP 9130 (3 credit hours) Writing Seminar

#### *ETAP Ph.D. Required Research Methods Courses (12 credit hours)*

At least 4 research methods courses to be determined by the student in consultation with the Advisory Committee. Given that the Ph.D. is a research degree at a Research Extensive institution, students are encouraged to take as many research methods courses as needed to accomplish high-quality doctoral research.

#### *ETAP Ph.D. Required Area of Emphasis (22 credit hours)*

Students should select an area of emphasis from the six offered by the department: Early Childhood Education, Elementary Education, Middle Grades Education, Social Studies Education, Teacher Education, and Critical Studies in Educational Theory and Practice.

## **ETAP Ph.D. Emphasis Areas**

### ***Early Childhood Education***

This Ph.D. emphasis area focuses on the study of young children; the adults who educate and care for them; the educational and care settings that serve them; and curriculum, pedagogy, and policy issues in early childhood education. Our faculty areas of interest and expertise as well as our course offerings emphasize issues of diversity in ability, culture, language, and social class manifested in children, practitioners, families, and early care and education settings; immigration and multiculturalism; socio-cultural, political, and historical contexts; and international/comparative studies of early schooling. It also addresses the needs and challenges of early childhood education and care locally, nationally, and globally by drawing on diverse theories and research traditions. Graduates of this program are prepared for careers as Early Childhood Education researchers, teacher educators, leaders and policy-makers.

#### *Coursework (22 credit hours)*

Students will take 22 credit hours of coursework that help to prepare the student to think deeply about and conduct research on his or her specific interests within the field of early childhood education. Coursework breaks down as follows:

1 credit teaching internship

9 credit hours of coursework offered by emphasis area core faculty

12 credits of electives

The 12 credit hours of electives can include those offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Electives might include, for example, courses in teacher education, elementary education, critical theory, language and literacy, child development, social studies, and science and mathematics education.

*Core faculty:* Bob Capuzzo, Janna Dresden, Kyunghwa Lee, Martha Alleksaht-Snyder, Joseph Tobin

### ***Elementary Education***

This Ph.D. emphasis area is a gathering place for scholars focused on the study of childhood, children, and formal and informal educational settings where children spend their time during the elementary grades. Core faculty engage in scholarship and pedagogy focused on diversity and equity, social justice education, critical literacies, social studies, science, family-school relationships, community-based teaching and learning, curriculum theory and practice, sociocultural and critical theories of schooling, local and international experiences of schooling, and cultivating responsive educators who meet the needs of traditionally marginalized students and families.

#### *Area Expectations*

Registration and active participation in 3 credits of Elementary Education Symposia that will include gatherings to be organized and advertised by a core faculty member each year under a Special Topics course number.

Coursework and independent study work that orients the student toward a dissertation topic that is linked to the area of emphasis.

Dissertation research linked to the study of childhood, children, and/or formal and informal education settings where children spend their time during the elementary grades.

*Elective courses* (22 credit hours)

Electives can include courses offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Because of the interdisciplinary nature of elementary education, many doctoral students in this emphasis area will be encouraged to take courses outside ETAP in consultation with their Advisory Committee. Electives might include, for example, courses in mathematics education, science education, language and literacy education, special education, women's studies, gifted and creative education, educational administration and policy, geography, anthropology, and philosophy.

Sample courses offered by core faculty:

EDEC/WMST 8400	Feminist Perspectives in Elementary Education
ETAP 9000	Theories of Social Class and Poverty
ETAP 8190	Mentoring in Learning to Teach
ETAP 8140	Cross-cultural Perspectives on Learning Environments for Children and Adolescents
ETAP 8120	Social Constructivist Approaches to Understanding Classroom Motivation
EDEC 8201	Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 years
ETAP 8180	Research in Multicultural Teacher Education
ETAP 8150	Family, School, Community Interactions: Theory and Practice
ETAP XXX	Hip Hop Pedagogies
ETAP XXX	Race and Spirituality in Education
ETAP 6510	Study Abroad in Ghana
ETAP 6510	Study Abroad in Italy

*Core faculty:* Martha Alleksaht-Snider, Gayle Andrews, Betty Bisplinghoff, Cynthia Dillard, Janna Dresden, Cheryl Fields-Smith, Jennifer Hauver James, Stephanie Jones, Tina Love, Denise Oen, Ajay Sharma, Kathy Thompson, Beth Tolley

***Middle Grades Education***

This Ph.D. emphasis area focuses on the study of young adolescents and middle grades education within continually shifting institutional, socio-cultural, discursive, and political contexts; adult stakeholders who impact middle grades education (e.g., teachers, administrators, teacher educators, families, policymakers); teaching and learning of the content areas in the context of middle grades education (e.g., language & literacy, mathematics, science, & social studies); the structure and organization of educational environments serving young adolescents (e.g., public and private schools, after-school programs, community-based organizations); middle grades school improvement efforts; and curriculum, pedagogy, policy, and social justice issues in middle grades education. It addresses the needs and challenges of middle grades education locally, nationally, and globally. Graduates of this emphasis area are prepared to offer

intellectual leadership and advocacy in Middle Grades Education including research; teacher education and other teaching in higher education; and leadership positions in local, state, regional, national, or international institutions or agencies. These different forms of leadership are not mutually exclusive, but the relative emphasis given to each varies among students. Graduates with this emphasis have become educational researchers at both large and small universities and colleges, teacher educators, policy makers, instructional coaches, directors of professional development, and practicing teachers or administrators.

*Required Courses* (10 credit hours)

Three 3-credit courses from the following options:

- EDMS 9030 - Young Adolescents and Schools
- EDMS 9080 - Theory and Practice in Middle Grades Curriculum
- EDMS 9090 - Socio-cultural issues in early adolescence
- EDMS 9120 - Comparative and International Perspectives in middle grades education
- EDMS 9150 - School Reform and Young Adolescence

*Elective courses* (4 courses for 12 credit hours)

Electives can include courses offered by ETAP and other departments in the College and University. Electives might include, for example, courses in anthropology, art education, counseling, education law, educational policy, history, learning communities and professional development, philosophy, psychology, sociology, special education, subject area courses (e.g., language and literacy, mathematics education, science education, and social studies education), and supervision related to middle grades education.

*Core faculty:* Gayle Andrews, Cory Buxton, Hilary Hughes, Ajay Sharma, Katherine Thompson

***Social Studies Education***

This Ph.D. emphasis area is designed for students who wish to study theoretical and disciplinary areas, problems, and practices related to the field of social studies. Its primary focus is the continuing development of theory and research on the teaching and learning of the social studies. Just as there are a wide variety of disciplines within, and approaches to, social studies education, there are many possibilities available for doctoral study. Although social studies education doctoral students have the opportunity to engage with the history and current status of social studies education research, there are also opportunities for students to bring other fields of inquiry to the social studies. Faculty members in the social emphasis area, for example, borrow from various research methodologies (narrative inquiry, self-study, and discourse analysis) and a wide variety of theoretical perspectives (feminism, pragmatism, critical theory, psychoanalytic theory) to focus their research in social studies education. Graduates of this emphasis area can work in research and clinical faculty positions in colleges and universities, teacher leadership positions, and social studies positions in schools.

*Area Expectations*

Registration and active participation in ESOC 9700, a pro-seminar that will include gatherings to be organized and advertised by a core faculty member each year. Students working as GTAs in the social studies emphasis area are expected to enroll in this course on an ongoing basis; others

are expected to participate at least once.

Coursework and independent study work that orients the student toward a dissertation topic that is linked to the area of emphasis.

Dissertation research linked to the study of social studies education.

*Coursework (22 credit hours)*

Students will take 22 credit hours of coursework that together help to prepare the student to think deeply about and conduct research on his or her specific interests within the field of social studies education. Coursework breaks down as follows:

1 credit teaching internship

9 credit hours of coursework offered by emphasis area core faculty

12 credits of electives

The 12 credit hours of electives can include those offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Because of the interdisciplinary nature of social studies education, many doctoral students in this emphasis area will be encouraged to take courses outside ETAP in consultation with their Advisory Committee. Electives might include, for example, courses in women's studies, language and literacy, student learning and development, history, economics, political science, geography, anthropology, and philosophy.

Included below is a list of sample courses offered by core faculty:

Dialogue and Difference

Critique of Educational Literature in Social Science Education

Research Seminar in Social Science Education

History of Social Studies Education

Religion and Education: Dilemmas in Teaching and Learning

Studies in Civic Mindfulness

*Core faculty:* Ronald Butchart, Todd Dinkelman, James Garrett, Jennifer Hauver James, Mardi Schmeichel, Sonia Janis

### ***Teacher Education***

This Ph.D. emphasis area is designed for students interested in research about teacher education. Teacher education occurs as formal and alternative preparation programs, as in-service professional development and continuing education experiences, and within mentoring and supervision relationships that bridge university and PreK-12 settings. Students pursuing an emphasis in *Teacher Education* will study how it manifests in these multiple and varied contexts by engaging in the ongoing practice of, reflection on, study of, and collaborative sense-making about teacher education in its many forms. Faculty working in this emphasis area are committed to being and preparing teachers to be advocates for children, for communities, for learning, and for their profession. Those in this emphasis area study teacher education amid institutional, discursive, socio-cultural, and political contexts that continuously shape and reshape the meanings and purposes ascribed to it. Graduates of this emphasis area are prepared for careers

as aspiring and practicing teacher educators, instructional coaches, administrators, supervisors, and university faculty.

#### Coursework (22 credits)

Courses in this emphasis area are determined in consultation with the student's committee, though at least 9 of these credits should come from within ETAP. At least one of the students' doctoral committee should be from the TE emphasis area.

Core faculty: Martha Allexaht-Snider, Gayle Andrews, Betty Bisplinghoff, Cory Buxton, Robert Capuozzo, Cynthia Dillard, Todd Dinkleman, Janna Dresden, Cheryl Fields-Smith, Jim Garrett, Hilary Hughes, Jennifer Hauver James, Kyunghwa Lee, Denise Oen, Mardi Schmeichel, Elizabeth St.Pierre, Katherine Thompson

#### *Critical Studies in Educational Theory and Practice*

This PhD emphasis area foregrounds interdisciplinary and critical inquiries related to educational theory and practice. Scholarship in this area assumes that objects of study and methods of inquiry in educational theory and practice are produced differently over time and space in different discursive, cultural, and material conditions. Courses and research projects in this area are informed by disciplines including history, philosophy, anthropology, geography, and linguistics and theoretical approaches including critical, feminist, race-based, queer, postmodern, poststructural, posthumanist, psychoanalytic, and cultural theories. Students will become familiar with the epistemological, ontological, and methodological allegiances that ground these theories. The goal of study in this area is to encourage students to pursue rigorous research agendas that contribute to leadership in the field of educational theory and practice.

#### *Required and Elective Courses (22 credit hours)*

All courses in this interdisciplinary emphasis area are determined in consultation with the Advisory Committee and can include courses offered by ETAP and other departments in the College and University.

Students in this emphasis area typically take courses such as:

EDEC/WMST 8400	Feminist Perspectives in Elementary Education
EDMS 9090	Socio-Cultural issues in Early Adolescence
EDMS 9120	Comparative & International Perspectives in ECE
EFND 8110	History of African American Education
EFND 7210	Examining Race and Culture in Education Reform and Policy
EFND 7040	History of Education in the US
ESSE 8585	Foucault and Education
ESSE 8595	Derrida, Deconstruction, and Education
ESSE 9010	Diversity & Democracy in Teacher Education
ESSE 9140	Culture & Education
ESSE/QUAL 8560	Theoretical Frameworks for Doctoral Studies in Education
ESSE/QUAL 8570	The Postmodern Turn: Theories & Methods
ESSE/QUAL 8580	Postmodern Qualitative Research
ESOC 8010	History of Social Studies Education

*Core Faculty:* Ronald Butchart, Brian Dotts, Jim Garrett, Stephanie Jones, Jerome Morris, Mardi Schmeichel, Ajay Sharma, Elizabeth St.Pierre

### **Diversity Requirement**

ETAP is committed to increasing students' knowledge of and sensitivity to issues of diversity. To achieve this goal, students must select from the following two options:

#### *Option One*

Coursework is acceptable if there is a substantial emphasis on issues of diversity that focus on, for example, race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation. The Major Professor will determine whether a student's coursework satisfies this requirement.

#### *Option Two*

Students may also fulfill this requirement through an independent study experience as follows: (1) enroll in an independent study with the Major Professor, (2) submit a proposal for the experience, which must be approved by the Major Professor, and, (3) complete an approved project—including any readings specified in the proposal—that satisfies the goal of the proposal, which must be approved by the Major Professor.

### **Program of Study**

The Ph.D. degree will be granted in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work prescribed in advance. Evidence of such attainment must be provided through the presentation of an acceptable dissertation upon completion of independent research and the passing of such written and oral examinations as may be prescribed.

The student must complete a minimum of 30 semester hours in order to be admitted to candidacy. The student, in consultation with the Advisory Committee, may decide to take additional semester hours. The program of study should consist of 16 or more hours of 8000- and 9000-level courses. The following courses cannot be included in the 16 hours: 9000 (Doctoral Research), 9300 (Doctoral Dissertation), and directed/independent study courses. Fifteen hours of 9000 can count toward the residency.

The student and the Advisory Committee will determine an area of emphasis no later than after the student has completed 24 credit hours in the program.

A preliminary program of study developed by the student and the Major Professor and approved by a majority of the Advisory Committee will be submitted to the Graduate Coordinator by the end of the student's first year of residence and should consist of 16 or more hours of 8000- and 9000-level courses in addition to research, dissertation writing, and directed study.

A final program of study will be submitted to the Graduate School prior to notification of the comprehensive examination.

**Acceptance of Transfer of Credit**

No courses taken at another institution prior to admission to the doctoral degree program at The University of Georgia are eligible for transfer. A maximum of nine hours of credit earned after admission to UGA may be transferred pursuant to the following guidelines. If graduate credit earned at an accredited institution constitutes a logical part of the student's program, transfer of credit may be allowed when recommended by the student's major professor, Advisory Committee, Graduate Coordinator, and when approved by the Dean of the Graduate School. Such transfer of credit must fall within the time limit of the degree. No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer credit may not be used to satisfy the residency requirement. If the residency requirement has not been satisfied and the transfer course is taken during the Fall or Spring semester, a "break" in residency will occur unless the student is also registered at UGA. Transferred courses may not be included in the 16 hours of 8000- and 9000- level credit on the program of study. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School at least 30 days prior to the time the student plans to graduate.

**Enrollment Policies**

Degree-seeking graduate students at the University of Georgia are required to register for a minimum of 3 hours for at least two semesters in each academic year (fall, spring, summer). Please note that the graduate enrollment policy does not replace any more stringent policy affecting enrollment. For example, students who've been awarded graduate assistantships must register for the minimum hours required by that policy (9 for summer, 12 for fall and spring for one-third to one-half service assistantships). International students and those receiving financial aid must register for the number of hours required by those programs. Students must register for a minimum of 3 hours during the semester they complete degree requirements even if they were registered for the two previous semesters. Students must register for a minimum of three hours in any semester in which they use university resources, including faculty time.

Not complying with enrollment policies can be expensive. Penalties are explained in the policy. Please become familiar with the enrollment policy in the Graduate Bulletin at <http://www.uga.edu/gradschool/academics/registration.html>

**Residence Requirement**

Students must enroll for 30 consecutive hours, which may include summer semesters. Fulltime enrollment is encouraged by the department but is not required. Fifteen hours of 9000 (Dissertation Research) can count toward the residency. Students who wish to take a leave of absence for more than 2 semesters must contact the Graduate School for approval.

**Academic Honesty**

All students must be familiar with and abide by UGA's academic honesty policy, *A Culture of Honesty*. A pdf copy of the policy is available on the University's website.

**Auditing a Course**

University policy requires permission from the department, in effect, from the course instructor, to audit a course. Students auditing courses in the Educational Theory and Practice Department must have written permission from the instructor to register as an audit and should discuss the conditions of the audit with the instructor before classes begin.

**Grade Average**

To be eligible for graduation, a student must maintain a 3.0 (B) average on the graduate transcript and a 3.0 (B) average on the program of study. No course with a grade below C may be placed on the final program of study.

**Time Limit**

All requirements for the degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study. A candidate for a doctoral degree who fails to complete all degree requirements within five years after passing the comprehensive examination, and being admitted to candidacy, will be required to take the comprehensive examinations again and be admitted to candidacy a second time.

**Probation and Dismissal**

Students may be dismissed at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. See additional information at [Academic Regulations and Procedures](#) on the Graduate School website.

**Review of Progress Toward the Ph.D.**

In ETAP, there are several milestones at which faculty assess doctoral students' progress toward the completion of their degrees: the preliminary exam, written and oral comprehensive exam defense, the written and oral discussion of the dissertation prospectus, and the written and oral dissertation defense. By April 15 of each Spring Semester, ETAP doctoral students are required to complete the *ETAP Progress Toward the PhD in Educational Theory and Practice* form, email it to their Major Professors, and meet with their Major Professors to review their academic progress.

**Interim Advisor and Major Professor**

An *Interim Advisor* will be assigned when the student is accepted in the department who will initially approve coursework and answer questions. During the first year of study, students should become familiar with the scholarship and research of ETAP faculty members in order to determine who can best support their professional goals and research interests. Typically, near the end of the first year of study, full-time students invite a member of the UGA Graduate Faculty to serve as their *Major Professor* for the remainder of their doctoral programs. For part-time students, this decision may come later. For all students, a decision about the Major Professor should be made before the end of the fourth semester of study or the completion of 18 credit hours of coursework, whichever comes first. Students may or may not decide to invite their Interim Advisor to be their Major Professor. Faculty who serve as Interim Advisors expect to be replaced.

The Major Professor guides the student in the selection of the PhD Advisory Committee. At least one member of the committee must be from the department (typically the Major Professor). The other two members of the committee must be a member of the UGA Graduate Faculty and should have substantial academic expertise in the student's areas of interest and research. The Major Professor chairs the Advisory Committee and must approve all coursework. The Major Professor advises students in accomplishing the work for which academics are responsible.

### **Advisory Committee**

Ph.D. Advisory Committees must be composed of a minimum of 3 UGA Graduate Faculty members and be chaired by the student's Major Professor. Additional voting members may be appointed to the committee, including no more than one non-UGA faculty member, who must hold the terminal degree in their field of study. If there are more than 3 committee members, there must be greater than 50% graduate faculty representation. Co-chairs of a committee count as 1 member, so there must be an additional 3 committee members with a total then of 4 members.

Students should meet with their Advisory Committee shortly after the committee is formed to discuss professional interests and goals, review prior coursework, plan remaining coursework, establish a time frame for degree completion, and explore research interests. Subsequent meetings should be scheduled as appropriate in consultation with the Major Professor.

In addition to being involved in the initial planning and final approval of the student's program of study, the Advisory Committee arranges the preliminary exam, written and oral comprehensive examinations, approves the subject and substance of the dissertation research, and conducts the written and oral defense of the student's dissertation.

### **Changes in Major Professor and Advisory Committee Membership**

Changes in Advisory Committee membership, including the Major Professor, may occur during a student's doctoral program for a number of reasons. Either the student or a faculty member may initiate changes in Advisory Committee membership. Caution and prudence should be used when making Advisory Committee changes, and all changes must be made with the objective of helping the student complete the degree. Conversations with the ETAP Department Head and/or ETAP Graduate Coordinator should take place prior to initiating any change. A new Advisory Committee form will have to be approved and signed by the Graduate Coordinator.

### **Preliminary Examination**

Students take a preliminary or qualifying examination to demonstrate potential for continued study and future tasks (comprehensive exams, prospective writing and dissertation work). An important goal of doctoral study is preparing students as scholarly writers. A core purpose of the preliminary exam is to work with students to assess their strengths as writers and identify any aspects of scholarly writing that need further support and development.

The preliminary exam is required after a student has completed 15 credit hours in the program (8000-9000 level courses). For many students, this exam takes place near the end of their first year in the program.

Process: Students will submit a piece of scholarly writing (not previously scored) to the Graduate Coordinator by April 1<sup>st</sup>. The piece submitted by the student should demonstrate her/his evolving competency in the following areas:

- strong writing skills
- ability to identify and evaluate an argument
- ability to substantiate a claim
- ability to synthesize ideas in order to build an argument
- ability to identify and evaluate assumptions at play in an article
- ability to determine what counts as evidence and whether the evidence offered is plausible
- ability to name what is ignored and/or what goes unsaid in a piece of writing

Examples of scholarly writing include but are not limited to:

- A critical analysis of a journal article or book
- A manuscript the student intends to submit for possible publication
- A paper prepared for and/or presented at a conference
- A research proposal

*Students are expected to talk with their initial advisor and determine which document format they will use for their preliminary exam.*

Preliminary exams will be submitted to the Graduate Coordinator and read by three members of the ETAP Graduate Program Committee. The full committee will meet to synthesize the individual reviews and rate each exam using the following ratings: *strong pass*, *acceptable pass*, *unsatisfactory*. The committee will notify the student and advisor of the rating and provide any feedback so together they can determine what areas need to be strengthened. If the student scores an “unsatisfactory” rating on the exam, s/he is required to retake the exam the following semester, submitting a new piece of scholarly writing. The date of the new submission will be set by the Graduate Coordinator.

### **Comprehensive Examination**

A student must pass comprehensive written and oral exams administered by the Advisory Committee in order to be admitted to candidacy for the degree.

To pass each examination, written and oral, each member of the Advisory Committee will cast a written vote of pass or fail on the examination. To pass each examination, the agreement of the Advisory Committee is achieved with no more than one dissenting vote and no abstentions.

#### *Written Exams*

1. The format, content, and scope of the written comprehensive exams will be determined by the Advisory Committee.
2. The student may choose sit-down or take-home written exams or a combination of each.
3. Students will have up to 20 weeks to complete take-home written exams. Under extenuating circumstances, the student may apply to the Advisory Committee for an extension of time.

4. *For sit-down exams*, the student will have 3 hours for each of 3 questions that synthesize coursework and readings, usually in the areas of concentration selected early in the program in consultation with the Advisory Committee.
5. *For take-home written exams*, the student will write 1-3 papers responding to questions developed in consultation with the Advisory Committee. The total number of pages for written take-home exams, regardless of the number of questions, should be about 60 pages.
6. The student may discuss written exams with fellow students at any time except during the sit-down session. If writing take-home exams, the student may ask fellow students, but not faculty, for feedback on drafts of papers. Faculty who are on the Advisory Committee may not provide feedback to students about their written exams until all exams have been completed and submitted.
7. If, after reading a student's written exams and before the oral defense, the Advisory Committee determines that one or more papers requires revision, the student will be required to revise based on direction from the Advisory Committee. Students will have one, and only one, opportunity to revise. Under extenuating circumstances, a student may apply to the Advisory Committee for an extension of the revision period. Students who do not revise successfully may not proceed to comprehensive oral exams and will be withdrawn from the PhD program.

#### *Oral Exams*

1. Once the written comprehensive exams have been approved by the Advisory Committee, the student is ready to proceed to the oral comprehensive examination.
2. All members of the student's Advisory Committee must be present simultaneously for the oral exam.
3. To pass the oral examination, the agreement of the Advisory Committee is achieved with no more than one dissenting vote.

#### **Admission to Candidacy**

Students are eligible for admission to candidacy once they have successfully defended their comprehensive exams. The student is responsible for initiating an application for admission to candidacy so that it is filed with the Dean of the Graduate School at least one full semester before the date of graduation. The application is a certification by the student's major department that the student has demonstrated ability to do acceptable work in the chosen field of study and that:

1. All prerequisites set as a condition to admission have been satisfactorily completed.
2. Research skills requirements have been met.
3. The final program of study has been approved by the Advisory Committee, the Graduate Coordinator, and the Dean of the Graduate School.
4. An average of 3.0 (B) has been maintained on all graduate courses taken and on all completed courses on the program of study (no course with a grade below C may be placed on the final program of study).
5. Written and oral comprehensive exams have been passed and reported to the Graduate School.
6. The Advisory Committee, including any necessary changes in the membership, is confirmed, and all its members have been notified of their appointment.

7. The residency requirement has been met.

After admission to candidacy, a student must register for a combined total of 10 hours of dissertation or other appropriate graduate credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for candidacy during that semester and register for 10 hours. The student must also meet all other deadlines for graduation that semester. A student must register for a minimum of 3 hours of credit in any semester when using University facilities and/or faculty or staff time. Once a student has been admitted to candidacy, the department has an ethical responsibility to ensure that appropriate faculty mentorship is provided to the candidate for completion of the degree.

### **Dissertation Prospectus/Proposal**

The Major Professor and Advisory Committee guide the student in planning the dissertation. The student shall prepare a dissertation prospectus/proposal. When the Major Professor certifies that the document is satisfactory, it must be formally considered by the Advisory Committee in a meeting with the student. This formal consideration may not take the place of the comprehensive oral exam. Approval of the prospectus signifies that the Advisory Committee believes it proposes a satisfactory research study. The student's dissertation prospectus meeting will not precede the written and oral comprehensive exams except under extenuating circumstances approved by the Advisory Committee. All members of the student's Advisory Committee must be present simultaneously for the prospectus presentation.

The specific content and format of the dissertation prospectus may vary depending on the research methods employed. The prospectus may be drafts of 3 dissertation chapters (e.g., theoretical framework, literature review, methodology) or equivalent information in another format, such as a research grant proposal. The page length of the prospectus will be determined by the Advisory Committee. The student should submit the prospectus to the Advisory Committee at least 2 weeks before the prospectus/proposal meeting.

Regardless of form, the following should be included:

1. Theoretical framework
2. Statement of the problem
3. Research questions
4. Significance of the problem
5. A literature review (enough to document the need for the project and to establish a theoretical framework)
6. Thorough discussion of procedures and methods to be employed in the investigation
7. Potential importance, implications, and limitations of the investigation
8. Anticipated time-table for completing the dissertation project
9. References

### **Dissertation Approval and Oral Defense**

A student pursuing the Ph.D. must present a dissertation on some subject connected with the major field of study. The dissertation must represent originality in research, independent thinking, scholarly ability, and technical mastery of a field of study. The conclusions must be

logical, the literary form acceptable, and the contribution to knowledge must meet publication standards.

Faculty who serve on the Advisory Committee at the time the dissertation research is undertaken must be faculty members knowledgeable in the areas of the student's research and should be selected irrespective of their departmental affiliation.

The Major Professor has the primary responsibility for guiding research, but the student should consult all members of the Advisory Committee to draw upon their expertise in relevant areas. When the Major Professor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be read by the Advisory Committee. The Major Professor will then distribute copies of the dissertation to the remaining members of the Advisory Committee and schedule a final oral dissertation defense. The Graduate Coordinator must notify the Graduate School at least 2 weeks prior to the final oral defense. Subsequently, the Graduate School will announce the time and place of the dissertation defense to the University community.

The student and the Advisory Committee will determine the format of the dissertation. See the [Graduate School](#) website for further University requirements for the dissertation.

With the Major Professor's consent and at least 2 weeks before the scheduled final oral dissertation defense, the student will submit the dissertation to the Advisory Committee who will read the dissertation in preparation for the final oral dissertation defense.

Written assent of Advisory Committee members is required before a dissertation can be approved as ready for a final oral defense. No more than 1 dissenting vote may be allowed for the approval of the dissertation. If the Advisory Committee declines to approve the dissertation as ready for the final oral defense, the Major Professor will notify the student and the Graduate School.

The final oral defense of the dissertation is chaired by the student's Major Professor and attended by all members of the Advisory Committee simultaneously for the entire examination period. The Advisory Committee must approve the student's dissertation and oral defense with no more than 1 dissenting vote and must certify their approval in writing. The student's major professor must approve the dissertation for the student to pass. An abstention is not an appropriate vote for the final defense. If there is more than 1 dissenting vote, the student fails the oral defense but may have 1, and only 1, more opportunity to successfully defend the dissertation. The results of the final oral dissertation defense must be reported to the Graduate School at least 2 weeks prior to the graduation date of the current semester.

*Format of the oral defense.* At the beginning of the final oral dissertation defense meeting—usually lasting 2 hours—the student may give a presentation of the research lasting no more than 20 minutes, which will be followed by questions from the Advisory Committee. The initial presentation is open to all members of the university community. The question-answer session is open only to the University Community unless a special provision is made and agreed upon by all members of the Advisory Committee.

### **Submitting the Dissertation**

Once the dissertation has been approved by the Advisory Committee and the oral defense has been passed, the dissertation must be submitted to the Graduate School for final approval no later than 2 weeks prior to graduation of the following semester. Dissertations that are not submitted by this deadline must be defended again and approved by the Advisory Committee before they will be considered by the Graduate School for final approval.

One complete formatted copy of the dissertation must be electronically submitted to the Graduate School for a format check no later than 4 weeks prior to graduation. The Graduate School must receive the Formal Defense Approval form and an electronic submission of the corrected dissertation no later than 2 weeks prior to graduation. This official copy of the dissertation will be electronically submitted by the Graduate School to the UGA main library for archiving.

### **Application for Graduation**

An application for graduation form must be filed with the Graduate School no later than Friday of the second full week (the first full week of summer) of classes in the semester of the anticipated graduation date.

## **Ph.D. Awards and Assistantships**

### **ETAP Graduate Assistantships**

The University, College, and ETAP annual budgets determine the number of graduate assistantships available each year; and faculty then determine the kind of work they need assistance with, for example, teaching undergraduate courses, supervising student teachers, and assisting faculty with their research. Budget information is not available until at least March each year. Assistantships are typically available at one-third time (13 hours/week) or one-half time (20 hours/week). The graduate assistantship stipend is determined on an annual basis. Please contact the Graduate Student Affairs Administrator for the current stipend.

Students should contact the Graduate Coordinator and/or the Graduate Student Affairs Administrator to apply for assistantships at any time during the year.

Assistantships are awarded based on the fit between department needs and students' qualifications, prior accomplishments as GTAs and RAs in ETAP, and progress toward the degree. ETAP cannot guarantee that assistantships will be renewed from year to year, and will not fund doctoral students who have already received 8 semesters of funding. Individual faculty with grant funding, however, may choose to fund doctoral students beyond 8 semesters.

### **ETAP Procedures for Nominating Students for Other University Awards and Assistantships**

The following procedures are used to nominate students for the awards and assistantships described below:

- ETAP faculty recommend students for all awards using criteria established by the Graduate School, the Center for Teaching and Learning, and the Department. Students do not nominate themselves for awards. Any faculty member may nominate a student for the awards and

assistantships listed below, not just their Major Professor. For example, the Major Professor may not supervise a student's teaching, so a faculty member who does may sponsor the student for a teaching award.

- In the event that the number of eligible candidates recommended by the faculty exceeds the number the department can nominate, the department's Graduate Program Committee selects the student(s) with the strongest nomination package to go forward.
- Nominated students prepare their nomination packages with the help of their faculty sponsors.
- The ETAP Graduate Coordinator submits students' nomination packages to the Graduate School.

### **UGA Awards and Assistantships**

The University of Georgia sponsors awards, assistantships, and fellowships for students. Other campus organizations (e.g., The Women's Studies Institute) and local, regional, and national organizations and professional associations also sponsor awards (e.g., NCSS, NCTM, NCTE, IRA, AERA, TESOL, ACTFL, AAAL). Refer to those organizations' websites for information about awards and other funding opportunities.

Graduate student awards, assistantships, and fellowships that are available on a regular basis at UGA are listed here. These awards are announced by the Graduate School and then the Department during Spring Semester, and they require comprehensive nomination packages, which include supporting letters from faculty, a vita, and other documentation of exemplary accomplishments. Therefore, students who wish to be nominated should give their faculty sponsors several weeks to write letters of support and themselves adequate time to prepare their dossiers *well in advance of the deadline*. Note that these awards are very competitive, and faculty may determine after reviewing a student's vita and other supporting documentation that the student is not ready to compete for the award.

### **UGA Graduate School Financial Assistance Awards**

UGA's Graduate School provides financial assistance through the awards listed below. See the following website for more information about these awards:

<http://www.grad.uga.edu/financial/gsf.html>

1. Graduate School Assistantships (GSA)
2. Graduate Recruitment Opportunities Assistantships (GRO)
3. Presidential Graduate Fellows Program
4. Dissertation Completion Awards
5. Regent's Out of State Tuition Waivers for Candidacy (ROOST)
6. Out of State Tuition Waivers for Candidacy.

### **UGA Graduate School Recognition Awards**

UGA's Graduate School offers the awards listed below recognizing students' accomplishments. See the following website for more information about these awards:

<http://gradschool.uga.edu/financial/awards.html>

1. Excellence in Research by Graduate Students
2. Excellence in Teaching by Graduate Students

3. Graduate Student Diversity Engagement Award
4. Graduate School Diversity Research Scholarship

**UGA Center for Teaching and Learning Awards**

The University recognizes the significant contribution graduate students make to the instructional mission of the University with the two awards listed below. See the following website for more information about these awards:

<http://www.ctl.uga.edu/teachingassistant/awards>

1. Outstanding Teaching Assistant Award, sponsored by the Office of the Senior Vice President for Academic Affairs and Provost
2. Excellence in Teaching Award, sponsored by the Graduate School.

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