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# The University of Georgia

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## Elementary & Social Studies Education Doctoral Student Guide

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**Welcome!**

Welcome to the Department of Elementary and Social Studies Education! This handbook is designed to serve as a guide to students in our department's five doctoral programs, but is not intended to duplicate or contradict the information, policies, or procedures of the University of Georgia Graduate School<sup>1</sup>.

Graduate School information, policies, and procedures are made available on the Graduate School website (<http://grad.uga.edu>).

Information on many Graduate School policies is contained in the Graduate Bulletin (<http://www.uga.edu/gradschool/bulletin/>).

Current versions of all of the forms that the Graduate School uses may be found at (<http://www.uga.edu/gradschool/forms&publications/index.html>).

Academic and other calendars are located at:

(<http://www.uga.edu/gradschool/academics/calendars.html>).

Important deadlines are shown at:

(<http://www.uga.edu/gradschool/academics/deadlines.html>).

The department maintains a listserv (ESSE-EDDPHD-L@LISTSERV.UGA.EDU) that functions as our primary means of communication with doctoral students (and faculty who work with doctoral students). The “owners” of the list are the Graduate Academic Advisor and the Graduate Coordinator. They are responsible for adding new students to the list and removing students once they graduate or leave the program. The list is “closed” meaning that requests to post information to the list must be sent to the owners. We use students’ UGA MyIDs and subscribe them to this listserv when they are accepted into one of our doctoral programs. For security purposes and ease of operation we only use UGA MyIDs on our doctoral student listserv. If you prefer to use some other email system, we recommend that you forward your UGA email to that system so that you won’t ever miss an announcement we send. Your UGA MyID will also be used if we need to contact you individually. Every effort is made to keep students informed of important information and deadlines through postings to our doctoral student listserv. **However, it is the student’s responsibility to be aware of deadlines and to be proactive in acquiring information, completing forms, securing signatures, etc. well in advance of all deadlines.**

Each department is required to have a Graduate Coordinator. The Graduate Coordinator has several functions, among the most important are: to make sure that Graduate School policies are followed; to aid the flow of Graduate School information among students, faculty, and administration; to attempt to resolve any problems or issues that may arise as students progress through their doctoral programs; and to work with the department’s Graduate Academic Advisor to maintain our files and database so that we can document our operation and productivity. Please don’t ever hesitate to email or call us if you have questions related to your graduate study or work (phone numbers and email addresses are provided at the link below under “Faculty and Staff Contacts”).

In order to keep this handbook brief, accurate, and up-to-date, you will find that it provides links to original, authoritative sources rather than attempting to paraphrase or repeat information here.

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<sup>1</sup> Note: Departments must follow all Graduate School regulations and procedures, but are free to set standards that are higher than the Graduate School minimums.

This handbook focuses on procedures, forms, and policies that apply to all of our doctoral programs. As such, this handbook supplements program specific information that is provided in the Program Guides for each of our doctoral degree programs. Departmental policies concerning the composition and operation of Advisory Committees, satisfactory academic progress, the nature of your comprehensive exam, and other important topics are given special attention.

### **Doctoral Degree Programs Overview**

The doctoral degree programs in the Department of Elementary & Social Studies Education are designed for individuals who wish to engage in an intensive study of educational issues, develop skills required to conduct and disseminate original research, build their ability to teach at the university level, and/or take leadership positions in school districts, government agencies, or other educational organizations. Our programs have received national recognition and have been rated 4<sup>th</sup> in the nation by *U.S. News and World Report* in their 2008 Edition of “America’s Best Graduate Schools.”

The doctoral programs in Early Childhood, Elementary Education, Middle School Education, and Social Studies Education are multi-disciplinary in nature and use many resources of the College of Education and the University of Georgia.

In the Department of Elementary and Social Studies Education, each student’s doctoral program is individually planned. Coursework and practical experiences are adapted to the candidate's own unique needs and interests, based upon a careful analysis and evaluation of the student's undergraduate preparation, prior graduate studies, teaching experience, research expertise, and the individual's aims and career goals.

Although programs are individually planned, doctoral students are expected to demonstrate competence in the following areas:

- Research methodology
- Foundations of education
- Coursework in their program area
- Specific areas of specialization

A doctoral program is an intensive experience and necessitates a major commitment from the student and the student's Advisory Committee. The EDEC, EDEL, EDMS, and ESOC Program Guides, (see links below) provide more detail regarding required courses and the length of study for each of our doctoral programs. In all cases the Advisory Committee determines the courses to be listed on the Program of Study and may, with cause, waive specific course or program requirements.

### **Doctoral Degree Program Guides**

Guides to each of our doctoral degree programs are maintained on the department’s website. Each guide contains, among other items, information about the program of study, including required courses. We urge you to read this guides carefully.

#### **Ph.D. Early Childhood Education:**

<http://www.coe.uga.edu/esse/earlychildhood/programs/PhDEarlyChildhoodEd.pdf>

**Ph.D. Middle School Education**

<http://www.coe.uga.edu/esse/programs/MiddleSchoolPhD.pdf>

**Ph.D. Elementary Education**

[http://www.coe.uga.edu/esse/programs/PhD\\_Degree\\_in\\_Elementary\\_Education\\_Advanced\\_Educator\\_Preparation\\_Program.pdf](http://www.coe.uga.edu/esse/programs/PhD_Degree_in_Elementary_Education_Advanced_Educator_Preparation_Program.pdf)

**Ed.D & Ph.D. Social Studies Education**

<http://www.coe.uga.edu/esse/sse/programs/phdedd.html>

**Roles of Interim Advisor and Major Professor**

During the first year of study, the student is expected to become familiar with the faculty in order to determine which faculty members would best support the student's professional goals and research interests. During this time, an Interim Advisor will be assigned to approve coursework and answer questions. Typically, near the end of the first year of study, a full-time student will ask a member of the Graduate Faculty to serve as the Major Professor for the remainder of the doctoral program. 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. Although students could choose an Interim Advisor to be a Major Professor, this decision is not expected. Faculty members who serve in the role of Interim Advisor expect to be replaced.

After a member of the Graduate Faculty member agrees to serve as a Major Professor, he or she will guide the student in the creation of the Advisory Committee. The Major Professor may be from outside the program, department, or college, but should have substantial academic expertise in the student's areas of interest and research. The Major Professor heads the Advisory Committee and must approve all coursework.

**Composition and Role of the Advisory Committee**

All doctoral students must have an Advisory Committee composed of at least three members of the Graduate Faculty of the University of Georgia (the Major Professor and two additional member of the Graduate Faculty). Additional members who may be added to the Advisory Committee do not have to be on the Graduate Faculty.

Students should plan on meeting 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 planned, as needed, each semester of study.

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

Changes in Advisory Committee membership may occur during a student's program for a variety 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 his or her doctorate. Conversations with the Department Head and/or Graduate Coordinator should take place prior to initiating any change since a new Advisory Committee form will have to be created and signed by the Graduate Coordinator.

### **Residency Requirement**

**Residence (Ph.D.):** According to Graduate School policies the granting of this degree presupposes the equivalence of three full years of doctoral level coursework in resident study on this campus. A minimum of 30 hours of graduate level coursework taken over consecutive semesters (summer enrollment is not necessary to fulfill this residency requirement but it is allowed and included if summer courses are taken) is required to be shown on the program of study in order to satisfy the residence requirement. Source:

[http://www.uga.edu/gradschool/academics/PhD\\_req.html](http://www.uga.edu/gradschool/academics/PhD_req.html)

**Residence (Ed.D.):** According to Graduate School policies the granting of this degree presupposes the equivalence of three full years of doctoral level coursework in resident study on this campus. A minimum of 20 hours of graduate level coursework taken over consecutive semesters (summer enrollment is not necessary to fulfill this residency requirement but it is allowed and included if summer courses are taken) is required to be shown on the program of study in order to satisfy the residence requirement. Source:

[http://www.uga.edu/gradschool/academics/other\\_degrees.html - otherdoced](http://www.uga.edu/gradschool/academics/other_degrees.html - otherdoced)

### **Application for Waiver of Out-of-State Tuition**

Some doctoral students will be gifted out-of-state tuition waivers as part of the enrollment policy. Any out-of-state doctoral student who was admitted to candidacy prior to fall 2007 must submit the same form to receive the waiver. Doctoral students classified as out-of-state for tuition and who are admitted to candidacy after summer 2007 will automatically receive the waiver. You cannot receive this waiver if you have an assistantship that waives tuition. See instructions at this link for details:

[http://www.uga.edu/gradschool/academics/instructions\\_oos.html](http://www.uga.edu/gradschool/academics/instructions_oos.html)

### **Satisfactory Academic Progress**

A student must be admitted to doctoral candidacy within 6 years of beginning the program and then has an additional 5 years to complete the dissertation and the oral defense and final examination. Before being admitted to candidacy, a student must pass written and oral comprehensive examinations in the social studies program. For the Early Childhood, Elementary, and Middle School Ph.D. programs, students must successfully defend their prospectus to their committee in addition to passing oral and written examinations.

- In **Early Childhood, Elementary, Middle School** a student who receives an F in any course is automatically dismissed from the program. A grade of U will be treated as an F.

- In **Social Studies**, a student who receives an F in any course should talk with his or her Major Professor about how to proceed.
- Students may retake courses in which they earn unsatisfactory grades. The graduate school averages the two grades received to report on the final transcript.
- An average of 3.0 must be maintained on all graduate courses taken. No course with a grade below 2.0 (C) may be listed on the final program of study.

The Graduate School's Academic Regulations and Procedures contain official language regarding academic probation and dismissal:

<http://www.uga.edu/gradschool/academics/regulations.html> - ProbationDismissal

### **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 – YES, summers count). Please note that the graduate enrollment policy does not replace any more stringent policy affecting your enrollment. If you are on a graduate assistantship, you 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 person's receiving financial aid must register for the number of hours required by those categories. You must register for a minimum of 3 hours during the semester you complete degree requirements even if you were registered for the two previous semesters. You must register for a minimum of three hours in any semester in which you use university resources, including faculty time.

Falling out of compliance can cost you money! 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>

### **Written Comprehensive Exam**

Purpose:

- The comprehensive exam for the PhD provides evidence that the student has reached a highly advanced level of scholarship and conceptual development in an area of specialization and related areas indicative of sufficient background and readiness for original research. The examination is tailored to the individual preparation and experience of the student. The examination provides the student a vehicle for synthesizing and interpreting what has been learned and for preparing for the research work to come.

Timing:

- Typically, the comprehensive exam is scheduled when the members of the doctoral committee are satisfied that the student's course work has been nearly completed and that the student has the requisite skills necessary to carry out dissertation quality research.

Content/Format/Scope:

- The major professor and other doctoral committee members, in consultation with the student, should complete the **Written Comprehensive Exams Format/Content/Scope Agreement Form** to come to agreement upon and document the following:

1. Content of exam questions
  - a. How many questions will there be? (e.g., one, two, three)
  - b. What will the focus of the questions be? (e.g., synthesis of past coursework, analysis of literature in preparation for prospectus)
  - c. Who will write the questions? (e.g., each committee member, the student in consultation with the committee)
2. Format
  - a. What will the general format of the exam be? (e.g., sit-down, take-home, etc.)
  - b. What will the format of the written product be? (e.g., research paper, publishable article)
3. Scope & Other Requirements
  - a. How long should responses be? (e.g., 60 pages total, 25 pages per question)
  - b. Will students know the questions in advance? If so, when?
  - c. How much time is permitted to prepare for exams? (e.g., one month)
  - d. How much time will be permitted to complete exams? (e.g., three hours per question for a sit-down exam, 20 weeks for a take-home exam)
  - e. What materials will be permitted during sit-down exams? (e.g., a list of references, but no other materials)
  - f. Is it permissible for students to consult with others? (e.g., Students may ask fellow students, but not faculty, to give feedback to drafts of take home exams.)

Evaluation:

- The comprehensive exam is designed to be a demonstration of scholarly competence in one or more areas represented by the Department of Elementary and Social Studies Education.
- The examination is graded by the student's committee, which is chaired by the student's major professor. All members of the committee will read all questions.
- Committee members, in consultation with the student, should determine:
  1. When faculty should provide feedback to students about the written exams (e.g., after each exam is submitted, only after all exams are turned in)
  2. How the evaluation of the results and feedback should be compiled and communicated to the student (e.g. all members of the committee submit their evaluation of the exam to the major professor. The major professor then compiles the feedback and communicates the results in writing to the student.)
  3. When the student may expect results upon submitting exams (e.g., within two weeks of completing the exam).
- If more than one faculty member indicate a need for revision of one or more questions, the student will be required to revise based on direction from the committee. Students will have one opportunity to revise; those revisions must be completed within one month of the oral exam. Under extenuating circumstances, a student may apply to his/her committee for an extension. Students who do not revise successfully may not proceed to comprehensive oral exams and will be withdrawn from the PhD program.

### **Oral Comprehensive Exam**

Purpose:

- The purpose of the oral examination is to synthesize and analyze bodies of knowledge investigated in the written question/assignment, to clarify the responses to the written

questions/assignments, and to respond to other general questions regarding theory and research pertaining to the program of study.

Evaluation:

- If more than one committee member votes “fail” for the oral exam, the student will have one more opportunity to pass the oral exam, with one month to prepare except under extenuating circumstances approved by the student’s committee.

### **Dissertation Prospectus**

Purpose:

- The dissertation prospectus provides a detailed proposal of the dissertation study that the student intends to complete.

Timing:

- The student’s dissertation prospectus meeting will not precede the oral comprehensive exam except under extenuating circumstances approved by the student’s committee.

Content/Format:

- The major professor and other doctoral committee members, in consultation with the student, should complete the **Dissertation Prospectus Content/Format Agreement Form** to come to agreement upon and document the following:
  1. What content should the dissertation prospectus include? (The following list provides examples of typical content included in a prospectus.)
    - a. Statement of the problem and why it is worth investigating
    - b. A partial review of the literature (enough to document the need for the project and to establish a theoretical rationale)
    - c. Clear statement of the research question(s)
    - d. Theoretical framework
    - e. Thorough description of procedures and methods to be employed in the investigation, such as participant selection, data gathering procedures, data analysis, etc.
    - f. Potential importance, implications, and limitations of the investigation
    - g. Anticipated time table for completing the dissertation project
    - h. References
    - i. Other \_\_\_\_\_?
  2. What format should the prospectus take? (e.g., drafts of 3 dissertation chapters: theoretical framework, literature reviews, methodology; or equivalent information in another format, such as a research grant proposal)
  3. What length should the prospectus be? (e.g., 20-35 pages long)

### **Prospectus Evaluation and Oral Exam**

Purpose:

- The purpose of the oral examination/prospectus defense is to clarify the proposal of the dissertation study that the student intends to complete, and for the student to respond to other general questions regarding the theoretical framework, literature review, methodology, and other relevant information pertaining to the proposed research.

Evaluation:

- When the major professor has approved the prospectus the student should deliver it to the committee members at least two weeks before the scheduled prospectus oral examination.

- The committee, through the Major Professor, notifies the student of its decision.
- If more than one committee member votes “fail” for the oral exam, the student will have one more opportunity to pass the oral exam, with one month to prepare except under extenuating circumstances approved by the student’s committee.

### **Institutional Review Board (IRB) Research Approval**

- If the student is planning on using human subjects, the student with assistance/approval from their major professor must submit a research protocol to the Institutional Review Board and have it approved before beginning to collect data. *Sufficient time is needed for research with human participants approval.*  
(<http://www.ovpr.uga.edu/hso/guidelines.html>)

### **Dissertation**

#### Purpose:

- The dissertation is a piece of original research carried out by the student that demonstrates the student’s ability for independent investigation and high quality written scholarship.

#### Timing:

- The student’s data collection and written dissertation will not precede the prospectus evaluation and oral exam except under extenuating circumstances approved by the student’s committee.

#### Content/Format:

- The major professor and other doctoral committee members, in consultation with the student, should complete the **Dissertation Content/Format Agreement Form** to come to agreement upon and document the following:
  1. What will the format of the written product be? (e.g., five chapters: theoretical framework, literature reviews, methodology, findings, and conclusions; a series of 3-5 publishable articles)

#### Evaluation:

- All chapters must be submitted first to the major professor for review and approval.
- When the major professor is satisfied with a complete draft of the dissertation,
  - a. the committee may meet with the student to give substantive feedback before the final dissertation defense (optional, determined by committee) OR
  - b. the dissertation will be given to committee members at least 2 weeks before the Dissertation Defense.
- Written assent of the committee members (other than the major professor) will be required before a dissertation will be approved as ready for a final defense. No more than one 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 defense, the major professor will notify the student and the Graduate School.

### **Final Oral Examination**

#### Purpose:

- The purpose of the dissertation defense/final oral examination is to clarify and discuss the dissertation study that the student has completed, and for the student to respond to other

questions regarding the theoretical framework, literature review, methodology, findings, conclusions, implications, and other relevant information pertaining to the completed research.

**Content/Format:**

- The defense of the dissertation will be chaired by the student's major professor and attended by all members of the committee simultaneously for the entire examination period.
- The defense is open to all members of the University community, and the major professor is encouraged to work with other committee members and the student to publicize the defense.
- The major professor and other doctoral committee members, in consultation with the student, should come to agreement upon the following prior to the final oral examination:
  1. What will the format of the defense/final oral examination be?
    - Example: The student will give a 15-20 minute conference-type presentation, followed by questions from committee members. The conference-type presentation of the defense is open; the second part is closed to all but faculty unless a special provision is made and agreed upon by the entire committee.

**Evaluation:**

- The committee must approve the student's dissertation and defense with no more than one dissenting vote and must certify their approval in writing. An abstention is not an appropriate vote for the final defense. If more than one faculty member decides that the student has failed the defense, the student has one more opportunity to defend the dissertation.
- The committee, through the Major Professor, notifies the student of its decision.
- The results of the defense of the dissertation must be reported to the Graduate School at least two weeks prior to graduation for the current semester.

**Diversity Requirement**

The Department of Elementary and Social Studies Education has a commitment to increasing our graduates' knowledge and sensitivity to multicultural education and diversity issues. Therefore, the faculty will assist students by providing opportunities to facilitate this goal. In concert with the advisor, all students who enroll in doctoral programs must satisfy a diversity requirement of the College of Education. Students may either elect Option One or Option Two.

**Option One**

Coursework is acceptable if there is a substantial emphasis on diversity issues. Course content should focus on issues related to diversity that may include, but are not limited to race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation.

**Option Two**

Students may also choose to fulfill this requirement through independent study experiences. Students who choose this option must submit a proposal for the experience to be formally approved by the advisor. An accompanying product that illustrates reflection on the experience is also required. Students must enroll in an independent study course if this option is chosen. A required list of readings will supplement the experience.

All students should complete the on-line Diversity Requirement Survey upon completion of Options One or Two. The survey is located at:

<http://www.coe.uga.edu/esse/earlychildhood/multicultural/MedEdsdiversityques.html>

### **Graduate Travel Awards**

The deadline for departments to submit applications for graduate student travel support to the Office of the Associate Dean for Research and External Affairs is Monday, September 1, 2008.

Please note the following important statements from the website: Applications must be submitted to the student's department for review, approval, and submission to the Dean's Office. All requests should be thoroughly reviewed at the department level before submission to the College's Office of Research and External Affairs. Each department's requests must be received **as a group** prior to the deadline.

Departments may wish to submit their requests in order of priority. Therefore, students must check with their department to determine what the department's deadline for submission is for internal signatures and copies. The departments will deliver all applications to the dean's office by 5 pm on the deadline. **Students DO NOT submit their applications directly to the dean's office.**

This award cycle funds travel between October 1, 2008 and December 31, 2008. The application and eligibility requirements can be found on our website at:

<http://www.coe.uga.edu/adresearch/resources/funding/gradtravel.html>

Decisions will be made approximately two weeks after the deadline. Please contact Gabrielle Mason at 542-4558 or [gmason@uga.edu](mailto:gmason@uga.edu) if you have further questions.

Approval of travel request for any given student will be limited to once per fiscal year. The fiscal-year cycle begins with the June 1 deadline and ends with the March 1 deadline. If students applied June 1, 2008 and received funding, they are not eligible to receive funding again until June 1, 2009.

Students are advised to read the qualification criteria carefully and be sure their packet is complete with the correct information. Incomplete packets will be considered ineligible and returned to the student.

### **Faculty and Staff Contact Information**

The department houses faculty who specialize in various areas of early childhood education, elementary education, middle school education and social studies education as well as staff who keep things running smoothly. Faculty and staff directory information is available at this link: <http://www.coe.uga.edu/esse/people/index.html>.

### **Financial Aid, Tuition, Fees, and Cost of Attendance**

The University of Georgia maintains several web pages designed to help students receive financial aid and estimate the cost of attending UGA.

Financial aid information can be obtained at this link:

<http://www.uga.edu/gradschool/financial/index.html>

Assistantship information can be found at this link:

<http://www.uga.edu/gradschool/financial/assistantships.html>

Tuition and fees information can be obtained at this link:

<https://busfin1.busfin.uga.edu/bursar/schedule.cfm>

The cost of attending UGA is estimated at this website:

<http://www.uga.edu/osfa/cost.html>

### **Academic Honesty**

Every student must agree to abide by UGA's academic honesty policy and procedures known as *A Culture of Honesty*, when applying for admission to the University of Georgia. *A Culture of Honesty* and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at the University. The honesty policy and the honor code are explained at this website: <http://www.uga.edu/honesty/>

### **Departmental Assistantships**

Each program area within the Department has traditionally received a budget allocation to hire doctoral students as Graduate Assistants. The actual number of Graduate Assistants who can be hired depends on annual budget allocations that fluctuate. Program Coordinators work with the Department Head to determine the types of departmental work that needs to be performed, which generally falls within the areas of supervision of student teaching and/or other field experiences, teaching of undergraduate courses, or work as a research assistant. Doctoral students who have applied for Graduate Assistantships are matched to these departmental work needs.

Departmental Graduate Assistantship award decisions can only be made after budget allocations become clear, usually during the month of March. For new doctoral student assistantship applicants, the award decisions take into account, among other things, the work needs of the Department and Programs, the number of Graduate Assistantships that are available, the student's Program area designation, and the strength of the student's academic credentials and work experience. For doctoral students who have already been on a Departmental Graduate Assistantship, the award decision takes into account all of the prior criteria in addition to consideration of whether the student is making satisfactory academic progress in his or her Degree Program, the quality of the student's prior assistantship work, and the department's desire to provide continuing support for successful doctoral students.

Departmental Assistantships are provided at either a 1/3 time or 1/2 time rate. The department determines the rate of the assistantship and, therefore, the amount of work (hours) required of the student per week and the stipend offered. Normal 1/3 time assistantships require 13 hours of work per week and 1/2 time assistantships require 20 hours of work per week. The actual amount of the Graduate Assistantship stipend is set by the Graduate School each year and the College of Education posts these rates on its business policies and procedures webpage:

<http://www.coe.uga.edu/adfaculty/business/about/policies.html> (scroll down to the PDF link "Graduate Assistant Pay Rates").

Students holding departmental assistantships receive a tuition waiver, students pay a reduced matriculation fee of only \$25 and an activity fee (currently \$563) each semester. It is important to note that students who receive assistantships must be enrolled for at least 12 credit hours each fall and spring semester, and, if on assistantship during the summer, must be enrolled for at least 9 hours total during the summer sessions.

Graduate Assistantship Applications must be submitted/resubmitted **each year** no later than January 15<sup>th</sup>. The application is available at this link:  
<http://www.coe.uga.edu/esse/students/application.pdf>.

### **Graduate Student Association**

We urge our doctoral students to become active in UGA's Graduate Student Association. Information about this important group is available at: <http://www.uga.edu/gsa/>.

### Summary of Departmental and Graduate School Forms

Most of the forms that are used to document events in your degree program come from the Graduate School and are downloaded at the Graduate School website:

<http://www.uga.edu/gradschool/forms&publications/index.html>. The department documents some additional events with its own forms, which appear at the end of this guide and are also available from the Graduate Academic Advisor and as downloadable PDFs.

Form	When Used?	Notes/Links
Advisory Committee For Doctoral Candidates (GS)	Near the end of the first year	
Preliminary Doctoral Program of Study (GS)	Near the end of the first year (this form is held in the student's file at the department level)	This form is held in the student's file at the department level.
Final Doctoral Program of Study (GS)	Near the end of coursework (this form is sent over the the Graduate School)	
Notification to Graduate School of Oral Comprehensive Examination (GS)	At least 14 days prior to examination	
Oral Comprehensive Examination (GS)	Near the end of coursework	
Prospectus Approval (Dept)	Near the end of coursework	
Application for Admission to Candidacy(GS)	After the oral exam and at least 2 semesters before the planned graduation	
Application for Graduation (GS)	At least 2 semesters prior to graduation	
Notification of Doctoral Oral Examination (GS)	At least 20 days prior to examination	
Approval Form for Doctoral Dissertation and Final Oral Defense (GS)		

GS = Graduate School Form

Dept = Department Form

**Written Comprehensive Exams Format/Content/Scope Agreement Form**

**Department of Elementary and Social Studies Education**  
**Written Comprehensive Exams Format/Content/Scope Agreement Form**

**Format/Content/Scope Agreement Form for:** \_\_\_\_\_ (student's name)

The major professor and other doctoral committee members, in consultation with the student, should complete the form below to come to agreement upon and document the following:

**1. Content of exam questions**

- a. How many questions will there be? (e.g., one, two, three)  
\_\_\_\_\_
- b. What will the focus of the questions be? (e.g., synthesis of past coursework, analysis of literature in preparation for prospectus)  
\_\_\_\_\_
- c. Who will write the questions? (e.g., each committee member, the student in consultation with the committee)  
\_\_\_\_\_

**2. Format**

- a. What will the general format of the exam be? (e.g., sit-down, take-home, etc.)  
\_\_\_\_\_
- b. What will the format of the written product be? (e.g., research paper, publishable article)  
\_\_\_\_\_

**3. Scope & Other Requirements**

- a. How long should responses be? (e.g., 60 pages total, 25 pages per question)  
\_\_\_\_\_
- b. Will students know the questions in advance? If so, when?  
\_\_\_\_\_
- c. How much time is permitted to prepare for exams? (e.g., one month)  
\_\_\_\_\_
- d. How much time will be permitted to complete exams? (e.g., three hours per question for a sit-down exam, 20 weeks for a take-home exam)  
\_\_\_\_\_
- e. What materials will be permitted during sit-down exams? (e.g., a list of references, but no other materials)  
\_\_\_\_\_
- f. Is it permissible for students to consult with others? (e.g., Students may ask fellow students, but not faculty, to give feedback to drafts of take home exams.)  
\_\_\_\_\_

The major professor, committee members, and student should sign this form. Copies should be made for the student and committee members; the original should be submitted to the Graduate Coordinator to be kept in the student's file.

\_\_\_\_\_  
Major Professor      \_\_\_\_\_  
Committee member      \_\_\_\_\_  
Committee member      \_\_\_\_\_  
Student      \_\_\_\_\_  
Date

**PLEASE SEND THIS REPORT TO THE ESSE GRADUATE ACADEMIC ADVISOR**

**Dissertation Prospectus Content/Format Agreement Form**

**Department of Elementary and Social Studies Education  
Dissertation Prospectus Content/Format Agreement Form**

**Content/Format Agreement Form for:** \_\_\_\_\_ (student's name)

The major professor and other doctoral committee members, in consultation with the student, should complete the form below to come to agreement upon and document the following:

**1. What content should the dissertation prospectus include?**

a. (The following list provides examples of typical content included in a prospectus.)

a. Statement of the problem and why it is worth investigating

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

b. A partial review of the literature (enough to document the need for the project and to establish a theoretical rationale)

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

c. Clear statement of the research question(s)

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

d. Theoretical framework

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

e. Thorough description of procedures and methods to be employed in the investigation, such as participant selection, data gathering procedures, data analysis, etc.

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

f. Potential importance, implications, and limitations of the investigation

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

g. Anticipated time table for completing the dissertation project

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

h. References

\_\_\_\_ Yes/ No \_\_\_\_ Comments: \_\_\_\_\_

i. Other \_\_\_\_\_?

Comments: \_\_\_\_\_

**2. What format should the prospectus take?** (e.g., drafts of 3 dissertation chapters: theoretical framework, literature reviews, methodology; or equivalent information in another format, such as a research grant proposal)

\_\_\_\_\_

**3. What length should the prospectus be?** (e.g., 20-35 pages long)

\_\_\_\_\_

The major professor, committee members, and student should sign this form. Copies should be made for the student and committee members; the original should be submitted to the Graduate Coordinator to be kept in the student's file.

\_\_\_\_\_  
Major Professor      Committee member      Committee member      Student      Date

**PLEASE SEND THIS REPORT TO THE ESSE GRADUATE ACADEMIC ADVISOR**

**Prospectus Approval Form**

<b>Department Of Elementary &amp; Social Studies Education</b> <b>Prospectus Approval Form</b>
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Name: \_\_\_\_\_ 810 Number: \_\_\_\_\_

Degree: \_\_\_\_\_ Major: \_\_\_\_\_

The above named student has completed the Prospectus Oral Examination on \_\_\_\_\_, 20\_\_\_\_. This form is attached to the prospectus and submitted to the Graduate Coordinator to be placed in the student’s academic file.

Advisory Committee	Prospectus Approved	Prospectus Approved with Suggested Changes	Prospectus Disapproved

**PLEASE SEND THIS REPORT TO THE ESSE GRADUATE ACADEMIC ADVISOR**

**Dissertation Content/Format Agreement Form**

**Department of Elementary and Social Studies Education  
Dissertation Content/Format Agreement Form**

**Content/Format Agreement Form for:** \_\_\_\_\_ (student's name)

The major professor and other doctoral committee members, in consultation with the student, should complete the form below to come to agreement upon and document the following:

1. **What will the format of the written product be?** (e.g., five chapters: theoretical framework, literature reviews, methodology, findings, and conclusions; a series of 3-5 publishable articles)

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Other comments/agreements on Dissertation Content/Format:

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The major professor, committee members, and student should sign this form. Copies should be made for the student and committee members; the original should be submitted to the Graduate Coordinator to be kept in the student's file.

\_\_\_\_\_  
Major Professor      \_\_\_\_\_  
Committee member      \_\_\_\_\_  
Committee member      \_\_\_\_\_  
Student      \_\_\_\_\_  
Date

**PLEASE SEND THIS REPORT TO THE ESSE GRADUATE ACADEMIC ADVISOR**

**Report of Response to Written Comprehensive Exam**

**Department Of Elementary & Social Studies Education**  
**Report Of Response To Written Comprehensive Exam**

Date: \_\_\_\_\_

Name of Prospective Candidate: \_\_\_\_\_

Chair of Committee: \_\_\_\_\_

Please check the category that best describes your evaluation of the prospective candidate's performance on the question/assignment:

\_\_\_\_\_ Passed

\_\_\_\_\_ Passed; follow-up questions will be asked during oral examination

\_\_\_\_\_ Passed with reservations; problems must be remedied prior to oral examination (make recommendations below)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Failed (make recommendations below)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Committee Chair's Signature:** \_\_\_\_\_

**Committee Member's Signature:** \_\_\_\_\_

**Committee Member's Signature:** \_\_\_\_\_

**PLEASE SEND THIS REPORT TO THE ESSE GRADUATE ACADEMIC ADVISOR**