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Purpose

The Ph.D. program is designed to prepare students for leadership and research careers related to the education of adults. All phases of the program, from advisement to dissertation, encourage and support the acquisition of advanced knowledge and skills for conducting research and analyzing and reporting findings. The program provides classroom as well as experiential opportunities for students to develop research skills.

Course work

There are five major areas of course work: adult education core, electives, research in adult education, research methods, and post-candidacy course work.

1. **Adult Education Core (15 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EADU 8020</td>
<td>Adult Education in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>EADU 9020</td>
<td>Adult Learning Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>EADU 9030</td>
<td>Program Planning Theory and Research in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EADU 8010</td>
<td>History and Philosophy of Adult Education or Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>or EADU 8190</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EADU 8620</td>
<td>Adult Education Administration or Theory and Practice of Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>or EADU 8200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Electives (18 semester hours)**

   Courses should be selected through discussion with the student's major professor. A full listing of adult education courses is available online at http://bulletin.uga.edu. This includes 9 semester hours of EADU courses and 9 semester hours of other courses.

3. **Research Methods (12 semester hours)**

   12 semester hours; At least one statistics course and one course not in statistics.

4. **Research in Adult Education (12 semester hours)**

   Research courses provide the student with the necessary background and skills to begin dissertation research. Twelve hours of course work are required to complete this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EADU 9601</td>
<td>Foundations of Adult Education Research</td>
<td>3</td>
<td>May be taken at any time, and is</td>
</tr>
</tbody>
</table>
4. **Post Candidacy Courses (10 semester hours)**

After formal admission to candidacy, a student must register for a minimum of 10 hours of credit while completing the dissertation to be eligible to graduate. At least 3 hours of this credit must be EADU 9300. Because the Graduate School continuous enrollment requirement, most students exceed the minimum.

<table>
<thead>
<tr>
<th>Area</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Core</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
<tr>
<td>Research Methods</td>
<td>12</td>
</tr>
<tr>
<td>Research in Adult Education</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
</tr>
<tr>
<td>Post Candidacy Course</td>
<td>10</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

In addition to the course requirements described in the previous pages, Ph.D. students must also fulfill the following requirements.
Residency Requirement

Students must accumulate 30 semester hours in consecutive semesters. (Students MAY use Summer semester to fulfill residency)

Comprehensive Examination

Before beginning the dissertation process, students must demonstrate their preparedness by means of a month-long, take-home, written examination. The written examination is followed by an oral examination. The comprehensive examination process is described in detail in, Guide to Comprehensive Examinations for Ed.D. and Ph.D. Students in the Program of Adult Education (see page 17).

Submission of Manuscript for Publication

In order to be admitted to candidacy, students must submit a manuscript for review in a refereed research journal related to adult education. See Guide to PhD Article Requirements (page 20) for more information.

Journal-Ready Dissertation Format

More information can be found in the section, Journal-Ready Dissertation Format (see page 21).

Dissertation Prospectus

In order to be admitted to candidacy, students must have their research plan approved by the advisory committee. This plan, the dissertation prospectus, typically consists of the first three chapters of the dissertation.

Dissertation

The Ph.D. program culminates in the preparation and defense of a dissertation. The dissertation is prepared under the supervision of the major professor and three other faculty committee members who compose the advisory committee.

Dissertation Submission

The Graduate School requires dissertations to be submitted in an electronic format. In addition, the Department requires students to provide a bound copy of the dissertation to the Department library, to the major professor, and to any other committee member that requests one.

Time Limitations

Students must be admitted to candidacy within six years of the start of their course work. After admission to candidacy, students have five years to complete their dissertation.

Advising Form, Appendix A (see page 26)
FOR STUDENTS ADMITTED PRIOR TO SUMMER, 2009

Purpose

The Ph.D. program is designed to prepare students for leadership and research careers related to the education of adults. All phases of the program, from advisement to dissertation, encourage and support the acquisition of advanced knowledge and skills for conducting research and analyzing and reporting findings. The program provides classroom as well as experiential opportunities for students to develop research skills.

Course work

There are five major areas of course work: adult education core, electives, research in adult education, research methods, and post-candidacy course work.

1. **Adult Education Core (15 semester hours)**

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<tr>
<td>EADU 8010 or EADU 8190</td>
<td>History and Philosophy of Adult Education or Human Resource Development</td>
</tr>
<tr>
<td>EADU 8200 or EADU 8620</td>
<td>Theory and Practice of Educational Change or Adult Education Administration</td>
</tr>
</tbody>
</table>

2. **Electives (12 semester hours)**

Courses should be selected through discussion with the student's major professor. A full listing of adult education courses is available online at [http://bulletin.uga.edu](http://bulletin.uga.edu). This includes 9 semester hours of EADU courses and 3 semester hours of other courses.

3. **Research Methods (12 semester hours)**

12 semester hours; At least one statistics course and one course not in statistics.
4. **Research in Adult Education (12 semester hours)**

Research courses provide the student with the necessary background and skills to begin dissertation research. Twelve hours of course work are required to complete this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EADU 9601</td>
<td>Foundations of Adult Education Research</td>
<td>3</td>
<td>May be taken at any time, and is recommended early in degree program.</td>
</tr>
<tr>
<td>EADU 9630</td>
<td>Critique of Literature in Adult Education</td>
<td>3</td>
<td>May not be taken until student has (a) a major professor, (b) a dissertation topic and (c) has completed most core courses and some research courses. Must be taken <strong>BEFORE</strong> EADU 9640 and comprehensive exams.</td>
</tr>
<tr>
<td>EADU 9640</td>
<td>Prospectus Development in Adult Education</td>
<td>3</td>
<td>May not be taken until student has (a) completed EADU 9630 and (b) successfully defended their comprehensive exam. Defense of exam must be complete no later than three weeks into the start of EADU 9640.</td>
</tr>
<tr>
<td>EADU 9602</td>
<td>Research Practices in Adult Education</td>
<td>3</td>
<td>Must be taken <strong>AFTER</strong> successful defense of comprehensive exams. Defense of exam must be complete no later than three weeks into the start of EADU 9602.</td>
</tr>
</tbody>
</table>

5. **Post Candidacy Courses (10 semester hours)**

After formal admission to candidacy, a student must register for a minimum of 10 hours of credit while completing the dissertation to be eligible to graduate. At least 3 hours of this credit must be EADU 9300. Because of the Graduate School continuous enrollment requirement, most students exceed the minimum.

| Summary of Course Work |
|------------------------|-------------------|
| **Area**               | **Semester hours**|
| Adult Education Core   | 15                |
| Electives              | 12                |
| Research Methods       | 12                |
| Research in Adult Education | 12        |
| **Total**              | **51**            |
| Post Candidacy Course  | 10                |
| **Grand Total**        | **61**            |

In addition to the course requirements described in the previous pages, Ph.D. students must also fulfill the following requirements.

**Residency Requirement**

Students must accumulate 30 semester hours in consecutive semesters. (Students MAY use Summer semester to fulfill residency)
Comprehensive Examination

Before beginning the dissertation process, students must demonstrate their preparedness by means of a month-long, take-home, written examination. The written examination is followed by an oral examination. The comprehensive examination process is described in detail in, Guide to Comprehensive Examinations for Ed.D. and Ph.D. Students in the Program of Adult Education (see page 17).

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Journal-Ready Dissertation Format

More information can be found in the section, Journal-Ready Dissertation Format (see page 21).

Dissertation Prospectus

In order to be admitted to candidacy, students must have their research plan approved by the advisory committee. This plan, the dissertation prospectus, typically consists of the first three chapters of the dissertation.

Dissertation

The Ph.D. program culminates in the preparation and defense of a dissertation. The dissertation is prepared under the supervision of the major professor and three other faculty committee members who compose the advisory committee.

Dissertation Submission

The Graduate School requires dissertations to be submitted in an electronic format. In addition, the Department requires students to provide a bound copy of the dissertation to the Department library, to the major professor, and to any other committee member that requests one.

Time Limitations

Students must be admitted to candidacy within six years of the start of their course work. After admission to candidacy, students have five years to complete their dissertation.

Advising Form, Appendix B (see page 28)
AREA OF EMPHASIS IN HUMAN RESOURCE AND ORGANIZATION DEVELOPMENT

The Human Resource and Organizational Development (HROD) area of emphasis provides an opportunity for students pursuing a Ph.D. in Adult Education to focus their academic preparation on courses, research, and theory related to human resource and organization development and/or workplace learning. For this area of emphasis, students must complete five courses related to HROD:

**Required**

1. EADU 8190, Human Resource Development
2. EADU 8200, Theory and Practice of Educational Change
3. EADU 9050, Human Resource and Organization Development

**Electives**

In addition to the three required courses, students will choose two HROD-related electives that will assist them in the direction of their research and career goals. These should be negotiated with and approved by the student’s Major Professor and committee and clearly demonstrate a focus on HROD.

1. Elective in or highly related to HROD
2. Elective in or highly related to HROD

**NOTE:** STUDENTS, WHO HAVE EARNED THEIR M.ED. IN HROD AT UGA AND, THUS, HAVE ALREADY TAKEN EADU 8190 AND EADU 8200, WOULD BE REQUIRED TO TAKE (A) EADU 9050 AND (B) FOUR ELECTIVES FOCUSED ON HROD.

In addition, students completing the HROD area of emphasis must complete a dissertation that is focused on human resource and organization development and/or workplace learning.

All requirements regarding additional coursework, residency requirements, policies for comprehensive exams, article submission, dissertation prospectus and dissertation, continuous enrollment, and time limitation remain the same as outlined for the Ph.D. in Adult Education.

**APPLYING FOR THE HROD AREA OF EMPHASIS**

To facilitate completion of the requirements for the HROD area of emphasis, students should apply for admission as early in their program as possible. Students must complete TWO COPIES of the HROD Area of Emphasis Application (see Appendix C – page 30) and submit this to the academic advisor of Lifelong Education, Administration and Policy. This will be reviewed by the HROD Coordinator and/or faculty and the student will be notified.

**COMPLETING REQUIREMENTS FOR THE HROD AREA OF EMPHASIS**

To ensure that the HROD area of emphasis is completed and is notated on the student’s transcript, please submit the HROD Area of Emphasis Completion Form (see Appendix D – page 32) at the same time that the Application for Admission to Candidacy for Doctoral Degrees form is submitted to the academic advisor of Lifelong Education, Administration and Policy.
ADVISEMENT

A. Advisement Procedures

PURPOSE

Advisement is the process whereby students secure an Advisor to assist and advise them through a program of study. Although the advisor will work with the student to ensure that all university, department, and program requirements are met, the program of study will be individualized according to the student’s needs, background, aspirations, and interests. This individualization is allowed through some choices of elective courses in the program of study as well as through the emphasis and setting of the dissertation and/or internship experiences.

More specifically, the purposes of advisement are:

1. To advise and clear each student for registration for each academic term.
2. To assist students in the development of an appropriate program of study.
3. To assist students in the identification of a topic for their dissertation.
4. To assist students in forming an Advisory Committee.
5. To administer written and oral comprehensive examinations.
6. To direct the student’s prospectus and dissertation.

B. Major Professor

SELECTION OF MAJOR PROFESSOR

During the first semester of enrollment, each student in the doctoral program is assigned an interim advisor. During the first year of coursework, the student is expected to meet with and interview all appropriate faculty members to determine the faculty members’ research interests and activities as well as other resources faculty members may be able to apply to the student’s course work and/or potential dissertation topic. An additional purpose of this interview is for the student to share career interests and goals with the faculty. Students are not required to interview all faculty members in the Department, although they may if they prefer. The interim advisor will help the student identify the faculty who are likely to have an interest and expertise in the student’s projected dissertation research. Students have the option of asking their interim advisor to serve as their major professor.

If the student has located another faculty member who is willing to serve as major professor, he or she needs to inform his or her interim advisor. The Graduate Coordinator needs to be notified by email about the student’s decision to appoint their major professor. This email should be copied to both the interim advisor and the new advisor where applicable. The Graduate Coordinator will send a letter confirming the appointment to all parties concerned.

C. PROCEDURE FOR CHANGING MAJOR PROFESSOR

If, after selection, agreement, and approval of a major professor, a situation occurs which prohibits either the student or faculty member from continuing the major professor-student relationship, changes may be made. The student and major professor should discuss the desire for a change and mutually agree to dissolve the relationship. After both parties have reached mutual agreement, the Department Head must be notified in writing by either party that a change in assignment is necessary. After consultation with the
Department Head, the student can proceed with the selection of another major professor as described under the selection process.

D. Responsibilities of Major Professor

1. Advise and Clear each student for registration for each academic term.
2. Develop a plan of study with each student
4. Assist students in the PhD program with their PhD article.
5. Advise the student about the selection of advisory committee members
6. Assist the student with the selection of questions, in collaboration with the rest of the committee, for the written comprehensive exam.
7. Request a report from each committee member regarding a student’s performance on her/his written comprehensive exam prior to the student’s oral defense of comps.
8. Work with and direct the student through the process of the prospectus and dissertation.
9. Review the student’s dissertation prospectus prior to distribution to her/his advisory committee in anticipation of the defense of the prospectus.
10. Review the student’s dissertation prior to distribution to her/his advisory committee in anticipation of the dissertation defense.
11. Attend to paperwork needed for each student.
12. Contact all advisory committee members regarding the times of each oral defense; full committee attendance is required at each oral defense.

E. Graduate student’s responsibilities

1. Become familiar with the graduate student guidelines as published in the Graduate School Bulletin and the Department of Lifelong Education, Administration, and Policy Graduate Handbook.
2. Keep track of requirements, deadlines, and progress toward graduation.
3. Initiate advising by making an appointment with the advisor and attending advising appointments prepared with the appropriate paperwork and planned possible schedules.
4. Inform the advisor of interests, aptitudes, aspirations, or needs that will impact the design of the program of study.
5. Choose the advisory committee.
6. Distribute the Written Comprehensive Examination, Prospectus and Dissertation to committee members in a timely fashion. Committee members should have a least two weeks to read these documents.

F. Advisory Committee

After a student in the doctoral program selects a major professor, the next step is to select an Advisory Committee. This is carried out as a collaborative effort between the student and the major professor within the first three semesters of residence. The primary function of the Advisory Committee is to advise the student on an appropriate set of courses that are consistent with career goals, to administer the written and oral comprehensive examinations, and to assist with the dissertation. The Advisory Committee is comprised of the major professor and at least three other faculty members; one faculty member must be outside of the program.
In consultation with the student, the specific responsibilities of the Advisory Committee include:

1. Plan the student’s final program of study.
2. Approve the program of study.
3. Assists the student in developing a plan for fulfilling the Ph.D. article requirement.
4. Arrange and administer the comprehensive written and oral examinations.
5. Assist the student in developing the best possible plan for a research project.
6. Approve the student’s dissertation topic.
7. Assist the student in the preparation of a scholarly explanation of the results of the research project, assuring that the completed dissertation meets the traditional research standards of academic accomplishment.
8. Approve the completed dissertation.
9. Conduct and approve the student’s dissertation defense.

More specific information on the role of the Advisory Committee and dissertation planning can be found in the University’s Graduate School Bulletin (http://www.bulletin.uga.edu).
The internship is part of the Adult Education program at the University of Georgia. The purposes of the program are to provide the student with career experience in an organizational setting, allow the development of skills appropriate to working independently, and to provide new learning opportunities for the student to move from theory to practice. The program requirements are flexible and can be negotiated between the student and the faculty advisor.

Students are usually responsible for developing their own internships under the guidance of their faculty advisor and site supervisor. In the past students in the department have completed internships in various organizations such as educational institutions, business and industry, voluntary organizations, community development organizations, libraries, or health care institutions.

Because so many of our students are employed full time, a student may choose between two types of internships. The student’s faculty advisor will oversee either type of internship. The first type is when the student actually works a set number of hours in the organization under the direction of the site supervisor and has day-to-day responsibilities within the organization. The second type of internship is project centered and, if necessary, can be conducted at the student’s location of full time employment. Here the student identifies a need and designs and implements a solution that will contribute to the improvement of the organization and allow the student to learn from the experience. The project centered internship might involve developing and delivering training programs, conducting evaluations, establishing new and innovative marketing strategies, or creating an entirely different program for the organization.

**Internship Requirements**

Each internship must meet certain criteria to be approved by the department:

1. The internship must demonstrate that the student is engaged in new learning and not repeating prior knowledge or activities.
2. Each student will prepare an individualized learning plan that includes specific learning objectives, activities and resources, schedule of completion, and criteria for accomplishing the stated objectives.
3. Each student must register for EADU 9700 prior to beginning the internship. EADU 9700 is repeatable up to 12 credit hours. Each semester credit hour equates to 45 clock hours.

Sometimes even the best planned internships are altered because of changes in the organization, the site supervisor changes, or the student may encounter difficulties. In this case, the student should contact the internship faculty advisor and arrange to alter the internship plan.
Internship Process

Each internship is a unique opportunity for students to plan, develop, and implement their own program of study. Although each internship experience is different there are certain steps that should be followed in order to receive credit for the program of study. **Students should begin this process the semester before they register for the internship.** Register in the semester you think you will complete the internship.

1. **Meet with the faculty advisor** to discuss possible ideas for an internship.
2. **Research potential internship sites** and learn as much as possible about the organization before contacting the site supervisor. A database of potential sites is available in the department or through the Career Planning and Placement Office of the University.
3. **Contact the site supervisor** and explain your internship objectives. Provide the site supervisor with materials that explain the internship program and the responsibilities of each person involved (Appendix E – page 34).
4. Early in the process, **meet with the faculty advisor** and outline the plan for your internship program. Develop the learning objectives and activities to be achieved during the internship (Appendix F– page 35).
5. **Prepare an internship agreement** listing the name of the organization, the site supervisor(s), learning objectives and potential outcomes. The student, the faculty advisor, and the site supervisor should sign this form. (Appendix G– page 36).
6. **Contact should be made** between the faculty advisor and site supervisor at some time during or at completion of the internship, whether by a scheduled meeting or telephone call.
7. At the completion of the internship, provide the site supervisor with an **evaluation form** to complete and return to the faculty advisor (Appendix H– page 37).
8. At the conclusion of the internship the student should provide the faculty advisor with a **final report** that includes items negotiated between the student and the faculty advisor. These may include the internship proposal, the log (Appendix J – page 39), the learning objectives achieved and not achieved, any learning objectives achieved that were not part of the original plan, and any products produced during the internship. The intern should also complete an **evaluation form** at the conclusion of the internship (Appendix I – page 39).

Internship Proposal

The internship proposal is the beginning of the process and is the most valuable because it outlines the plan of what will be done. Discuss your ideas with the faculty and other students as a way to clarify your plans. The final written proposal allows the faculty advisor the opportunity to review and approve the internship plan.

The internship proposal should include the name, address, phone number, and name of the potential site supervisor. The estimated time span of the internship should also be included. Finally, the proposal should include a brief description of the activities and products that will result from the internship.

Internship Learning Agreement

The learning agreement describes as specifically as possible exactly what will be done during the internship, what learning should take place, and how it will be demonstrated that the learning has taken place (Appendix F – page 35). The learning agreement should include the following:

- Dates of the internship
- Description of the activity: describe the proposed project activities and products that will result from the internship.
• Identify the goals and objectives of the internship. The goal is a general statement about the general area of activity. The objectives are specific steps used to achieve each goal. Each goal may have several objectives.
• Describe the activity which is designed to meet each objective.
• Describe how it will be demonstrated that each objective has been achieved. (For example, products such as curriculum development, handbooks, letters, log, or evaluations)
• Describe any new learning that is expected during the internship
• Provide space for the signatures and dates for the intern, faculty advisor, and site supervisor

Final Report

The final report generated from the internship might include but is not limited to the following items:

• Internship Proposal
• Agreement for Internship Study
• Internship Learning Agreement
• Internship Log (Appendix J – page 39).
• Products and material from the internship
• Evaluation of the Intern by the Site Supervisor
• Evaluation of the Internship by the Intern

Reflective paper (this is an optional requirement, but it gives the student the opportunity to express what happened, what was most successful, what if anything should have been done differently)
GUIDE TO DOCTORAL COMPREHENSIVE EXAMINATIONS

Purpose

It is a long-standing tradition in universities that, before embarking on dissertation research, doctoral students demonstrate their academic preparedness by taking comprehensive examinations. In the Adult Education program, the comprehensive examination consists of a take-home written examination followed by an oral defense of the written work. Students must pass both the written and oral portions of the comprehensive examination in order to continue with their doctoral studies. The topics addressed in the comprehensive examination are usually congruent with the student's planned dissertation research. The examination itself is constructed by the student’s major professor with questions provided by members of the student's Doctoral Advisory Committee. The student is actively involved in crafting the examination questions.

Major Steps

Step 1. With the major professor, the student selects the dissertation topic which, of course, can affect the program of study.

Step 2. With the major professor, the student selects the Doctoral Advisory Committee. The student then invites the participation of the selected faculty members.

Step 3. With the major professor, the student selects the topic areas for the comprehensive examination. Normally, there are four examination questions: One dealing with adult education foundations, one with theoretical issues, one with practical issues, and the other with methodological issues. Each of the areas should advance the dissertation. For each area, one or more members of the committee are selected to draft a question.

Step 4. The major professor notifies each member of the committee about the upcoming comprehensive examination and asks each of those selected to submit a draft question to the major professor, usually within two weeks' time. Normally, the student meets with individual committee members to discuss possible questions and arranges a date for the oral defense. After such meetings, committee members prepare draft questions and submit them directly to the major professor. The student does not receive copies of the draft questions at this time.

Step 5. The major professor prepares the examination questions, modifying the draft questions if necessary.

Step 6. The major professor delivers the examination questions to the student, who is given 30 days to write the responses.

Step 7. The student delivers copies of the completed examination document directly to individual committee members by 5pm on the exam due date. Alternately, if so directed by the major professor, five copies of the examination document may be delivered to the major professor for distribution. Each committee member reads the examination document. A minimum of two weeks must be allowed for reading the examination.

Step 8. Each member of the committee casts a pass/fail vote on the written examination, using the "Decision Form" or some other method of communication with the major professor. If two or more committee members find the written examination unsatisfactory, the oral defense is canceled and the committee decides how to
Step 9. An oral defense of the examination is held (usually two weeks to one month after the examination document is distributed). During the oral defense, the committee critiques the written responses, asking the student to expand or clarify the responses as necessary.

Step 10. At the end of the oral defense, the student is asked to leave the examination room while the committee makes a "pass/fail" decision based on a confidential vote. If more than one committee member decides that the oral defense was unsatisfactory, the committee decides how to proceed at that time. (Note: The examination document itself is not "graded" in the normal sense. Although individual committee members might choose to return the written examination document with comments or editorial markings, usually to assist students in preparing their prospectuses, this is not required, and thus, students should not expect it.)

Additional Information

1. The Timing of the Examination. The examination may be taken any time after students complete the core courses in their programs of study. However, it is recommended that students complete a substantial portion of their research methods courses before undertaking the examination. Other than that, the examination is scheduled based on discussion between the student and the major professor. Students should be certain to contact their major professors at least two months before they would like to begin their examinations.

2. Format and Length. The examination document should consist of the examination itself as prepared by the major professor and separate, coherent, narrative responses to the four questions. The four essays should be in APA style and should be packaged as a single, consecutively paginated document ending with a single reference list containing the citations used in all four essays. The text of the total examination document must not exceed 60 typed, double-spaced pages (not counting references or cover materials). Appendices or other attachments to the examination document are not permitted. One-inch margins should be used and the type size should not be smaller than 12-point. Students should be careful to allocate these 60 pages reasonably (though not always evenly) among the four essays. If a student submits an examination paper more than 60 pages in length, decisions about the written examination will be based solely on the first 60 pages of the document.

3. Resources for the Examination. In preparing their responses, students should feel free to use any learning resources they deem appropriate. However, students should not attempt to discuss specific comprehensive examination questions with anyone. In cases where clarification of a specific question is required, students should contact the Major Professor. Regardless of the resources used, the final written product must represent a student's unassisted work. Prior to the submission of the examination (or the extended editing period described below), no one except the student should read or edit the written responses for any reason whatsoever.

4. Extended Editing Period. A student may petition the major professor for a two-week extended editing period immediately following the thirty-day-long, written examination. This option will allow students (particularly students for whom English is not their first language or students with special needs) to perfect the language grammar of the examination without altering the substance of the draft responses. The procedures for the editing period are as follows:
   a. The student requests an extended editing period during an early planning meeting with her/his major professor (Steps 2 through 3, above). The major professor, with committee input as necessary, decides whether or not the editing period will be granted.
   b. The student prepares a complete draft of the examination document at the end of the regular thirty-day examination period. As noted above, no one should be asked to critique or edit any responses prior to the submission of the draft. The draft should be complete in every way; it
should reflect the entire substance of the examination, and once it is completed and submitted, no material may be added to the examination document during the extended editing period.

c. Once the draft has been prepared, the student must submit one copy to the major professor (labeled "Unedited Examination") at the same time it is given to an editor. The major professor will hold this copy on file.

d. Two weeks after submitting the draft, the student must distribute copies of both the final version of the examination document and the unedited draft to each committee member. This distribution should be handled as described in step 7.
GUIDE TO PH.D. ARTICLE REQUIREMENT

Rationale

Writing for publication is an essential activity of academic life. Consequently, before being admitted to doctoral candidacy, Ph.D. students must demonstrate their scholarly abilities by preparing and submitting a manuscript for review by a refereed journal.

About the Article

1. The topic must be related to the field of adult education.
2. The substance of the manuscript must be scholarly in nature (e.g., empirical research, critical essays).
3. The manuscript must be prepared under the supervision of an adult education faculty member during a student's graduate studies in the department.
4. The topic must be approved by a review panel of three adult education faculty members.

Process for Completing the Requirement

1. The student meets with her or his major professor to develop a timeline and plan for fulfilling the article requirement. It is possible to complete this requirement under the supervision of a faculty member other than the major professor, but the major professor should be involved in that decision. Only adult education graduate faculty members may supervise manuscript preparation for this requirement.
2. Working with the supervising faculty member, the student prepares a one-page Ph.D. Article Proposal which contains the following information:
   - Title
   - Author(s)
   - Two-paragraph summary of the manuscript
   - Journal to which manuscript will be submitted and the rationale for the selection of that journal.
3. At that same meeting, the student will select two members of the adult education faculty who, together with the supervising faculty member, will serve as a manuscript review panel.
4. A Proposal Cover Sheet (see Appendix K – page 40) is attached to the one-page proposal, which is then circulated among the review panel for approval. Faculty desiring clarification of the topic will contact the student or the major professor. All three members of the review panel must approve the proposal before the student can move forward.
5. After the topic is approved, the supervising faculty member will work with the student in the preparation and submission of the manuscript.
6. The manuscript is to be written primarily by the student, who must be listed as first or sole author on the submitted manuscript.
7. After approval by the supervising faculty member, the student is to submit the manuscript to be published in the refereed journal.
8. As a final step, two documents will be placed into the student file:
   - the signed proposal cover sheet approving the topic, and
   - the cover letter to the editor when the manuscript is being submitted.
JOURNAL-READY DISSERTATION FORMAT

Dissertation Formatting for Graduate School:
http://www.uga.edu/gradschool/academics/thesis.html

What is this format?

This format requires that a study be conducted as in the standard dissertation, but that several of the chapters of the dissertation would be individual journal-length manuscripts ready for submission for publication. The entire document would be linked together through the theoretical framework of the study. This format would be particularly appealing to those doctoral students whose career goals include positions in academia and/or research. The candidate, major professor, and dissertation committee must all agree that this alternative structure is appropriate for the candidate.

What does the journal-ready dissertation proposal consist of?

The dissertation proposal would include:

1. An introduction of the topic, the theoretical framework, problem statement, research questions and methodology of the research study (much like a traditional chapter one with an additional section on methodology);
2. An overview of the structure of the dissertation with a short (one page) summary of each article;
3. A detailed, multiple-page outline/summary of each of the chapters/articles, including target audience and possible journals for submission.

What is the structure of the journal-ready dissertation?

The following structure incorporates the Graduate School guidelines:

1. An introductory chapter that presents the theoretical framework for the study and informs the reader of the structure of the dissertation;
2. A literature review that defines the objectives of the research; we suggest adding research methodology to this chapter if not adequately addressed in the two data-based articles;
3. A minimum of three journal articles in ready-to-submit condition
   a. The name of the journal and article status, e.g., to be submitted, submitted, etc. must be given as a footnote to the title on the first page of each of the article chapters; articles submitted to journals prior to the dissertation defense must have been approved for submission by all members of the student’s committee
   b. At least two of the articles must be authored solely by the student; on co-authored articles, the student must be first author
   c. Our PhD article requirement may be one of the articles
   d. Articles can be research findings, literature reviews, methodology discussions, theoretical discussions, practitioner-oriented and/or policy articles. Two articles must be data-based, that is, based on data generated and analyzed in the research study
   e. All articles must be prepared during the student’s adult education doctoral program at The University of Georgia
4. A concluding chapter that ties together the articles
Additional Guidelines

Journals: Submissions must be to peer-reviewed, refereed journals only

Additional authors: Should additional authors be listed on one or more of the dissertation manuscripts, the candidate must provide a detailed summary of the work performed by these other authors. Further, a statement must be provided in which the additional authors agree (by their signatures) with the candidate’s assessment of their contribution to the manuscripts. If an additional author is another graduate student, that individual must be apprised that such work may not be employed again in another dissertation. This information is to be provided in an Appendix immediately following each co-authored article.

Evaluation Criteria for Journal-format Dissertations: In judging the quality of both the prospectus and the dissertation, the faculty will consider the following three criteria, in addition to other criteria that might apply.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality</td>
<td>The quality of (a) the research procedures employed and (b) the document</td>
</tr>
<tr>
<td>Significance</td>
<td>The implications of the research for theory, practice, and policy in adult education and learning</td>
</tr>
<tr>
<td>Coherence</td>
<td>The extent to which the separate articles, taken together, represent a coherent intellectual effort comparable to a traditional dissertation. The author is expected to explicitly argue for the coherence of the overall dissertation.</td>
</tr>
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</table>
ANNUAL REVIEW OF DOCTORAL STUDENTS

Purpose

The Doctoral Student Review in the Adult Education Program is an important opportunity for the Adult Education Faculty to assess the performance of doctoral students’ academic progress early in their doctoral program. It also is a developmental tool for students in the program to assess their progress and potential need for improvement.

Review Dossier

A review dossier must be submitted by doctoral students after completing three, 3-credit courses in the Adult Education Program or other courses taught by Adult Education faculty in no less than two semesters. Students are responsible for notifying their advisors that they have met these eligibility criteria for student review and they intend to submit their dossier. The advisor will then notify the Adult Education Program Chair. The preparation of the dossier, however, is an independent effort and the advisor is not to be involved in its production. The primary components of the review dossier are grades, samples of written work, and a self-assessment. These components, evidence to provide, and the assessment criteria are described on page 25 of this document. The dossier is to be submitted as a single PDF document to the designated ELC site.

Doctoral Student Review Committee

During 2009, the Adult Education Evaluation Committee will serve as the review committee. In subsequent years, a 3-member review committee from within the Adult Education faculty will be selected to serve as the committee to review students’ progress.

Procedure and Timetable

Key Steps

1. Students notify their current academic advisors that they have completed three, 3-credit courses in the Adult Education Program or other courses taught by Adult Education faculty in no less than two semesters and that they intend to submit a dossier for review. The advisors submit names of those students eligible for review in any semester to the Adult Education Program Chair who then confirms with the students by email the need to submit documentation for review.
2. Students submit review dossier as a single PDF file to the Program Chair.
   a. Failure to submit a full dossier on time for review will result in a warning letter from the Program Chair that informs the student that failure to submit a complete dossier may be grounds for dismissal and that the student has a “grace period” of no more than two weeks to deliver a review dossier.
   b. Failure to comply with part (a) will result in a letter of non compliance (mailed to student and advisor). The letter will include a statement that the student was warned that a repeated violation could result in dismissal from the program. In addition, the student will not be cleared for registration for the next semester.
   c. Failure to submit for review two times will be grounds for dismissal from the program.
3. Program Chair is responsible for creating, uploading files, and managing a ELC site for review process.
4. Once dossiers are available on ELC, review committee chair communicates with the Adult Education Faculty and solicits review and input via a ELC secure site (faculty who had the students in their courses are especially encouraged to provide feedback). The comment review period will be two weeks.
5. The review committee studies all available documentation and faculty input and makes one of the following two recommendations:
a. Continue: Recommend student continue doctoral program.
b. Probation: Recommend student conditionally continue doctoral program.

6. Review committee presents recommendations to the Adult Education Faculty for discussion and vote.
7. Program Chair notifies students of the decision regarding their progress in a formal letter, with a copy going to their advisor.
8. Student who receive probation letter must communicate with their advisor within two weeks, or close to that deadline as possible, to develop a plan of action to address the conditions of the probation. At the end of the next semester of active study, appropriate documentation is to be submitted to the Program Chair for a subsequent review by the review committee to determine if the conditions of probation have been met and adequate progress has been made to meet standards to continue in the program.
9. If the Adult Education Faculty determine that a student has failed to satisfy conditions of probation, the student will be dismissed from the program.
10. Realizing that adult students have complex lives with a number of competing forces, any one of which is likely to temporarily derail completion of requirements, students may apply to the Program Chair for a one-semester delay of a scheduled Doctoral Student Review. The appeal must be based on a personal or professional cause that is beyond the student’s control. Examples of acceptable reasons to delay the review are loss of job, major financial setback, serious health problems, divorce, or death of an immediate family member.
# Timetable for annual reviews

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Activity</th>
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<tbody>
<tr>
<td>April 1</td>
<td>Nov. 1</td>
<td>Program Chair (PC) e-mails announcement to doctoral students</td>
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<tr>
<td>May 1</td>
<td>Dec. 1</td>
<td>Student/Advisor notifies PC of eligibility</td>
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<tr>
<td>Aug.1</td>
<td>Jan.1</td>
<td>PC e-mails list serve reminder</td>
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<tr>
<td>Sept.1</td>
<td>Feb.1</td>
<td>Materials due</td>
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<tr>
<td>Sept.15</td>
<td>Feb. 15</td>
<td>Dossier uploaded and open for faculty review and input</td>
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<tr>
<td>Oct.1</td>
<td>Mar.1</td>
<td>Faculty input closes</td>
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<tr>
<td>Nov. 1</td>
<td>Apr. 1</td>
<td>Review committee completes reviewing the files and faculty input and makes recommendations on each student's dossier</td>
</tr>
<tr>
<td>Nov. Faculty meeting</td>
<td>Apr. Faculty meeting</td>
<td>Review committee presents recommendations to the Adult Education Faculty for discussion and approval</td>
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<tr>
<td>Nov. 30</td>
<td>April 30</td>
<td>Student notification by PC</td>
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## Implementation

The review only pertains to those students who began their program of study in Spring 2008 and after that time.
## Rubric for the Doctoral Student Review

<table>
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<tr>
<th>Component</th>
<th>Evidence</th>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Grades</td>
<td>Transcripts</td>
<td>UGA Graduate School Policy: a student must maintain an average of 3.0 (B) both on the graduate transcript and on all courses on the program of study.</td>
<td>4</td>
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</table>
| Samples of Written Work  | A paper or other significant written work for each of the courses taken with an Adult Education Faculty member | Shows:  
Unity, logic, and coherence of writing  
Adequate evidence of analysis, synthesis, and evaluation of relevant literature (if appropriate)  
Appropriate usage of standard English, grammar, and punctuation  
Appropriate usage of APA style guidelines for format and documentation  | 4      |
| Self Assessment          | 500 word self assessment of academic performance | Addresses:  
Progress to date  
Program fit  
Any extenuating circumstances  
Future plans                                                                                                           | 2      |
## APPENDIX A: ADVISEMENT FORM: PH.D. DEGREE IN ADULT EDUCATION

*(for students admitted in or after Summer, 2009)*

### Adult Education Core (15 semester hours)

<table>
<thead>
<tr>
<th>Sem/Yr</th>
<th>Grade</th>
<th>Course #</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>EADU 8020</td>
<td>Adult Education in Social Context</td>
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<td>EADU 9020</td>
<td>Adult Learning Theory and Research</td>
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<td>EADU 9030</td>
<td>Program Planning Theory and Research in Adult Education</td>
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<td>EADU 8010 OR EADU 8190</td>
<td>History and Philosophy of Adult Education OR Human Resource Development</td>
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<td></td>
<td></td>
<td>EADU 8620 OR EADU 8200</td>
<td>Adult Education Administration OR Theory and Practice of Educational Change</td>
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### Electives (18 semester hours)

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<th>Sem/Yr</th>
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### Research Methods (12 semester hours)

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<th>Sem/Yr</th>
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### Research in Adult Education (12 semester hours)

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<td>EADU 9601</td>
<td>Foundations of Adult Education Research</td>
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<td>EADU 9630</td>
<td>Critique of Literature in Adult Education</td>
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<td>EADU 9640</td>
<td>Prospectus Development in Adult Education</td>
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<td>EADU 9602</td>
<td>Research Practices in Adult Education</td>
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### Post Candidacy Hours (10 semester hours)

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<th>Sem/Yr</th>
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### APPENDIX B: ADVISEMENT FORM FOR PH.D. DEGREE IN ADULT EDUCATION

(for students admitted prior to Summer, 2009)

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<tr>
<th>Adult Education Core (15 semester hours)</th>
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<td>Research Methods (12 semester hours)</td>
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<th>Research in Adult Education (12 semester hours)</th>
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APPLICATION
Human Resource & Organization Development
Area of Emphasis

Name: 

Address: 

Phone Number: 

Email Address: 

Personal Essay
As a part of your application, attach an essay that describes your interests in the HROD emphasis area. Be sure to include the following elements:
- Work experience related to HROD
- Interests in HROD as an area of emphasis
- Career goals in the study of HROD

Courses
List the courses you have taken or intend to take that will satisfy the requirements for the area of emphasis in Human Resources and Organizational Development. Please list the semester you took or plan to take the course and the grade you earned (if completed).

<table>
<thead>
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<th>Required Courses for HROD Area of Emphasis (9 semester hours)</th>
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<th>Elective Courses for HROD Area of Emphasis (6 semester hours)</th>
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<td>Sem/Yr</td>
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Committee Members
If finalized, please list your Major Professor and doctoral committee members below.

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<tbody>
<tr>
<td>Major Professor</td>
<td>Department</td>
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<tr>
<td>Committee Members</td>
<td>Department</td>
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Area of Study
List here the topic(s) that may be areas of focus for you as you move through your degree and towards your dissertation and/or likely dissertation topic(s).

Expected Semester/Year of Graduation: ________________

Expected Semester: __________
Year: __________

Endorsement of Major Professor:

Signature: __________________________
Date: __________________________

Submit two paper copies of this application to the Academic Advisor, 315 River’s Crossing, College of Education, University of Georgia, Athens, GA 30602.

Following the review of the Program Chair of HROD in the LEAP department, your application will be either approved or returned to you and your Major Professor for further discussion and revision.

If you have any questions about the application process, please contact the HROD Program Chair, Dr. Wendy Ruona at wruona@uga.edu.

To be completed by the HR OD Program Chair after review

I have reviewed this application and approve ________________________’s proposal for completion of the Area of Emphasis in HROD in the Ph.D. in Adult Education.

Signature: __________________________
Date: __________________________
COMPLETION FORM
Human Resource & Organization Development
Area of Emphasis

Name:  

Address:  

Phone Number:  

Email Address:  

Courses
List the courses you have taken or intend to take that will satisfy the requirements for the area of emphasis in Human Resources and Organizational Development. Please list the semester you took or plan to take the course and the grade you earned (if completed).

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Dissertation
Please list below the title of your dissertation (that has been approved during your prospectus). Also, please attach an abstract of that prospectus.

___________________________________________________________________________

___________________________________________________________________________
Article
Please list below the title of the article you have submitted to qualify for candidacy. Also, please attach an abstract of that article.


Expected Semester/Year of Graduation:

Semester  Year

Endorsement of Major Professor:

Signature  Date

Submit two paper copies of this application to the Academic Advisor, 315 River’s Crossing, College of Education, University of Georgia, Athens, GA 30602.

Following the review of the Program Chair of HROD in the LEAP department, your application will be either approved or returned to you and your Major Professor for further discussion and revision.

If you have any questions about the process, please contact the HROD Program Chair, Dr. Wendy Ruona at wruona@uga.edu.

To be completed by the HR OD Program Chair after review

I have reviewed this form and verified that has successfully completed the requirements of the Area of Emphasis in HROD in the Ph.D. in Adult Education.

Signature  Date
APPENDIX E: INTERNSHIP — INFORMATION FOR SITE SUPERVISORS

Information for Site Supervisors

The purpose of the internship program is to provide the student with professional field experience that relates to the academic preparation provided by the Department of Adult Education. It is recommended that the intern be allowed to participate in activities related to your organization and assume specific responsibilities or projects that will benefit both the student and your organization.

INTERNSHIP AGREEMENT: After discussions with you and the faculty advisor, the intern will prepare a list of agreed upon learning goals and objectives identifying what the intern will do, strategies as to how the intern will complete each goal and objective, and provide documentation that demonstrates the attainment of each goal and objective. This documentation will serve as the learning contract between all parties involved. If the contract must be changed at any time during the internship, all parties must agree to any and all modifications.

RESPONSIBILITIES OF THE INTERN: It is the responsibility of the intern to see that all necessary paperwork is completed and arrange meetings between the faculty advisor and the site supervisor. Additionally, the intern will provide your organization with professional knowledge in an area that will benefit your organization. The intern is expected to abide by all rules and regulations of your organization and behave in a professional manner.

RESPONSIBILITIES OF THE SITE SUPERVISOR: As the site supervisor, it becomes your responsibility to assist the intern in fulfilling the learning agreement by providing appropriate and valuable learning experiences. This will involve one or more preliminary discussions to define the internship program objectives and activities as well as supervising the student during the internship. You will be asked to complete an evaluation form concerning the intern’s performance while working in your organization.

RESPONSIBILITIES OF THE FACULTY ADVISOR: The faculty advisor will be available to assist the site supervisor and intern at any time during the internship. The faculty advisor will be responsible for assigning a grade at completion of the internship based on the site supervisor’s evaluation, the faculty advisor’s observations during the internship, and on any documents that resulted from the internship.

Thank you for giving our students the opportunity to have such a rewarding experience as part of their program of graduate study. We hope you and your organization will receive many benefits from the internship program.
APPENDIX F: AGREEMENT FOR INTERNSHIP STUDY

The University of Georgia
Program of Adult Education
River’s Crossing
850 College Station Road
Athens, Georgia 30602-4811
(706) 542-2214 or fax (706) 542-4024

Agreement for Internship Study

Name: ____________________________________________ SSN __________________

Address: ________________________________________________________________

Telephone: Home: __________________________  Business: __________________

ORGANIZATION AGREEING TO ACCEPT AN INTERN AND PROVIDE
GUIDANCE AND SUPERVISION AS OUTLINED IN THE INTERNSHIP
CONTRACT:

Name of Organization: ______________________________________________________

Site Supervisor: __________________________________________________________

Address: ________________________________________________________________

Telephone: __________________________

Dates of Internship: ______________________________________________________

Start                                            End

Internship Department or Specialization: ________________________________________

Intern Salary (if applicable): __________________________

The intern will receive ____________________________ hours of graduate credit (45 hours per credit hour)

The intern, site supervisor, and faculty advisor have agreed on the specific learning goals, objectives and activities. A
copy of this agreement is attached.

____________________________________  Date  __________________________  Date

Intern                                          Site Supervisor

____________________________________  Date

Faculty Advisor
Sample Internship Learning Agreement

Description of Activity:

Goal(s) of the Internship/Purpose:

Learning Objective One:

Activity:

Learning Demonstrated or products resulting from the activity:
Evaluation of the Intern by Site Supervisor

Student Intern Name: ________________________________

Internship Site: ________________________________

Site Supervisor’s Name: ________________________________

1. In your opinion, how well were the learning objectives achieved or not achieved by the intern?

2. In what ways did the student intern contribute to your organization?

3. What particular strengths did the student intern demonstrate that might prove valuable in a future career?

4. Are there any areas in which the student intern might need strengthening?

5. Overall assessment of the intern’s performance (circle one)

   Excellent        Above Average        Average        Below Average        Unacceptable

6. Overall assessment of the intern’s contribution to your organization (circle one)

   Excellent        Above Average        Average        Below Average        Unacceptable

Please sign and return this form to the faculty advisor: The University of Georgia, Adult Education Program, River’s Crossing, 850 College Station Rd. Athens, GA. 30602.

Site Supervisor ________________________________ Date ________________________________
Evaluation of Internship by Intern

Intern’s Name: ___________________________ Field Supervisor’s Name: ___________________________

Internship Site: ___________________________

Date of internship: From: _________________ To: _________________

1. In your opinion, how well were the learning objectives achieved or not achieved during the internship?

2. In what ways did you contribute to the organization in which you were an intern?

3. What learning experiences were the most significant to you?

4. Please list the strengths of your internship.

5. If you were to design this internship for another student, what would you do differently? Explain why.

Please sign and return this form to your faculty advisor: The University of Georgia, Adult Education Program, River’s Crossing, 850 College Station Rd., Athens, GA 30602

Intern Signature: ___________________________ Date: _________________
APPENDIX J: SAMPLE INTERNSHIP LOG

Sample Internship Log

The actual intern’s log of activities should reflect the project objectives of the learning experience and include more detailed information about the activities than those presented in the sample below.

Jan. 1, 2000  Met with Joe Thomas (site supervisor) about the development of my project 1.0 hr
Discussion the project with the staff that will be involved 2.0 hr

Jan 2, 2000  Called Athens Tech school and made arrangements for a visit with their technology person (Jan Elders) to develop a training program on CD Rom 0.5 hr
Bought necessary supplies and equipment for the project 2.5 hr

Jan. 3, 2000  Scheduled a meeting with Joe Thomas and the training staff to discuss the training program 2.0 hr
Made phone calls to investigate similar training programs 1.0 hr
Wrote up a report to present at the meeting 1.0 hr
Made copies of the report and distributed it to staff 2.0 hr

Jan. 4, 2000  Met with site supervisor and staff to discuss specific skills training to be developed and outlined the process designing and creating the CD Rom training 3.0 hrs
Met with Athens Tech (Jan Elders) and went over everything that should be included in the training (graphics, pictures, demonstrations, and written material) 4.0 hrs
Worked at home developing written material for training Program 4.0 hrs.
APPENDIX K: COVER SHEET FOR PH.D. ARTICLE PROPOSAL

The University of Georgia
College of Education
Department of Lifelong Education, Administration, and Policy

COVER SHEET FOR PH.D. ARTICLE PROPOSAL

Date ___________________  Student ______________________________

Article Review Panel

| Name ____________________________________________ | Signature ____________________________________________ Date |
| Comments: |

| Name ____________________________________________ | Signature ____________________________________________ Date |
| Comments: |

| Name ____________________________________________ | Signature ____________________________________________ Date |
| Comments: |

Notes:

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