

Department of Workforce Education, Leadership,
and Social Foundations
(WELSF)

Graduate Student Handbook

Fall 2008



A World of Possibilities

850 College Station Road
University of Georgia
Athens, GA 30602

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GRADUATE FACULTY DIRECTORY

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OVERVIEW OF PROGRAMS

Three program areas combine to form the department of Workforce Education, Leadership, and Social Foundations (WELSF). Each program offers or has offered graduate degrees comparable to those offered at other institutions throughout the United States. Graduate study in WELSF involves a combination of rigorous research and coursework. Students are offered a greater depth of preparation, with increased specialization and intensity of instruction. Study and learning are more self-directed and graduate courses assume students are well-prepared in the basic components of their field of study.

In the program of Workforce Education, applicants may chose to pursue study leading to these graduate degrees: Ph.D., Ed.D., Ed.S., MAT, and M.Ed. In addition, the program of Workforce Education offers an Online M.Ed. degree and opportunities for a variety of teaching and leadership endorsements. Through its Professional Academy for Career and Technical Educators (PACTE), the program of Workforce Education provides a unique teacher licensure opportunity for those individuals seeking an alternative to the traditional certification route. The Educational Leadership program provides an opportunity for teachers to prepare for adding a 5-year Non-Renewable Leadership (NL) certificate to their current educator certificate through its WebCT Online program. Finally, the Social Foundations of Education program offers the Ph.D. for those individuals who wish to prepare themselves to become high level researchers, scholars, teachers, policy analysts, and other educational and political leaders through the critical analysis of schools in society.

SATISFACTORY ACADEMIC PROGRESS

Graduate study in the Department of Workforce Education, Leadership, and Social Foundations (WELSF) involves a combination of rigorous research and coursework. Students admitted to our programs are expected to also demonstrate *satisfactory academic progress* (SAP) while in our programs. In addition to the minimum criteria for academic probation and dismissal identified by the Graduate School (<http://www.uga.edu/gradschool/academics/regulations.html#ProbationDismissal>), WELSF graduate students are expected to meet WELSF-specific criteria as outlined in the next section.

In WELSF, SAP means the student is proceeding in a positive manner toward fulfilling degree and/or certification requirements. The major advisor is responsible for determining if his or her advisees are making satisfactory academic progress by reviewing the student's record at the beginning or end of each semester (specialists and masters) or academic year (doctoral). If students are in compliance with the standards identified, they are considered to be making satisfactory academic progress. Major advisors notify advisees in writing if they are not making satisfactory academic progress. A meeting between the major advisor and advisee is arranged and a plan for helping the student make satisfactory academic progress is devised and maintained in the Graduate Coordinator's office. Major advisors who determine students are out of compliance with the WELSF standards of satisfactory academic progress, three or more times, make a recommendation to the Department Head for dismissal of these students. A student who wishes to appeal such a recommendation may petition the Student Appeals Committee for a dismissal hearing.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

1. Student has participated in all scheduled advisement meetings, appointments, or other academic activities scheduled by the major advisor or the WELSF department.
2. Student has not earned multiple unsatisfactory grades (three or more) designated by the grade of "U." Students with multiple unsatisfactory grades will be dismissed from the program.

3. Student has not earned an incomplete (“I”) grade. If a student earns an incomplete (“I”) grade, this grade must be removed by the end of the semester following the semester the grade was earned.
4. Student has not been cited by the Graduate School for enrollment noncompliance.
5. Student produces high quality work in all courses and maintains a grade point average of “B” or above.
6. Student has maintained a satisfactory credit completion ratio (50% of all UGA credit hours attempted each semester enrolled and at each graduate degree level).
7. Student has not requested any extensions of time to meet Graduate School requirements.
8. Student has followed the major advisor’s recommendations for course and program completion.
9. Student has not earned any grade in a core course below the grade of “B.” A grade below the grade of “B” in a core course cannot be accepted as a part of the Program of Study, therefore, students earning grades below “B” in core courses must repeat those courses to earn a higher grade. A grade of “C” may be used on the Program of Study if it is not earned in a core course.
10. Student has not been cited by the major advisor or the Doctoral Completion Committee (see below) for noncompliance with the standards of satisfactory academic progress. See “Monitoring Graduate Student Progress” on page 13.

DOCTORAL COMPLETION COMMITTEE

The purpose of the Doctoral Completion Committee (DCC) is to coordinate and provide direction for the Department’s program and standards of graduate students’ Satisfactory Academic Progress (SAP) including monitoring progress reports from major advisors and the Graduate School. Members of the DCC are the department head, program coordinators, and the graduate coordinator.

ADMISSION REQUIREMENTS

For persons interested in applying to any graduate program in Workforce Education, Leadership, and Social Foundations, the standard application package of the University of Georgia requires that the following materials be submitted directly to the Graduate Admissions Office:

1. A completed application form
2. Official test score reports (not required for non-degree applicants)
 - A. Ph.D. and Ed.D. applicants submit a GRE score
 - B. Ed.S., MAT, and M.Ed. applicants submit a GRE or MAT (Miller Analogies Test) score
 - C. International students submit a GRE and TOEFL or IELTS score

All test scores except the TOEFL and IELTS score are subject to a five-year time limitation. TOEFL and IELTS scores are valid for two years from the date of examination. The **minimum test score requirements** are provided in the table below.

Degree	GRE	Miller Analogies Test (MAT)	TOEFL
Ph.D.	1050	Not accepted	Not accepted
Ed.D.	950	Not accepted	Not accepted
Ed.S.	900	48 (<i>scaled score: 408-413</i>)	550
MAT/MED	850	44 (<i>scaled score: 402-407</i>)	550

3. One copy of official transcripts from all colleges and universities where a degree was earned (non-degree applicants submit transcripts from college or university where highest degree was earned). Bachelors and master’s degrees must have been earned from a regionally-accredited institution of higher education.
4. Application for Georgia residence status (if claiming a permanent legal residence in Georgia for fee purposes)
5. All applicants, but especially international applicants, should review additional requirements found on the Graduate School Website.

The Department of Workforce Education, Leadership, and Social Foundations requires applicants to submit additional materials as listed below.

ADDITIONAL MATERIALS

1. A two-page, typewritten statement indicating: (a) background and interest in program of choice; (b) career aspirations as they relate to program of choice; (c) relationship between background, program of choice, degree sought, and career aspirations. This statement is considered heavily in the admission process, particularly as it relates to the applicant’s writing skills, therefore it is suggested that applicants carefully develop this statement and submit their best work.
2. Three letters of recommendation (see online application) from individuals familiar with the applicant’s abilities. The letters of recommendation are submitted to the Graduate School electronically by the persons giving the recommendation. Not required for non-degree applicants.

These additional materials may be submitted directly to the Graduate Coordinator in hard copy format or by e-mail using the address information below.

Graduate Coordinator
 Department of Workforce Education, Leadership, and Social Foundations
 The University of Georgia
 850 College Station Road
 Athens, GA 30602

NON-DEGREE APPLICANTS

An applicant who wishes to take courses at the University of Georgia for professional advancement, licensure, or certification purposes only, and who holds a baccalaureate or higher degree from a regionally accredited institution, should apply for admission as a non-degree student. Non-degree means the applicant does not intend to pursue a graduate degree. Non-degree applicants complete the *Statement of Purpose-Non-degree Applicants* section instead of writing the two-page statement mentioned in the *Additional Materials* section above. If an applicant wishes to seek a degree, he/she should apply for the appropriate graduate degree program.

MODS CODES FOR ONLINE APPLICATIONS

The University of Georgia Graduate School now uses an online application process. When applying online, applicants must include an MODS code to identify the program area to which they are applying. For your convenience, those codes are identified below.

MODS Code	Program	Degree
248N	Educational Leadership	Non-degree
814	Social Foundations	PHD
814N	Social Foundations	Non-degree

845	Workforce Education	MED/Online MED*
845A	Workforce Education	EDS
845B	Workforce Education	EDD
845C	Workforce Education	PHD
845D	Workforce Education	MAT
845N	Workforce Education	Non-degree
845T	Workforce Education	Transient

*Persons applying to the Online MED program option must submit an e-mail to mpass@uga.edu to indicate that intention.

APPLICATIONS FOR READMISSION

A student who has lost eligibility to register through absence (see continuous enrollment policy) and wishes to return to the same classification, major, and department, must submit an application for readmission. Applicants for readmission apply in the same manner as an applicant for initial admission. Visit the Graduate School website for details about how to apply for readmission.

<http://www.uga.edu/gradschool/admissions/>

DOCTORAL APPLICANT INTERVIEWS

Once a doctoral applicant has met all Graduate School and Departmental requirements for admission and the applicant's file is complete, applicants are contacted to schedule an interview with the Department's Graduate Admissions Committee. This committee includes the Graduate Coordinator and at least one representative from each Program in the Department. The interviews must be scheduled and completed before an admission decision can be made by the Committee and a recommendation made to the Graduate School. Since admissions of doctoral students are for fall only, interviews are scheduled at least once during fall and spring semester for admission consideration the following fall. Therefore, applicants are encouraged to submit materials as early as possible so that files are complete and interviews can be scheduled.

APPLICATION DEADLINES

For consideration of applications for admission in fall, spring, or summer semesters, applicants must have a complete file, including **all** materials, in the Graduate Coordinator's office on or before the deadlines identified below. *Please note that some dates may be earlier than those required by the Graduate School* and apply to domestic and international applicants.

Degree	Fall Semester	Spring Semester	May & Extended Summer Session	Summer Semester
Ph.D. and Ed.D. Domestic and International	March 15	No admission	No admission	No admission
Ed.S., MAT, M.Ed. Domestic International	July 1 April 15	November 15 October 15	April 1 No admission	May 1 February 15
Non-degree	July 1	November 15	April 1	May 1

Persons interested in pursuing admission as a non-degree student and wish to begin in the spring must have a complete file in the Graduate Coordinator's office by October 30.

Persons interested in pursuing admission as a non-degree student and wish to begin in the summer must have a complete file in the Graduate Coordinator's office by July 1.

GRADUATE ENROLLMENT POLICY

Graduate students must register for a minimum of three hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of twelve hours of credit fall and spring semesters and nine hours of credit during the summer semester. The Schedule of Classes for each semester is available online at the Registrar's website (<http://www.reg.uga.edu/>). Also, visit the Bursar's web site for tuition and fees information: <http://www.bursar.uga.edu/schedule.html>. As of Fall 2007, all graduate students, regardless of enrollment status or matriculation date, must adhere to these WELSF and/or Graduate School enrollment policies. *If you are admitted, but do not enroll during the semester for which you were admitted, you will need to reapply, therefore it is recommended that you notify the Graduate School if you are not able to enroll in the semester for which you were admitted and request that your admission date be changed as allowed and appropriate.*

MINIMUM ENROLLMENT

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. The Graduate School defines continuous enrollment as registering for a minimum of three (3) credits in at least two semesters per year (Fall, Spring, Summer) until the degree is attained or status as a degree seeking graduate student is terminated. Doctoral students who have advanced to candidacy and masters students who have satisfactorily completed all required courses are allowed to register at a rate equivalent to the prevailing in-state tuition rate (Graduate Coordinator's Handbook, 2008).

LEAVE OF ABSENCE

A leave of absence provides a way for students experiencing unusual circumstances to be exempt *temporarily* from the continuous enrollment policy. A leave of absence requires approval of the Graduate Coordinator and the Dean of Graduate School. It is the student's responsibility to apply for a leave of absence and such leave will be granted only for good cause (i.e. serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, child care, elder care, and other significant family issues). Other major personal circumstances that interfere with the ability to undertake graduate study are also considered.

An approved leave of absence stands in lieu of registering for the minimum of 3 credits for each semester for which the leave of absence is granted. An approved leave of absence *does not stop the clock*: time on leave counts toward any University, Graduate School, or program time limits pertaining to the degree being sought.

A student may apply for a leave of absence before or during any semester in which they are not registered for courses. An application for a leave of absence must be received by the Graduate Coordinator at least one week before the last day of classes for the semester for which it is requested. A

leave of absence is not granted retroactively after the end of a semester. A student may request a leave of absence for one semester, two consecutive semesters, or three consecutive semesters (Summer semester included). There is a 12-month limit for any one request of leave of absence. A student may submit multiple requests for a leave of absence subject to the following limitations:

- (1) 3 semester limit for master's students;
- (2) 3 semester limit for doctoral students prior to advancement to candidacy;
- (3) 3 semester limit for doctoral students after advancement to candidacy.

CONSEQUENCES OF ENROLLMENT NONCOMPLIANCE

Graduate students who have not maintained continuous enrollment by registering for the required credits or obtaining an approved leave of absence will lose their status as an enrolled graduate student. The Graduate School notifies suspended students and the Graduate Coordinator of this action in writing within thirty (30) days of the start of the next semester. Students who wish to resume graduate study must:

- (1) re-apply to the Graduate School for admission and pay required application fees. Re-admission is not guaranteed and requires approval of the WELSF graduate programs
- (2) pay a reinstatement fee equivalent to registering for 3 graduate credits at the current in-state tuition rate for each semester since her/his last semester of enrollment, including summer.

Students may appeal actions resulting from violating the Continuous Graduate Enrollment Policy or denial of a requested leave of absence by submitting a request in writing to the Dean of the Graduate School. Students will be requested to document in writing unusual and extenuating circumstances that could justify an individual exception to the policy. Appeals are adjudicated by the Administrative Committee of the Graduate Council.

REGISTRATION, TUITION, AND FEES

Graduate student registration is conducted via the computer-based *On-line Access to the Student Information System* (OASIS) on the days specified by the Registrar's Office. Before attempting to register, a student must be advised by the academic advisor and cleared by the department as advised in the registration system. When accepted, the student's interim advisor is identified in the letter of acceptance from the Graduate Coordinator. There are three registration phases: early registration, registration, and drop/add (see dates at <http://www.reg.uga.edu>).

The deadline for fee payment for each registration phase each semester may be found on the Bursar's Web site. Failure to make payment by the due date will result in a late fee. A late fee of \$50 is assessed to the student account the day following the due date. If payment is still outstanding by the end of the drop/add period, the late fee will increase to \$100. A schedule of late fees is located at: <http://www.bursar.uga.edu/deadlines.html> (Graduate Coordinator's Handbook, 2008).

The maximum semester course load for any student is 18 hours per semester. However, students may request to exceed the maximum and begin this process with the advisor or Graduate Coordinator. Course loads for which a graduate student may enroll are governed by the following:

Students	Minimum Sem Hours	Maximum Sem Hours
Without assistantship	3	18
With (.25, .44, .50) time assistantship	12	18

The maximum course load for an eight-week summer through session is 18 hours. The minimum course load for any summer session is 3 hours. The maximum course load during pre-summer session (May session) is 6 hours. For students on an assistantship, the minimum course load during summer sessions is 9 hours. Permission to exceed the maximum load is not granted during summer semester.

DEGREE OBJECTIVE CHANGE

A request to change a degree objective and/or major may be submitted to the Graduate Coordinator and the Graduate School if a student has registration eligibility and is:

- (a) changing degree status within the WELSF department and/or
- (b) changing from one major to another within the WELSF department.

A student admitted in the non-degree classification is not eligible to request a change of degree objective. Instead, the non-degree student must submit an application for admission to be considered for a degree in any program in the WELSF department. Non-degree students who are later admitted as prospective degree candidates may apply a maximum of nine hours of course credit taken in a non-degree status toward a graduate degree. The inclusion of such course work on a program of study is subject to the approval of the major professor, the Graduate Coordinator, and the Dean of the Graduate School. Students who wish to change their degree objective and are also changing departments must apply for admission to the WELSF degree program using the usual application for admission procedures.

PROBATION AND DISMISSAL BY GRADUATE SCHOOL

Students with a cumulative graduate course average below 3.0 will receive a warning letter from the Graduate School explaining the probation procedure. This warning letter is also made available to the Graduate Coordinator. If a student's graduate course average is below 3.0 for two consecutive terms, the student will be placed on academic probation by the Graduate School. They then must have at least 3.0 for the semester graduate average each succeeding semester while on probation. Probation status ends when the student's cumulative graduate course average reaches at least 3.0. If a student makes below a 3.0 semester graduate course average while on probation, she or he is dismissed from the Graduate School.

Students who are dismissed by the Graduate School may not apply for admission to another graduate program offered by the University. Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the Dean of the Graduate School. The appeal must be submitted to the Dean within 30 calendar days following receipt of the notice of dismissal. Information concerning the appeal process may be obtained from the Graduate School. Please refer to the WELSF Standards of Satisfactory Academic Progress on pages 5 and 6.

REQUIREMENTS FOR GRADUATE DEGREES

ADVISORY COMMITTEE COMPOSITION

ED.S., MED, AND MAT: According to the Graduate School, committee requirements for professional master's and educational specialist degrees should follow the individual department's guidelines. Therefore, the advisory committee for these degrees may consist of the major advisor and any number of WELSF faculty. However, these committees have typically consisted of the major advisor and two additional WELSF faculty. The chair and at least one other member must be members of the graduate faculty of the University of Georgia.

ED.D. AND PH.D. WELSF guidelines for the doctoral committee are in line with the requirements of the Graduate School requiring a minimum of three members, including the major professor, and a maximum of five members. A majority of the doctoral committee must be faculty members in the WELSF department.

GRADUATE STUDENT ADVISING

The Graduate Coordinator for the Department of Workforce Education, Leadership and Social Foundations assigns an interim advisor to each graduate student admitted to its programs. The role of the interim advisor is an essential part of the graduate educational experience. The primary work of the interim advisor is to help graduate students understand the options and opportunities for academic programs of study, degree requirements, and course selection until a major advisor is selected.

PH.D. AND ED.D. The residency requirement for the Ph.D. is interpreted as 30 hours of consecutive graduate course work that is included on the program of study. The residency requirement for the Ed.D. is interpreted as 20 consecutive hours of the minimum 49 graduate hours required on the program of study. Courses may be taken at a minimum of three hours a semester to fulfill this requirement, however, WELSF does not encourage the minimum in terms of program completion. If a student decides not to register for the summer semester, a break in the residency requirement is not incurred. However, if a student does register for a course on the program of study during the summer, that course may be used toward the residency requirement. A maximum of three hours of dissertation work (9300) may be included toward the required residence. Dissertation research (9000) credits in excess of 15 hours do not count toward the residence requirement, but these hours do not constitute a break in the residence if they are the only hours taken during a given semester.

LEAVE OF ABSENCE DURING RESIDENCE. In extreme circumstances, a leave of absence from residence may be obtained with the permission of the dean of the Graduate School. This leave must be approved prior to the break in residence (see <http://www.uga.edu/gradschool/forms&publications/absence.pdf>). The major advisor and Graduate Coordinator will not support applications for leave unless the student can document (a) a serious medical or health related issue, (b) a major financial or employment issue, and/or (c) a significant family-related issue such as pregnancy, childbirth, child care or elder care.

DOCTORAL CREDIT BY TRANSFER. No courses taken prior to a doctoral student's admission to their degree program at The University of Georgia are eligible for transfer. Doctoral students pursuing a degree at UGA may take courses at other accredited institutions and have up to nine semester hours of credit transferred to the UGA program of study. No grade below a "B" may be transferred and the courses to be transferred may not have been used in a degree program at another institution.

THE WORK OF THE INTERIM ADVISOR

The interim advisor will provide guidance with respect to course work, research, and program expectations during the first year of study or until a major advisor has been selected. Graduate interim academic advisors engage students in meaningful relationships designed to support and encourage a challenging and successful graduate education prior to selection of a major advisor and/or advisory committee. Students will prepare for and participate fully in their advising experience. Ultimately each graduate student is responsible for his/her academic progress in the Department and at the University of Georgia. Advisors cannot provide a guarantee of graduation and/or certification within a specified period of time. However, the interim advisor, and eventually the major advisor and advisory or examining committee will provide leadership and support to graduate students through best practices in academic advising and mentoring.

The relationship between the new student and interim advisor and between the student and major advisor are both explained in the letter of acceptance issued by the Graduate Coordinator. Although not required, the interim advisor may become the major advisor. Students are at liberty to select any qualified WELSF faculty member as the major advisor and are not obliged to select the interim advisor. The following is a generic list of responsibilities and tasks undertaken by the Interim Advisor during the period prior to identification and declaration of a Major Advisor.

INTERIM ADVISOR RESPONSIBILITIES AND TASKS

1. Meet with student at least twice per semester to advise and plan program
2. Develop a short-term plan for the student's program of study, professional development, assistantship work for the current and next semesters
3. Develop and maintain a longer-term plan for the student's program of study across years, professional development, research focus, career plans, etc. (including short term plan/s and updated by years)
4. Confer on progress in the current semester (i.e. in courses, with assistantship work, in other areas)
5. Confer on assistantship work/tasks: teaching, research, other
6. Advise on courses for registration the following semester (i.e. required, core, and elective courses, etc.) in EFND, WELSF, the College of Education and elsewhere
7. Clear student for registration after appropriate courses are selected
8. Advise on faculty/courses, for purposes of identifying committee members with expertise and/or experience related to the student's intended research
9. Develop graduate student research ideas, building on coursework and other experiences
10. Confer on appropriate elements of "satisfactory progress"

MENTORING

Mentoring doctoral students is also an expectation of both the interim and major advisor. The mentoring relationship should be one of support and aid as students pursue this next step in their professional development. Professional development opportunities such as presenting at conferences, writing for publication, fieldwork, travel, and special opportunities such as Internships should be encouraged and supported by interim and major advisors. The mentoring relationship may also include assistance in identifying the student's major advisor and committee members if assistance is needed as the student prepares to transition to the major advisor.

TRANSITION TO MAJOR ADVISOR

By the end of the student's first year of residence, the student should have identified the major professor/advisor and the doctoral committee. At this time, advising and mentoring functions pass to the major professor/advisor. The major professor/advisor and the student develop a preliminary program of study that must be approved by a majority of the members of the advisory committee and submitted to the Graduate Coordinator who reviews it and submits it to the Graduate School.

SELECTION OF MAJOR ADVISOR

ED.S., MED, AND MAT. Students in WELSF typically remain with the assigned interim advisor, however, doing so is not a requirement. Students are encouraged to work with advisors with whom they have similar research and professional interests. A change in the interim advisor may be made by contacting the Graduate Coordinator. Students must also notify the assigned interim advisor of the impending change. Once all parties involved are notified, the change is noted in the WELSF database and the student's file is transferred to the Major Advisor.

ED.D. AND PH.D. Before starting dissertation research, students must choose a major advisor who agrees to supervise their work. The advisor and the student must select and mutually agree on the research topic. The advisor is responsible for overseeing the development of the student's program of study. While some students choose a major advisor upon entry into the program, others may wish to wait until they are more familiar with the faculty in each focus area before making their selection. However, the selection of a major advisor should be made *by the beginning of the second year of study*. Each student, through the major advisor selected, should report their selection of a major advisor in writing to the Graduate Coordinator. This can be done using the Preliminary Program of Study form and/or the Advisory Committee form available at the link below.

See: http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html

MONITORING GRADUATE STUDENT PROGRESS

Each student's progress is monitored by the interim/major professor/advisor using the Standards for Satisfactory Academic Progress (see pages 5 and 6) and results are reported to the Graduate Coordinator's office. In those instances where deficiencies are observed, but are considered remediable, the advisor and student will develop a plan for remedial action. The student will be bound by the conditions set forth in the plan developed. Failure to meet these conditions more than three times will result in a recommendation by the advisor for the student's dismissal from the Graduate Program.

RESIDENCE REQUIREMENT

ED.S., MED, AND MAT. All but six hours of course credits must be taken at official University of Georgia centers. This is defined as any courses for which registration takes place through the OASIS system so that they appear on the student's official transcript without a manual transfer process and courses taken under the cross-registration policy.

DOCTORAL COMPREHENSIVE EXAMINATIONS

The doctoral comprehensive written and oral examinations are traditionally regarded as the means by which the members of the faculty assess the level of mastery a student has attained once the prescribed course work for the degree has been completed. Because of the serious nature of these examinations, the scheduling of the oral examination must be arranged when all members of the student's advisory committee can be available for the entire examination. If, for a good reason, a member cannot be present, the student must notify the Graduate Coordinator and choose one of the options outlined in the Graduate School Bulletin available on line.

Once a student successfully completes the doctoral oral examination and his or her prospectus is accepted by the doctoral committee, he or she is admitted to candidacy for graduation. However, a candidate for a doctoral degree who fails to complete all degree requirements within five years after passing the comprehensive examination, and being admitted to candidacy, will be required to take the comprehensive examinations again and be admitted to candidacy a second time. Refer to *Workforce Education* for Doctoral Comprehensive Examination Guidelines specific to Workforce Education students.

MASTER'S/SPECIALIST COMPREHENSIVE EXAMINATIONS

In WELSF, the comprehensive examination is an assessment of the student's ability to synthesize and summarize information from a variety of core and professional subject areas related to the program of study and to combine and apply their knowledge at a professional level. The Graduate School must receive notification in writing on departmental letterhead of the result of comprehensive examinations following the completion of courses for a degree program. Students seeking the Ed.S., M.Ed. and MAT must complete and pass a comprehensive examination by midterm of the semester in which they plan to graduate. Students must meet all other graduation requirements prior to completing the written comprehensive examination.

POLICIES AND PROCEDURES

Written comprehensive examinations are administered by each student's major advisor and are assessed by at least three faculty who serve as members of the students examining committee. The examining committee is predetermined by the student and the major advisor, based on faculty availability and Departmental Guidelines. Rubrics appropriate for the form of examination are used in the assessment. General guidelines for the written comprehensive examination are:

1. The written comprehensive examination will typically include five to seven integrative, essay-type questions.
2. The written comprehensive examination is typically sent to the student's UGA e-mail address on a date predetermined with the advisor.
3. Specific instructions are included with the comprehensive examination questions, including the deadline date for returning three hard-bound copies of the student's response to the major advisor. The deadline date is always two weeks from the date the examination is sent. The student must immediately acknowledge receipt of the examination. The student is expected to use appropriate resource materials in answering each question. Students are also expected to adhere to the Academic Honesty Policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm) during the entire examination process.
4. The major advisor distributes the hard copies of the examination to the student's examining committee members who are given two-weeks to assess the examination.

5. Once the examining committee has reported the examination grades, the major advisor notifies the student. If the grade is a passing grade, the grade is sent to the Graduate School.
6. If the grade is not a passing grade, the student is given two additional opportunities to rewrite the examination, following the same process.
7. Students rewrite examinations based on the recommendations of the examining committee which includes the major advisor. If a third rewrite is deemed necessary due to a resulting fail and the student does not pass, the fail grade stands and will be submitted to the Graduate School unless the student petitions the Student Appeals Committee for a hearing on the matter. Once the Student Appeals Committee hears the matter, its decision is final.

ADMISSION TO CANDIDACY (DOCTORAL DEGREES ONLY)

Admission to candidacy for a doctoral student is usually requested immediately after successful completion of the comprehensive oral examination. However, students who do not have an approved prospectus at the time of the oral examination are not admitted to candidacy. The Application for Admission to Candidacy form must be submitted to the Graduate School as soon as possible following completion of all requirements for admission to candidacy as listed on page 34 of the Graduate Coordinator's Handbook (<http://www.uga.edu/gradschool/faculty/handbook.pdf>). Candidacy begins on the date the form is received in the Graduate School. Students must have maintained an average of 3.0 (B) on all graduate courses taken and on all completed courses on the program of study. No course with a grade below C (i.e. C- used in plus/minus grading) may be placed on the final program of study.

After admission to candidacy, a student must register for a combined total of ten hours of dissertation or other appropriate graduate credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for candidacy during that semester and register for ten hours. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three hours of credit in any semester when using University facilities, and/or faculty or staff time.

TIME LIMIT ON CANDIDACY. The dissertation must be completed in order to qualify for graduation within five years following admission to candidacy. If a doctoral student's candidacy expires after the first week of classes in the final semester, the student is granted the remainder of the semester to complete degree requirements without special permission of the Dean of the Graduate School.

ACADEMIC APPEAL PROCEDURES

PETITIONS TO WELSF DEPARTMENT

The purpose of the Graduate Student Appeals Committee is to serve as the appellate body of the WELSF Department pursuant to *Graduate School* and *Academic Affairs Policy*. This committee serves as applicants'/students' first step in the appeals route. The committee's express purpose is to dispose of appeal matters relating to admission to graduate study or completion of an academic program. The Graduate Student Appeals Committee will hear appeals of decisions made by the Graduate Admissions Committee and/or the Graduate Coordinator at the Department level.

PETITIONS TO THE GRADUATE SCHOOL

EXTENSION OF TIME. A request for an extension of time to complete degree requirements is the primary reason students in WELSF write letters of petition. A student who wishes to petition for an exception to Graduate School policies, such as an extension of time, may do so by following the procedure below.

1. Student submits a letter of petition to his/her major advisor addressed to the Dean of the Graduate School stating the nature of the request and providing specific reasons that the student did not complete requirements in the time allotted by Graduate School policy or other reasoning to justify approval of the request. A petition of this type, extension of time, must include a specific timeline for completion of requirements.
2. Major advisor reviews the student's request and submits a letter, also addressed to the Dean, to the Graduate Coordinator stating approval or disapproval of the petition.
3. Graduate Coordinator reviews the letters from the student and major advisor, then in conjunction with the Department Head, writes a letter to the Dean indicating his/her approval/disapproval of the petition. If the Graduate Coordinator and/or Department Head do not concur with the major professor's recommendation, further information is provided by them in the form of a letter to the Dean of the Graduate School.
4. Graduate Coordinator submits letters from the student, major advisor, and Graduate Coordinator and Department Head to the Dean.

OTHER ACADEMIC PETITIONS. An applicant/student may have a petition concerning admission to graduate study, completion of an academic program, or other specific academic matters. These types of petitions should be submitted to the Graduate Student Appeals Committee, the WELSF appellate body. If the decision of the Graduate Student Appeals Committee is unfavorable, the student's petition may be considered at other levels as described in the Graduate School Bulletin. Policies regarding appeals in the Graduate School may be obtained from the Office of the Graduate Dean.

STUDENT DISMISSAL

A student may be dismissed by the WELSF department at the end of any semester if he or she has not made satisfactory academic progress to warrant continuance of study (see Standards of Satisfactory Academic Progress, pages 5 and 6). Termination of students and other academic decisions of the Department or its faculty will follow policies and procedures adopted by the Department and reported to the Graduate School. Dismissal by the Department may be considered at other levels as described in the Graduate School Bulletin after all avenues of appeal have been exhausted at the Departmental level. An applicant/student may initiate an appeal within a period of 30 calendar days after receipt of an adverse decision by the appellate body at the Department level. Refer to the Graduate School Bulletin (<http://www.uga.edu/gradschool/bulletin/>) for details.

WELSF Graduate Handbook

APPEAL PROCEDURES RELATED TO UNETHICAL/UNPROFESSIONAL CONDUCT

COLLEGE OF EDUCATION APPEAL PROCEDURES

All complaints related to unethical and/or unprofessional conduct should **first** be heard at the *departmental level*. Following a department-level decision, either party could appeal that decision to the College Appeals committee, with procedures as follows:

- The appeal, specifying the grounds and the redress requested, must be filed in writing within 45 business days of official notification of departmental decision, and include a copy of the original complaint, a copy of the departmental policy and any relevant referents (e.g., applicable code of ethics), and any relevant documentation submitted to the department by either party.
- The College Appeals Committee (whose role would have to be expanded to include this function) would review the case within 30 days of the appeal during the regular academic year, and as soon as a quorum can be assembled during the summer.
 - If any member of the committee is involved in the complaint or advisor to or otherwise closely related to someone involved in the complaint, that member should recuse themselves. Failure to so recuse in light of undue connection to a party or parties in the complaint is grounds for further appeal (see below).
- Each party shall have the right to speak with and/or submit additional documentation to the Appeals committee, but no outside parties (e.g., lawyers, parents, and other faculty) may be present. In exceptional cases, an outside witness(es) may be brought in with the approval of the Appeals committee chair.
 - The committees decisions shall be restricted to the following options:
 - 1) ratification of the Departmental decision
 - 2) granting of the full appeal as requested
 - 3) granting of some, but not all, of the elements requested in the appeal
- At no time shall the Appeals committee impose additional sanctions, beyond those imposed in the Departmental decision, on the appellant(s) or impose sanctions on any person who was not a party cited in the complaint at the Departmental hearing. The committee may, without violating confidentiality, share evidence with the relevant Department or other appropriate College or University body regarding any such outside party whom the Committee's findings indicate as potentially culpable of a violation of this or other College or University policies.
- All parties (including the Department and any other College or University body involved in the original hearing) shall be notified of the Appeals committee decision in writing within seven business days of the hearing. During this time, the appeals committee may seek additional information relevant to the case from outside parties, but details of the actual appeal, original case, and all decisions shall be held confidential, as are all other deliberations of this committee. In exceptional circumstances, the committee

Chair shall notify the parties when additional time to gather data is needed. At no time shall more than one month elapse between the hearing and the rendering of a decision and notification thereof.

- Parties to the complaint wishing to appeal the decision of the College Appeals Committee should find out the appropriate next step (which will vary, depending on the identity of the parties) from the Office of the Dean.

PLEASE NOTE: These procedures shall only apply to matters that are not already under the jurisdiction of another College or University body, e.g., issues of Academic Honesty or offenses against University policies.

WELSF APPEAL PROCEDURES

- Complaints should be submitted in writing to the Department Head no later than 5:00 p.m. on the third working day following the offense (exceptions to this timeline may be made at the discretion of the **Conflict Resolution Committee**).
- Those named in the complaint should receive a written copy of the complaint from the Department head by 5:00 p.m. on the second working day following receipt of the written complaint.
- The Department head or a substitute named by the Head shall attempt to mediate the complaint and resolve the complainants' differences to their satisfaction. If a resolution is reached, a confidential record of such resolution, along with a copy of the complaint, shall be kept in a file in the Department. If the Department head or substitute is unable to satisfactorily resolve the complaint within a two week period, the complaint is forwarded to the **Conflict Resolution Committee** for a hearing.
- Complaints will be heard by the **Conflict Resolution Committee** within a week of receipt of the complaint from the Department head. The nature of some complaints may dictate a longer timeframe; therefore, complainants are advised to contact the Chair of the Conflict Resolution Committee to determine if an extended timeframe is deemed necessary by the Committee.
- If any member of the **Conflict Resolution Committee** is involved in the complaint or advisor to or otherwise closely related to someone involved in the complaint, that member should recuse themselves, and a substitute member should be appointed by the Department Head. Failure to so recuse in light of undue connection to the complaint is grounds for appeal.
- Hearings and all related materials will be kept confidential, and circumstances are similar to those outlined for COE Appeal Procedures. Decisions and sanctions will be kept confidential insofar as this is consistent with actions resulting from the decision of the committee.
- Those filing complaints, as well as those against whom complaints are filed, will be protected against possible reprisals during the process and any appeals, and possibly thereafter as necessary. For example, a student complaining against, or complained against by, a faculty member should not have to remain as the advisee or student of that faculty member, nor should said student be allowed officially to evaluate said faculty member in any way, or vice versa.

- Definitions of unprofessional conduct should refer, whenever possible, to a Code of Ethics developed/endorsed by a national, international or statewide group of professionals at the appropriate level and in the appropriate field. Examples of such include:
 1. The Georgia Code of Ethics for Educators
 2. The Code of Ethics of the American Speech, Language, and Hearing Association
 3. The Code of Ethics of the American Psychological Association
 4. The Code of Ethics of the American Educational Research Association
 5. The Code of Ethics of American Counselor Association
 6. The Codes of Ethics of National Associations of Elementary or Secondary School Principals

FINANCIAL SUPPORT

In addition to scholarships, fellowships, and loans, Departmental and Graduate School assistantships are possibilities for financial support of graduation education. Graduate assistantships are described in the next sections.

GRADUATE ASSISTANTSHIPS

WELSF employs graduate assistants in three classifications described below. Graduate assistants are hired based on the needs of the Department, the availability of funds, and the qualifications of the students involved. The three classifications are:

1. Graduate teaching assistants (GTAs) are students assigned instructional responsibility for a course. They may have autonomy for teaching and assigning grades. Prior to assuming responsibility for a course, GTAs are required to work under the supervision of experienced faculty members as a means of developing teaching skills in the academic discipline. In addition, new GTAs who do not have sufficient prior teaching experience are required to enroll in the course GRSC 7770 before being assigned as *teacher of record* for a course.
2. Graduate research assistants (GRA) are students enrolled in the Graduate School who are assigned to assist one or more faculty members with research projects. In most instances, research assistants are assigned duties such as library searches and laboratory experiments under the close supervision of the faculty supervisor(s).
3. Graduate assistant (GA) is a term used to encompass all other graduate students receiving assistantships not covered by the two previously mentioned categories. Duties assigned to graduate assistants may range from grading papers to gathering, organizing, and analyzing data. Whenever possible, the duties assigned to graduate assistants are relevant to WELSF's graduate programs and the professional goals of the student.

QUALIFICATIONS FOR APPOINTMENT. To be eligible for an assistantship appointment, students must have been admitted to the Graduate School as prospective candidates for a graduate degree. Teaching and research graduate assistants must have substantial academic work in the field in which they receive the

appointment. They should have achieved a strong academic record and must be committed to full-time study for the degree.

GRADUATE TEACHING ASSISTANT'S WORKSHOP. All *new* GTAs must attend a University-wide workshop held for graduate teaching assistants prior to the beginning of fall semester classes. Information about this workshop is provided to GTAs in the acceptance letter sent from the Graduate Coordinator. GTAs with no prior experience must enroll in the graduate internship, GRSC 7770, before they are given responsibility for a course as teacher of record.

TOEFL TEST REQUIREMENTS. All international students whose native tongue is not English must be tested to ascertain their competence in the language *prior* to assuming teaching responsibilities. Standards for the Test of English as a Foreign Language (TOEFL) have been established by the University and are published by the Office of Instructional Support and Development (see <http://www.ctl.uga.edu/supportive/Fall08Policy.pdf>). If an international student fails to make a satisfactory score, he or she must enroll in ELAN 7768 and ELAN 7769 prior to entering the classroom. Once the GTA has completed these courses, the Department will be notified as to the student's speaking ability to be in the classroom and teaching assignments are made based on the results.

WELSF APPOINTMENT PROCEDURES. Appointments of graduate assistants are made by the Department Head and must be approved by the Dean of the College of Education and the Dean of the Graduate School. If interested in an assistantship submit a letter of interest and a copy of your resume to:

Department Head
Workforce Education, Leadership, and Social Foundations
209 River's Crossing
850 College Station Road
Athens GA 30602

The Department Head makes the offer of appointment in an official letter. The letter provides the following information on the terms of the assistantship:

1. title, hours of work per week required, and length of appointment;
2. stipend level and remission of the non-resident fee and reduction in the tuition fee;
3. minimum and maximum course load;
4. description of duties and name and position of supervisor;
5. evaluation procedures and procedure and timing for reappointment;
6. any contingencies, including the availability of funding; and deadline for acceptance; and
7. conditions under which the assistantship may be withdrawn. All graduate assistants must be registered for classes prior to the first day of classes for each semester. Failure to do so may result in loss of the assistantship.

At the time an assistantship offer is accepted, the recipient is directed to the online *WELSF Graduate Handbook* (this document) to review Departmental policies relating to graduate assistants. Those students who have been assigned teaching duties are also directed to the *GTA Handbook* online (http://www.ctl.uga.edu/teach_asst/pdf/handbook06.pdf). New graduate assistants are notified of orientation meetings and other opportunities as scheduled.

APPOINTMENT TO AN ASSISTANTSHIP. In most cases, appointments to graduate assistantships are made for an academic or fiscal year, however, in some instances appointments may be made for one semester only. To be eligible for reappointment, graduate assistants must have maintained a 3.0 average on all graduate course work and must have received acceptable performance evaluations from their immediate supervisor(s).

CONDITION OF SERVICE. Graduate assistants are expected to make uninterrupted progress toward completing requirements for the degree. Student may not hold assistantship appointments that require more than one-half time service. Students holding assistantships requiring one-half time service may not accept other UGA employment during the regular academic year.

Graduate assistants who hold assistantships that require 1/3 to 1/2 time service must register for a minimum of twelve hours during an academic semester. Exceptions to the maximum course load may be obtained on written approval of the major advisor and the Dean of the Graduate School. Because of the intensive nature of course work in the summer term, graduate assistants must register for a minimum of nine hours during this term. Summer term rules for maximum loads apply. *Students are not permitted to hold assistantships when on academic probation initiated by WELSF or by the Graduate School.*

Graduate assistants are not permitted to teach upper division or graduate level courses or to enroll in courses for which they are assigned assistantship responsibilities.

RESPONSIBILITIES. Graduate assistants are responsible for being informed concerning departmental, college, and institutional regulations and for following them consistently. Regardless of the work assignment, graduate assistants are obligated to maintain standards of academic honesty and integrity and to report violations of these to their faculty supervisor. Graduate assistants are assigned appropriate space and equipment, including copies of textbooks and other supplies, to enable them to carry out their assignments effectively. Graduate assistants are notified in writing of all decisions that affect their status as temporary student employees. They are given advanced notice of evaluation procedures and receive notice of reappointment procedures in time to permit preparation of their assistantship applications. Graduate assistants are also required to submit, to the Department Head, monthly reports signed by faculty supervisor(s) documenting hours worked.

EVALUATION. The Graduate School requires an annual evaluation of the performance of all graduate assistants following written policies and procedures adopted by WELSF. However, the WELSF department requires an evaluation of graduate assistant performance at the end of each semester. Evaluation is made by the immediate supervisor(s) of the graduate assistant and monitored by the Department Head. Evaluation results are reported in writing to graduate assistants and the report identifies strengths and weakness of their performance. The evaluation form used by supervisors is provided to graduate assistants during the fall orientation.

If the evaluations identify weaknesses, graduate assistants are advised of those weaknesses in writing and a notation of the evaluation is entered in their personnel records. A plan of improvement is then devised by the graduate assistants and their supervisor(s). If the performance of a graduate assistant fails to improve in accordance with the plan, further action is taken. In situations where continuance of the assistantship is deemed detrimental to the effective operation of the Department, consideration is given to terminating the assistantship. When an assistantship is terminated, the student is notified in writing of the termination and of the appeal procedures available. Except in the case of discrimination charges, appeals of termination are heard by the Graduate Student Appeals Committee. A petition for reconsideration of a termination must be in writing and must specify the grounds on which they are

based. Refer to the Graduate School Bulletin for details of recourse in the event of an unfavorable decision by the Graduate Student Appeals Committee.

GRADUATE SCHOOL ASSISTANTSHIPS

The Graduate School provides assistantships to students in all disciplines across the University. These awards may be for nine or twelve month appointments and are for duties other than teaching. Students are encouraged to pursue Graduate School assistantships such as: (a) Presidential Graduate Fellows Program (Doctoral only), (b) University-wide Assistantships (Masters and Doctoral), and (c) Dissertation Completion Assistantships (Doctoral only).

For details concerning Graduate School Assistantships and a complete discussion of all financial opportunities refer to the Graduate School Bulletin's Financial Assistance and Awards section and/or this Graduate School link <http://www.uga.edu/gradschool/financial/index.html>.

STUDENT TRAVEL

The Office of the Vice President for Research and the Graduate School have limited funds to assist graduate students when traveling to present papers at professional conferences. Because of limitations on resources, travel funds are primarily for doctoral students who are at advanced stages in their graduate programs and are presenting results of their dissertation research findings. If travel is to an international conference to be held outside of North America, requests for assistance should be sent to the Office of the Vice President for Research. If the conference is to be held within North America, requests for travel assistance should be sent to the Dean of the Graduate School.

All requests are thoroughly reviewed at the departmental level before submission to the Graduate School. This review includes an assessment of the quality of the research to be presented, the stature of the organization to which the presentation is to be made, and review of the student's academic record to ensure that he or she meets all of the criteria.

REGENTS' OUT-OF-STATE TUITION WAIVERS

The Graduate School awards a limited number of out-of-state tuition waivers to non-resident graduate students. A majority of waiver recipients are chosen from a pool of departmental nominees and the remainder are awarded to students holding non-service type fellowships. All nominations originate in the WELSF Department, therefore, students must not make personal requests to the Graduate School for out-of-state tuition waivers. Refer to the Graduate School Bulletin for general policies and criteria for awarding out-of-state tuition waivers,

PROGRAMS OF STUDY

Programs of study provide information about the degrees and educational opportunities offered by each Program in the Department of Workforce Education, Leadership, and Social Foundations. This section of the WELSF Graduate Handbook begins with a general description of the educational opportunities and degrees available through the WELSF Department. The required programs of study are then outlined for each degree offered through the Workforce Education Program including degree check sheets used by faculty advisors as they work with new and continuing graduate students. Additional information specific to Workforce Education degrees is also provided. Next, the program of study for the Ph.D. offered by the Program of Social Foundations of Education is detailed and the degree checksheet is provided. The Program of Educational Leadership will conclude the Programs of Study section of the WELSF Graduate Handbook emphasizing its leadership education opportunities. Details are pending.

EDUCATION OPPORTUNITIES THROUGH WELSF

NON-DEGREE STATUS. Persons who elect to apply for admission as a non-degree student typically do so for professional advancement, licensure, or certification. An advantage for these applicants is that a maximum of nine hours of course credits taken in non-degree status may be applied to a program of study if the student decides to apply for admission to earn a degree and is accepted.

MASTER'S DEGREES. Students must complete all Graduate School requirements for a master's degree within the six-year time limit beginning with the first registration for graduate courses listed on the program of study. The interim/major advisor and student work together to finalize the program of study during the first semester in residence. At least 12 hours of courses used on the program of study must be courses that are restricted to graduate students.

SPECIALIST IN EDUCATION DEGREES. Students must complete all Graduate School requirements for the education specialist degree within the six-year time limit beginning with the first registration for graduate courses listed on the program of study. The interim/major advisor and student work together to finalize the program of study during the first semester in residence. A maximum of 6 semester hours may be transferred from an accredited institution for inclusion on the program of study with the approval of the major advisor, the Graduate Coordinator and the Dean of the Graduate School. Courses used for transfer credit must have been taken after the master's degree was awarded.

DOCTORAL DEGREES. A preliminary program of study, developed by the student and major advisor and approved by a majority of members of the advisory committee, must be submitted to the Graduate Coordinator by the end of the student's first year of residence. However, the preliminary program of study is not submitted to the Graduate School. The final program of study must be submitted for the approval of the Dean of the Graduate School by the time the notification of the preliminary oral comprehensive examination is given. All courses on the program of study must fall within the six-year time limit. The doctoral program of study must consist of **16 or more hours of 8000 and 9000 level courses** exclusive of WFED/EFND 9000 (research) or WFED/EFND 9300 (dissertation writing) or be accompanied by a letter of justification as to the acquisition of fundamental knowledge, technique, or professional courses.

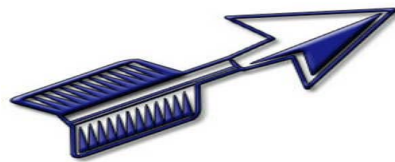
PROGRAM OF STUDY DEGREE CHECK SHEETS

When considering a degree program, students are often interested in learning exactly what courses they will need to successfully complete to earn the degree. The next pages provide information for the programs of Workforce Education, Leadership, and Social Foundations. While some coursework is core or standard for all students, each of these degree options will require students to work with their interim/major advisors to finalize the program of study during the first semester in residence (masters and specialists) or by the beginning of the second year of residence (doctoral).



WORKFORCE EDUCATION

The mission of the Program of Workforce Education is to prepare and develop professional educators in the public and private sector and to advance the knowledge base of career and technical education, workforce preparation, and professional development through teaching, research, and service. The following pages provide this information for the Ed.D., Ed.S., MAT, MED-campus, MED-online option, and the Ph.D. available through the Workforce Education Program.



Go . . .

Note: Additional research courses may be needed by the student depending upon his or her dissertation topic, research design, or required statistical analysis.

4. Functional Minor Courses

Minimum 9 semester hours

The functional minor is a cluster of related courses that allows a student a chance to develop a focus area outside of workforce education. Such courses may come from one or more departments, but, taken together they must exhibit a clear and common emphasis. Courses may have been a part of another graduate degree (i.e., Master or Specialist). Courses must be approved by the student's doctoral advisory committee.

5. Required Dissertation Coursework

Minimum 13 semester hours

WFED 9000D Doctoral Research (prospectus development)	3 sem. hrs.
WFED 9300D Doctoral Dissertation	10 sem. hrs.

Note: After admission to candidacy, a student must register for a combined total of ten hours of dissertation or other appropriate graduate credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for candidacy during that semester and register for ten hours. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three hours of credit in any semester when using University facilities, and/or faculty or staff time.

SUMMARY OF PROGRAM OF STUDY

Workforce Education Core Courses		6 semester hours
Workforce Education Elective Courses		6 semester hours
Educational Research Courses		15 semester hours
Functional Minor Courses		<u>9 semester hours</u>
	Sub Total	36 semester hours
Dissertation Course Work		<u>13 semester hours</u>
	Total	49 semester hours
Relevant Course Work from Graduate degree(s)		<u>24 semester hours</u>
Total beyond Bachelors Degree		73 semester hours

Note: A doctoral program of study should consist of 16 or more hours of 8000- and 9000-level courses exclusive of 9000 or 9300 or be accompanied by a letter of justification as to the acquisition of fundamental knowledge, technique, or professional courses.

SUMMARY OF PROGRAM OF STUDY

Course Work

Minimum Semester Hours

Workforce Education Core Courses

9 semester hours

Research Course

3-6 semester hours

Major Concentration Area

15-18 semester hours

TOTAL 30 semester hours

COMPREHENSIVE EXAMINATION

All candidates for the Ed.S. degree must past a final comprehensive examination administered by the Program of Workforce Education faculty.

The University of Georgia
 College of Education
PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)

NAME: _____ SS#: _____

ADDRESS: _____
 Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor’s degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification at the graduate level.

PROGRAM OF STUDY

Core Courses	WFED 6010: Foundations of Work and Family Life	3 semester hours
	WFED 6350: Curriculum Planning in Workforce Education	3 semester hours
	WFED 6360: Instructional Strategies in Workforce Education	3 semester hours
	WFED 7020: Assessing Student Learning in Workforce Education	3 semester hours
	WFED 7550: Students with Special Needs in Workforce Education	3 semester hours
	WFED 7560: Diversity in Workforce Education and Work	3 semester hours

Educational Psychology (*select one course*)

EPSY 6010: Foundations of Human Development	3 semester hours
EPSY 6060: Foundations of Motivation	3 semester hours
EPSY 6800: Foundations of Cognition	3 semester hours
ERSH 6200: Methods of Research in Education	3 semester hours

Teaching Internship

WFED 7460: Internship in Teaching Workforce Education*	12 semester hours
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Selected Courses for certification (*refer to next page*)

_____	3 semester hours
_____	3 semester hours
_____	3 semester hours
_____	3 semester hours

Minimum Hours for Degree **48 semester hours**

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

Selected courses: To be determined by the student and advisor based on student's background, career goals and certification requirements:

Business Education Selected Courses

EBUS 6010 Business Communication (3 Hrs)
 EBUS 7050 Introduction to Programming for Workforce Education (3 Hrs)
 EBUS 7060 Desktop Publishing in Workforce Education (3 Hrs)
 EBUS 7070 Office Management (3 Hrs)
 EBUS 7080 Network Design and Administration for Workforce Education (3 Hrs)
 EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
 EBUS 7760 Consumer Financial Planning (3 Hrs)
 And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses

EFCS 7600 Nutrition Education (3 Hrs)
 And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses

EMKT 6100 Economic Foundations for Work-Based Education (3 Hrs)
 EMKT 6110 Marketing and Business Foundations of Work-Based Education (3 Hrs)
 EMKT 6120 Human Resource Foundations in Work-Based Education (3 Hrs)
 And/Or selected graduate courses offered in the Terry College of Business

Technological Studies Selected Courses

ETES 7010 Technology and Society (3 Hrs)
 ETES 7020 Communication Systems (3 Hrs)
 ETES 7025 Technical Design Graphics (3 Hrs)
 ETES 7030 Manufacturing Systems (3 Hrs)
 ETES 7040 Construction Systems (3 Hrs)
 ETES 7060 Energy Systems (3 Hrs)
 ETES 7070 Research and Experimentation (3 Hrs)
 ETES 7140 Laboratory Planning, Management, and Safety (3 Hrs)
 ETES 7080 Critical Issues in Technological Studies (3 Hrs)
 ETES 7090 Principles of Technology (3 Hrs)
 ETES 7100 Appropriate Technological Development (3 Hrs)

Agricultural Education Selected Courses

EAGR 6010 Agricultural Education Leadership (3 Hrs)
 EAGR 6340 Developing Community Programs in Agriculture (3 Hrs)
 EAGR 6350 Curriculum Planning in Agricultural Education (3 Hrs)
 EAGR 6360 Instructional Strategies in Agricultural Education (3 Hrs)
 EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
 And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

Workforce Education Selected Courses

WFED 6100 Principles and Practices of Career Education (3 Hrs)
 WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
 WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
 WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

SUMMARY OF PROGRAM OF STUDY (PLAN A)

Core Courses	12 semester hours
Research Methods	3 semester hours
Applied Project	3 semester hours
Selected Courses	<u>15 semester hours</u>
Minimum Hours	33 semester hours

SUMMARY OF PROGRAM OF STUDY (PLAN B)

Core Courses	12 semester hours
Research Methods	3 semester hours
Selected Courses	<u>21 semester hours</u>
Minimum Hours	36 semester hours

SELECTED COURSES***Business Education Selected Courses***

EBUS 7010 Instructional Strategies for Information Processing (3 Hrs)
 EBUS 7020 Instructional Strategies for Basic Business Education (3 Hrs)
 And/Or selected graduate courses offered in the College of Business

Family and Consumer Sciences Education Selected Courses

EFCS 7600 Nutrition Education (3 Hrs)
 And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses

And/Or selected graduate courses offered in the College of Business

Technological Studies Selected Courses

ETES 7080 Critical Issues in Technological Studies (3 Hrs)
 ETES 7090 Principles of Technology (3 Hrs)
 ETES 7100 Appropriate Technological Development (3 Hrs)
 ETES 7110 Applications of Engineering in Technological Studies (3 Hrs)

Agricultural Education Selected Courses

EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
 EAGR 7450 Internship in Agricultural Business/Industry (1-3 Hrs)
 EAGR 7460 Internship in Agricultural Education (1-12 Hrs)
 EAGR 7650 Applied Project in Agricultural Education (3 Hrs)

Workforce Education Selected Courses

WFED 6010 Foundations of Work and Family Life Education (3 Hrs)
 WFED 6030 Supervision of Workforce Education (3 Hrs)
 WFED 6100 Principles and Practices of Career Education (3 Hrs)
 WFED 6990 Topics in Workforce Education (various contemporary issues in workforce education) (3 Hrs)
 WFED 7030 Organizing and Coordinating Work- and Community-Based Education Programs (3 Hrs)
 WFED 7060 Student Organizations in Workforce Education (3 Hrs)
 WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
 WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)
 WFED 8000 Technology for Education in the Workplace (3 Hrs)
 WFED 8020 International Workforce Education (3 Hrs)
 WFED 8030 Organizational Behavior in Programs of Workforce Education (3 Hrs)
 WFED 8060 Administration and Supervision of Workforce Education Program (3 Hrs)

The University of Georgia
 College of Education
PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Education (M.Ed.—Online Option)

NAME: _____ SS#: _____
 ADDRESS: _____
Street Address City, State, Zip
 PHONE: _____ Email: _____

PURPOSE: The M.Ed. degree (online option) in the Program of Workforce Education is designed for individuals who have completed a bachelor’s degree in education with a specialization in an area of Career and Technical Education (CTE) (i.e. Agricultural Education, Business Education, Family and Consumer Sciences Education, Marketing Education, Trade and Industrial Education, Technological Studies). The M.Ed. online option is designed for the working teacher who may be unable to attend traditional university classes due to job demands, location, or family responsibilities.

PROGRAM ADMINISTRATION: Students will be assigned an academic advisor who will advise them by telephone and/or e-mail. Course materials will be delivered electronically using a variety of delivery methods including WebCT, Horizon Wimba, LiveText, bulletin boards, and chatrooms. Faculty members teaching online master’s courses will use the same high quality instructional materials used on the UGA campus. Students will enroll in two classes per semester. This pace will allow graduation in two complete academic years. The degree program operates using a cohort format, admitting 20 students each fall semester.

PROGRAM OF STUDY

The following twelve (12) 3-credit hour courses constitute the program of study for the M.Ed. in Workforce Education (online option). The program of study includes the identical set of core courses required in the non-cohort MED program.

Core Courses

WFED 7020: Assessing Student Learning in Workforce Education	3 Semester Hours
WFED 7070: Enhancing Learning in Workforce Education	3 Semester Hours
WFED 7080: Developing Curricula and Programs for Modern Work	3 Semester Hours
WFED 7560: Diversity in Workforce Education and Work	3 Semester Hours

Workforce Education Courses

WFED 6100 Principles and Practices of Career Education	3 Semester Hours
WFED 6990 Topics in Workforce Education	3 Semester Hours
WFED 8000 Technology for Education in the Workplace	3 Semester Hours
WFED 8020 International Workforce Education	3 Semester Hours
WFED 8060 Administration and Supervision of Workforce Education Programs	3 Semester Hours
WFED 8200 Contemporary Teaching Trends and Strategies in Workforce Education	3 Semester Hours
ERSH 6200 Methods of Research in Education	3 Semester Hours
ETES 7010 Technology and Society	<u>3 Semester Hours</u>

Total Minimum Hours 36 Semester Hours

In addition to the prescribed program of study, each student will be required to complete an *e*Portfolio at the end of their coursework to demonstrate their learning throughout the course and its application to their careers. This portfolio will prove invaluable to students as they pursue new teaching opportunities or promotion to positions of leadership.

Summary of Program of Study

Core Courses	12 Hours
Research Methods	3 Hours
Workforce Education Courses	<u>21 Hours</u>
Minimum Hours	36 Hours

The University of Georgia

The University of Georgia
College of Education

PROGRAM OF WORKFORCE EDUCATION

*Program Description for
Doctor of Philosophy Degree (Ph.D.)*

NAME: _____ SS#: _____

ADDRESS: _____
Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The Ph.D. program provides advanced professional training for careers as researchers and educators at major research institutions and state-level universities where graduate programs of work-based learning or career and technical teacher education are provided.

RESIDENCE: Ph.D. students must be enrolled for 30 consecutive hours over no less than two (2) semesters to complete residency. Students need not enroll in the summer semester to continue residency; however, if students wish to satisfy residency requirements in the summer, they must enroll for a minimum of 6 semester hours.

PROGRAM OF STUDY: There are five major areas of coursework for a program of study: workforce education core courses, workforce education elective courses, educational research, functional minor, and dissertation credit courses. Each area is described in greater detail below.

1. Workforce Education Core Courses **Minimum 9 semester hours**

- All students must complete the following three courses for the Ph.D. degree:
- | | |
|--|-------------|
| WFED 9010 Workforce Issues and Policy Development in Workforce Education | 3 sem. hrs. |
| WFED 9020 Leadership Development in Workforce Education | 3 sem. hrs. |
| WFED 9030 Philosophy of Workforce Education | 3 sem. hrs. |

2. Workforce Education Elective Courses **Minimum 9 semester hours**

Additionally, students must complete an additional three graduate-level courses (9 semester hours) selected from those offered by the Program of Workforce Education. Examples of other courses that can be selected based on student interests and professional goals include:

- WFED 6100—Principles and Practices of Career Education
- WFED 7030—Organizing and Coordinating Work- and Community-Based Education Programs
- ETES 7100—Appropriate Technological Development
- WFED 7200—Evaluation of Programs in Workforce Education
- WFED 7550—Students with Special Needs in Programs of Workforce Education
- WFED 8000—Technology for Education in the Workplace
- WFED 8020—International Workforce Education
- WFED 8030—Organizational Behavior in Programs of Workforce Education
- WFED 8060—Administration and Supervision of Workforce Education Programs

Students who have not completed the required program master’s core courses (12 semester hours) must include those courses in their Ph.D. program of study. The master’s core courses are:

- WFED 7020—Assessing Student Learning in Workforce Education

WFED 7070—Enhancing Learning in Workforce Education
 WFED 7080—Developing Curricula and Programs for Modern Work
 WFED 7560—Diversity in Workforce Education and Work

3. Educational Research Courses

Minimum 18 semester hours

The research sequence will include a minimum of six courses (18 semester hours) designed to provide a basic grounding in both quantitative and qualitative research analysis, and research design and methods. Students will either enroll in (a) three quantitative and one qualitative or (b) one quantitative and three qualitative courses, depending on the interest and focus of their research.

Quantitative Research Option

ERSH 8310 Applied Analysis of Variance Methods in Education	3 sem. hrs.
ERSH 8320 Applied Correlational and Regression Methods in Education	3 sem. hrs.
ERSH 8350 Multivariate Methods in Education or ERSH 8610 Ed. Measurement Theory	3 sem. hrs.
QUAL 8400 Qualitative Research Traditions	3 sem. hrs.
WFED 9100: Educational Research in Workforce Education	3 sem. hrs.
WFED 9200: Research Design and Methodology in Workforce Education	3 sem. hrs.

Qualitative Research Option

QUAL 8400 Qualitative Research Traditions	3 sem. hrs.
QUAL 8410 Designing Qualitative Research	3 sem. hrs.
QUAL 8420 Analyzing Qualitative Data	3 sem. hrs.
ERSH 8310 Applied Analysis of Variance Methods in Education	3 sem. hrs.
WFED 9100: Educational Research in Workforce Education	3 sem. hrs.
WFED 9200: Research Design and Methodology in Workforce Education	3 sem. hrs.

Note: Additional research courses may be needed by the student, for example, students will need to have taken or have the equivalent of ERSH 6300 – Applied Statistical Methods in Education prior to beginning research course sequence.

4. Functional Minor Courses

Minimum 12 semester hours

The functional minor will consist of four graduate-level courses (12 semester hours) designed to satisfy a coherent supporting area of study. The functional minor is designed to allow in-depth, multi-disciplinary study in an area of interest related to career and technical education and preparation, and provide opportunities for students to engage in scholarly pursuits with professionals from across the university. Courses must be approved by the student's doctoral advisory committee.

5. Required Dissertation Coursework

Minimum 12 semester hours

WFED 9000 Doctoral Research (prospectus development)	3 sem. hrs.
WFED 9300 Doctoral Dissertation	10 sem. hrs.

Note: After admission to candidacy, a student must register for a combined total of ten hours of dissertation or other appropriate graduate credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for candidacy during that semester and register for ten hours. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three hours of credit in any semester when using University facilities, and/or faculty or staff time.

DOCTORAL COMPREHENSIVE EXAMINATIONS

Department of Workforce Education, Leadership and Social Foundations
PROGRAM OF WORKFORCE EDUCATION

WRITTEN EXAMINATION

PURPOSE

The purpose of the Workforce Education Program written doctoral comprehensive examination is to assist doctoral students to integrate and deepen their understanding of major current theories and alternative views in national and international scholarly literature in Career and Technical Education (CTE), and in a particular area of study within CTE. Equally important, this examination requires students to apply some of the ideas from scholarly literature to outlining and justifying a research method for an intended dissertation study in a chosen area of specialization within CTE. The examination process is intended to review the students' capacity to address CTE topics in a more systematic and coherent manner than may have been accomplished in individual courses.

The comprehensive examination work is **not** a dissertation proposal. However, the examination format is designed to balance the goals of conceptual synthesis and review of readiness for dissertation work. The student's written work for this examination is expected to be somewhat broader (more comprehensive) than the typical literature review in some dissertation proposals. Important goals of this process are to (a) help the student focus on a particular area of study, (b) provide constructive feedback from the student's advisory committee, (c) inform the development of the student's dissertation research proposal, and (d) determine whether the student has obtained an adequate knowledge base to proceed to the oral examination and continue in the doctoral program.

CONTENT AND FORMAT

The written examination involves a written paper completed independently at a time chosen by the student in consultation with his or her major advisor and advisory committee. The written examination questions are developed by the advisory committee. Depending upon the size of the committee, the major advisor may or may not write a question for the examination. Questions are written to focus on the body of research or knowledge related to the student's intended dissertation topic in the following four major areas:

1. Foundations, the fundamental assumptions from which CTE or the specialization field developed
2. Theory, a generalization about a phenomenon, an explanation of how or why something occurs
3. Practice, the action or process of a profession
4. Methods, how a combination of theory and experimentation will be directed towards finding explanations of phenomena

In the examination paper, the student is required to show evidence of active inquiry, competence in interpreting, analyzing, and synthesizing information, and the ability to develop clear and coherent arguments. Although this examination addresses the topic of the intended dissertation proposal, the proposal and the dissertation may evolve, after the comprehensive exam, in ways not originally considered.

The written examination must not exceed 15 typewritten, double-spaced pages for response to each question or 60 pages total, excluding the reference list. Consultation with the major advisor and other members of the students' advisory committee is encouraged in preparation for writing the responses to the examination questions. It is recognized that this may include discussion of possible substantive points for the responses. Also, it is permissible to use an editor for grammatical assistance; however, the paper submitted must develop an individual perspective and must be written independently. Students must submit a bound copy of their completed written examination paper for each member of the advisory committee, including the major advisor.

The student's advisory committee members are expected to review the students' responses and give the student written feedback on their paper, which will facilitate the student's future work on the dissertation proposal. Details for formatting and presentation (i.e. font type and size, binding, organization) of the completed examination are provided to the student by the major advisor.

PREPARATION FOR THE WRITTEN EXAMINATION

Advice on appropriate timing for completing the comprehensive examination and on possible ways of preparing should be sought, in the first instance, from the student's major advisor. The writing process should be approached critically, and used in conjunction with the student's experience in, and reflection about particular contexts and areas of specialization in CTE. There may be a variety of materials that a student will have read that are relevant to responding to the examination questions. Focus some of the preparation time revisiting the work completed for WFED 9630 and other work associated with the intended dissertation topic. Start early and meet with the advisory committee to discuss the major themes and readings important for the examination focus area.

CRITERIA FOR WRITTEN EXAMINATION ASSESSMENT

1. Composition of concise, well-organized, well-argued, and coherent written work in APA 5th Edition style
2. Arguments well-substantiated through constructively critical synthesis and review of the theories and evidence presented in a range of scholarly literature relevant to CTE and the student's intended dissertation topic
3. Careful rationale, grounded in the appropriate scholarly literature, for the student's intended dissertation topic
4. Careful description of and rationale for the student's research design decisions

TIMING AND PROCESS

A student may complete his or her written comprehensive examination at any time during the academic year except in the summer. However, all coursework must be completed prior to the written examination. Otherwise, the timing of the written examination is based on the student's own readiness and in consultation with his or her major advisor and advisory committee. The student, in consultation with the major advisor, has previously developed a summary of his or her intended research, usually two or three typewritten pages. This document is provided to the doctoral committee in preparation for an initial meeting. Typically, the initial meeting is scheduled by the major advisor or the student for the purpose of review and discussion about the student's intended research and decisions about preparation of the examination questions.

Once the advisory committee has prepared the written examination questions and they have been provided to the student, the student is allowed 30 days to complete the written examination. At the end of the 30-day period, the student provides the written examination paper to the major advisor who distributes it to the advisory committee members.

The major advisor and advisory committee members are the reviewers of the written examination paper. Once the written examination is received, faculty reviewers are allowed two weeks to read the written examination paper and provide their assessment to the major advisor.

WRITTEN EXAMINATION RESULTS

Advisory committee members (faculty reviewers) are expected to provide formative feedback to assist the student in completing future work and identifying any required revisions. In addition, each member of the student's advisory committee notifies the major advisor to specify one of the following results: (a) **Pass** or (b) **Fail with rewriting of the examination needed**. An abstention is not an appropriate vote for a written examination. No more than one dissenting vote is permitted for the student to pass the written examination and the major advisor's vote of approval *is required* for the student to pass the examination. If the examination result is "*pass*," the student is not required to re-take the written comprehensive examination and may move forward to make the needed revisions, in consultations with the major advisor and committee, and to schedule the oral examination. If the written examination result is "*fail*," the student must retake the examination. Students will receive the original copy provided to each advisory committee member and the major advisor at conclusion of the oral examination (see Oral Examination, Timing and Process).

RE-TAKING THE EXAMINATION

In the event that a student fails the written examination on the first attempt, he or she is entitled to two further attempts, following the same process as outlined above. Each copy of the written examination paper with feedback from the major advisor and committee members is returned to the student. The student uses the copies as guides to rewrite the written examination paper. If he or she fails the written examination a third time, the student will not be allowed to continue in the doctoral program (see *Guidelines for Satisfactory Academic Progress*).

APPEALS

If a student feels that he or she has been unfairly treated in any aspect of the written examination process, he or she may appeal, beginning with the Graduate Student Appeals Committee. The committee will review of all written materials and render a decision.

ORAL EXAMINATION

PURPOSE

Upon completion of the written examination, and with approval of the advisory committee, an oral examination is scheduled. The purpose of the oral comprehensive examination is to provide the student with an opportunity to expand on the written examination to clarify his or her intentions. The oral examination is also designed to assess the student's ability to intelligently discuss the merits of a range of conceptual or theoretical frameworks, methodological alternatives in the broader field of CTE, as well as foundational and practical aspects of CTE.

CONTENT AND FORMAT

The student and major advisor typically consult to make decisions about the format to be used for the oral examination; however, all oral examinations are scheduled for a two-hour block of time. Students are able to include peers and others to sit in on their oral examination, but doing so is not required. A typical format might include the following steps:

1. Major advisor requests student to exit the examination location.
2. Major advisor and committee consult about the student's written examination and the required paperwork indicating pass or fail of the written examination may be completed at this time.
3. Major advisor shares format decided upon during earlier consultation with student and secures agreement from committee.
4. Major advisor asks student to return to the examination location.
5. Examination begins with questions posed to the student by the committee on a question-by-question basis or each committee member asks questions related to the written examination question he or she developed for the student's examination. Major advisor keeps track of time, keeps committee on task, and generally oversees examination progress.
6. Major advisor concludes questioning and asks the student to once again exit the examination location.
7. Major advisor and committee consult about the student's oral examination performance and again sign required paperwork indicating pass or fail of the oral examination.
8. Major advisor asks student to return to the examination location and informs student of result.

PREPARATION FOR THE ORAL EXAMINATION

As with the preparation for the written examination, advice on appropriate timing and on possible ways to prepare should be sought, in the first instance, from the student's major advisor. Students should already know about their committee members, however, if that is not the case, students should find out what they can about the committee members. Students should familiarize themselves with the work of the committee members and find links between the committee members' work and their own. If possible, try to determine the examination style of each committee member. Some of the following suggestions have proven helpful to other students preparing for their oral examination:

1. Re-read your responses to the written examination critically, as if you are trying to find its flaws. If possible, solicit a peer to help you prepare. When you find possible flaws, prepare suitable defenses.
2. Annotate your responses, using "Post-It" notes so you can find key areas quickly.

3. If criticisms (of your own work) seem valid, prepare responses to show that you recognize the flaws. For example, ‘What I would have liked to be able to do . . . , or ‘If there had been more resources, or ‘If I had thought about it at the right time, or ‘I hope other researchers will . . .’
4. Come prepared to “talk through” your work, assume you will be asked to explain or restate what you have written.
5. Be prepared for early questions such as ‘What did you enjoy most about your work?’ or ‘What would you do differently if you were starting out all over again?’ Simple questions like these could be used to determine how well you can appraise your own work and your personal development as a researcher and scholar, not necessarily to relax you.
6. Remember that tension usually eases once the examination is underway.
7. Also, remember that you wrote the responses to your examination and you are likely the most familiar with what you wrote. If your major advisor has scheduled your oral examination, he or she believes you are ready to take it and everything should go smoothly.
8. Take a pen and paper into the examination, along with your responses to the examination questions. Take notes if doing so helps you think.
9. Illustrate composure and professional demeanor.
10. Show that you are listening attentively to the questions asked. Defend your responses, but do so without emotion (composure is key), responding on the basis of evidence in the literature.
11. Show that you take others’ points of view seriously, even if you do not agree with them.
12. If you are in doubt about a question posed to you, ask for clarification.

CRITERIA FOR ORAL EXAMINATION ASSESSMENT

When assessing an oral examination, the major advisor and committee members typically listen to hear mastery of the material. They listen to determine if the student has a certain set of knowledge related to the field, especially in terms of the questions that were prepared for the student’s examination. The committee members listen carefully to hear how accurately and fully the student addresses probing, sometimes open-ended questions. Students are often assessed on the ability to respond without hesitation, while still listening for substance in the student’s responses. Students may also be assessed based on their ability to address concepts posed by committee members that previously have not been considered by the student.

TIMING AND PROCESS

The oral examination must be scheduled when all members of the student’s advisory committee can be available for the **entire** examination. If, for a good reason, a member cannot be present, several options are available to students (see Graduate School Handbook). The oral examination must be scheduled a minimum of two weeks prior to its administration through the Graduate Coordinator, who will notify the Graduate School of the time and place of the oral examination so that it may be announced. An approved advisory committee form and program of study must be on file prior to this notification. The Graduate School will mail the “Report of the Written and Oral Comprehensive Examination” form to the Graduate Coordinator prior to the examination for the committee to record the scores for the written and oral examinations.

ORAL EXAMINATION RESULTS

Advisory committee members consult in the student's absence immediately after the oral examination is completed. Each member of the student's advisory committee notifies the major advisor to specify one of the following results: (a) **Pass** or (b) **Fail**. As with the written examination, no more than one dissenting vote is permitted for the student to pass oral examination. The major advisor's vote of approval is *required* for the student to pass the oral examination. An abstention is not an appropriate vote for the preliminary oral examination. If the examination result is "*pass*," the major advisor informs the student of the result. The student may move forward, in consultation with the major advisor and committee, to begin or continue work on the dissertation proposal. If the oral examination result is "*fail*," the student must retake the examination.

RE-TAKING THE EXAMINATION

In the event that a student fails to pass the oral examination on the first attempt, he or she is entitled to two further attempts (following the same process as outlined for the written examination). If the student fails the oral examination a third time, he or she will not be allowed to continue in the doctoral program (*see Guidelines for Satisfactory Academic Progress*).

APPEALS

If a student feels that he or she has been unfairly treated in any aspect of the oral comprehensive examination process, he or she may appeal, beginning with the Graduate Student Appeals Committee. The first step in such an appeal is **a meeting** with the Graduate Student Appeals Committee.

OPTIMAL DOCTORAL COMPLETION

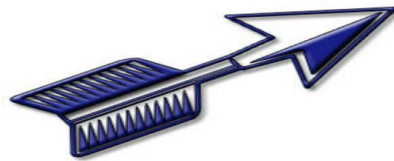
The sequence of doctoral work shown below is recommended for optimal doctoral completion. The Application for Admission to Candidacy form must be submitted to the Graduate School as soon as possible following the completion of these requirements.

1. Complete prescribed coursework;
2. Identify and begin working with an intended major advisor, to begin preparing for the comprehensive exams (intended dissertation topic and method);
3. Notify the major advisor and Graduate Coordinator's office of intent to complete comprehensive examinations, with approximate date;
4. Complete comprehensive examinations;
5. Form advisory committee, get approval of completed dissertation proposal (prospectus), and meet all requirements to be admitted to candidacy as shown below.
 - a. All prerequisites set as a condition to admission have been satisfactorily completed;
 - b. Research skills requirements, if applicable, have been met;
 - c. The final program of study has been approved by the advisory committee, the graduate coordinator, and the dean of the Graduate School;

- d. An average of 3.0 (B) has been maintained for all graduate courses taken and for all completed courses on the program of study (no course with a grade below C may be placed on the final program of study);
- e. Written and oral comprehensive examinations have been passed and reported to the Graduate School;
- f. The advisory committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment;
- g. A dissertation proposal has been approved (if required by the department); and,
- h. The residence requirement has been met.

SOCIAL FOUNDATIONS OF EDUCATION

The Ph.D. program in Social Foundations of Education is grounded in several academic disciplines (history, philosophy, sociology, anthropology, political theory of education) and scholarship in the program also encompasses a range of interdisciplinary fields including comparative and international education, policy studies, development studies, environmental justice, and leadership or administration in the education sector and its sub-sectors. While the faculty associated with the program subscribe to no single methodology or ideology, the program does contain a critical focus, lending itself to consideration of issues pertaining to race, race relations, gender, national origin, religion, social justice, equity and equality. In this manner, the Ph.D. in Social Foundations exemplifies the missions of the College of Education and the University of Georgia to promote diversity, internationalism, and multiculturalism. The next several pages provide sample program descriptions for the Ph.D. with concentrations in comparative and international education and socio-cultural studies in education.



Go . . .

The University of Georgia
College of Education

PROGRAM OF SOCIAL FOUNDATIONS OF EDUCATION

*Sample Program Description for Concentration in
Comparative and International Education
Doctor of Philosophy Degree (Ph.D.)*

1. EFND Core (Required for all students) (9 hours)

- 7040 History of Education in the United States
- 7120 Sociological Theories of Education
- 8010 Philosophy of Education

2. EFND Courses required for concentration in comparative & international education (12-18 hours)

- 7010 Comparative & International Education
- 7310 Environmental Justice: Education, Culture, Policy
- 7311 Immigrants, Migrants, Refugees: Education & Policy in Global Perspective
- 8450 Cultural Politics of Post-Colonial Education

3. Elective courses related to the concentration and research interests (12-18 hours)

a. EFND COURSES

- 7100 Gender and Education
- 7150 Anthropology of Education
- 8400 Critical Race Theory and Education
- 9600 Research in Social Foundations of Education
- 9700 Internship in Social Foundations

b. OTHER COURSES RELATED TO THE CONCENTRATION AND RESEARCH FOCUS

* Course selection based on the advice of the Major Advisor and Advisory Committee, appropriate courses in other programs (in COE, UGA, or elsewhere), including a possible Functional Minor of four courses. Relevant prior coursework (4 courses) can be shown on the Program of Study, but NOT counted in the hours required.

4. Dissertation-related Required Courses (15 hours minimum)

- EFND 9000 Doctoral Research (prospectus development)
- EFND 9630 Critique of the Literature in Social Foundations of Education
- EFND 9300 Doctoral Dissertation Credits (after admission to candidacy)

5. Research Methodology Courses appropriate to student's research focus (12 hours minimum)

Based on the advice of the Major Advisor and Advisory Committee, appropriate methodology courses, in keeping with the requirements (see Advising Checklist, section 3 regarding courses for qualitative and quantitative dissertations, respectively).

Total 60 Hours Minimum

The University of Georgia
College of Education

PROGRAM OF SOCIAL FOUNDATIONS OF EDUCATION

Sample Program Description for Concentration in

Socio-Cultural Studies in Education

Doctor of Philosophy Degree (Ph.D.)

1. EFND Core (Required for all students) (9 hours)

- 7040 History of Education in the United States
- 7120 Sociological Theories of Education
- 8010 Philosophy of Education

2. EFND Courses required for concentration in socio-cultural studies in education (12-18 hours)

- 7120 Sociological Theories of Education (concentration & core requirement)
- 7110 Race, Class, and Education
- 7100 Gender and Education
- 8130 Education and Cultural Knowledge
- 8400 Critical Race Theory and Education

3. Elective courses related to the concentration and research interests (12-18 hours)

a. EFND COURSES

- 7150 Anthropology of Education
- 7140 The Social and Cultural Context of Teaching
- 8080 Contemporary Philosophies of Education
- 8450 Cultural Politics and Post-Colonial Education
- 9600 Research in Social Foundations of Education
- 9700 Internship in Social Foundations

b. OTHER COURSES RELATED TO THE CONCENTRATION AND RESEARCH FOCUS

*Course selection based on the advice of the Major Advisor and Advisory Committee, appropriate courses in other programs (in COE, UGA, or elsewhere), including a possible Functional Minor of four courses. Relevant prior coursework (4 courses) can be shown on the Program of Study, but NOT counted in the hours required.

4. Dissertation-related Required Courses (15 hours minimum)

- EFND 9000 Doctoral Research (prospectus development)
- EFND 9630 Critique of the Literature in Social Foundations of Education
- EFND 9300 Doctoral Dissertation Credits (after admission to candidacy)

5. Research Methodology Courses appropriate to student's research focus (12 hours minimum)

On the advice of the Major Professor and Advisory Committee, appropriate methodology courses, in keeping with the requirements (see Advising Checklist, section 3 regarding courses for qualitative and quantitative dissertations, respectively).

Total 60 Hours Minimum

The University of Georgia
College of Education

PROGRAM IN SOCIAL FOUNDATIONS OF EDUCATION

Program Description and Advising Checklist for
Doctor of Philosophy Degree (Ph.D.)

NAME: _____ Student I.D. # _____

ADDRESS: _____
Street address City, State, ZIP

TELEPHONE: _____ E-MAIL: _____

RESIDENCE REQUIREMENT: Students must be enrolled for 30 consecutive hours over no less than two (2) semesters to meet the residence requirement. It is not mandatory to enroll in summer semester hours. However, if a student elects to use summer hours and summer semester to satisfy the residency requirement, the student must be enrolled in at least 6 semester hours in summer semester.

PROGRAM OF STUDY: There are five areas of coursework for the Ph.D. degree in EFND: 1. Core content courses, 2. EFND Courses related to the student’s chosen concentration and research focus, 3. Other courses related to the student’s concentration and research focus, 4. Research methodology courses, and 5. Dissertation-related required courses. These areas are shown in more detail below. The degree contains a minimum of 60 hours of coursework.

NOTE: *The program of study conforms to the requirements of the UGA Graduate School and the EFND Program as laid out below. Final decisions on individual courses rest with the student’s Major Professor and Advisory Committee as per Graduate School regulations.*

1. EFND CORE Content Courses: 9 hours

- A. EFND 7040 History of U. S. Education
- B. EFND 7120 Sociological Theories
- C. EFND 8010 Philosophy of Education

2. EFND Concentration Courses: Identify ONE area of concentration 12-24 hours

(for these areas of concentration, see “Sample Program of Study” showing EFND required courses, concentration courses, and complementary/elective courses). Depending on the precise nature of the research focus, there may be some overlap across these concentrations, for a given student;

- A. Comparative & International Education** 12-18 hours
- B. Socio-Cultural Studies and Education** 12-18 hours

- * **EFND 9600 Research in Social Foundations**
- * **EFND 9700 Internship in Social Foundations**

* *Credits in these courses may be incorporated into the program of study, addressing the concentration and the student’s research/professional development needs on the advice of the Major Professor and/or Advisory Committee* 1-6 hours

3. Elective Courses related to the Concentration/Research Focus: 12-18 hours*

- **Relevant Prior Coursework (Masters Degree, Specialist Degree):** *The Program of Study can show courses (4) from previous degree, pertinent to the Ph.D. but not counted in the minimum number of hours required for the Ph.D.*
- **Elective Courses addressing the Concentration, in EFND, COE, UGA, elsewhere (6 hours may be transferred in, on approval of the advisory committee and Graduate School).**
12-18 hours*
- **A “functional minor”** of four courses in a supporting area of study may be built into this section on the advice of the Major Professor and/or Advisory Committee.
12 hours*

4. Research Methodology Courses: 12 hours minimum

A. Students pursuing qualitative research dissertations are required to take

- at least TWO qualitative research methodology courses
- at least ONE quantitative research methodology course
- ONE other methodology course pertinent to the research

B. Students pursuing quantitative research dissertations are required to take

- at least TWO quantitative research methodology courses
- at least ONE qualitative research methodology course
- ONE other methodology course pertinent to the research

5. Dissertation-related Required Courses: 15 hours minimum*

- A. EFND 9000 Doctoral Research (prospectus development)
- B. EFND 9300 Doctoral Dissertation (after candidate reaches ABD status, see NOTE below*)
- C. EFND 9630 Critique of the Literature in Social Foundations of Education

**NOTE Upon admission to candidacy, the student must register for a combined total of ten (10) hours of dissertation (EFND 9300) or other appropriate graduate credit for completion of the doctoral program. A student planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for graduation that semester, and they must register for ten (10) hours. The student must register for a minimum of three (3) hours of credit in ANY semester when using University facilities, and/or faculty or staff time, including for examinations and oral defenses.*

SUMMARY OF PROGRAM OF STUDY/ ADVISING CHECKLIST:

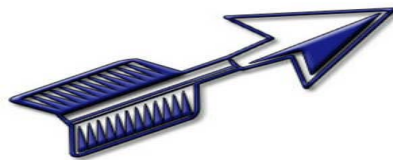
1.	EFND CORE Content Courses:	9 hours
2.	EFND Concentration Courses:	12-24 hours
3.	Elective Courses re Concentration/Research Focus:	<u>12-18 hours</u>
4.	Research Methodology Courses:	12 hours minimum
5.	Dissertation-related Required Courses:	15 hours minimum

TOTAL 60 HOURS MINIMUM

EDUCATIONAL LEADERSHIP

The Educational Leadership Program offers leadership education courses to persons interested in preparing for a leadership position. Persons who currently hold a masters or higher degree, and a current, Clear Renewable teaching certificate from the State of Georgia are eligible to apply for admission as non-degree students. Currently, all courses are delivered online using the University of Georgia WebCT system, however, plans are to begin using the University of Georgia's Blackboard system once it is operational. Students are enrolled in seven, one-hour courses, plus a one-hour practicum for each of three consecutive semesters, making a total of 24 semester hours required to complete the program. Descriptions of the individual courses are provided on the following pages.

For those interested in certification, information about redesign of the process to become certified Educational Leaders in the state of Georgia can be obtained at this link:
http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.300.pdf



Go . . .

COURSE DESCRIPTIONS

EDUL 6010. School Law for Administrators 1 hour.

Essential legal concepts found in the United States and Georgia constitutions, statutes, regulations, and judicial decisions, with emphasis on mastering essential legal knowledge and on applying the law in educational settings.

EDUL 6011. Special Education Law for Administrators 1 hour.

Essential special education law concepts found in the United States and Georgia constitutions, statutes, regulations, and judicial decisions, with emphasis on mastering essential legal knowledge and on applying the law in educational settings.

EDUL 6012. The Law and School Personnel 1 hour.

Significant federal and state laws that impact human resource functions of schools are presented and analyzed.

EDUL 6013. Basic Theories of Educational Administration 1 hour.

Understanding theory and theory construction precedes the systematic study of classical administration theorists, including Plato, Aristotle, Machiavelli, Adam Smith, and John Stuart Mill. Theoretical developments in educational administration include organizational theorists, human relations theorists, behavioral science theorists, and systems theorists. Theories are historically linked with practical applications emphasized.

EDUL 6014. Shared Governance in Schools 1 hour.

This course informs school leaders of political and practical issues in shared decision-making in schools. Roles of school-based councils will be explored in light of recent educational policy.

EDUL 6015. Total Quality Management in Schools 1 hour.

Total Quality Management (TQM) is a management theory designed to create consistency of purpose, continuous improvement, and customer satisfaction. Merging many of the traditional management theories, TQM is an effective and practical approach to school restructuring through the use of empowered teams, customer-oriented leadership, and data-driven decision-making.

EDUL 6016. School Personnel Selection and Evaluation 1 hour.

The concepts of staff recruitment, selection, induction, and evaluation are presented and analyzed through readings, paper assignments and other student products.

EDUL 6017. School Staff Development 1 hour.

This course is designed to familiarize school leaders with the activities involved in designing a comprehensive staff development program in K-12 schools. The knowledge base, standards, and theory base of staff development are explored.

EDUL 6019. Techniques for Teacher Observation 1 hour.

This course is designed to acquaint students with the techniques (tools) of teacher observation in order to ensure more successful supervisory classroom visitations. The observation techniques and tools can be adapted to fit more collegial forms of supervision (e.g., peer coaching).

COURSE DESCRIPTIONS (con't)

EDUL 6020. Principles of Curriculum Design 1 hour.

This course is an examination of the fundamental principles of curriculum development for K-12 school settings.

EDUL 6021. Principles of Curriculum Evaluation 1 hour.

This course is an examination of the fundamental principles of curriculum evaluation for K-12 school settings.

EDUL 6022. Budgeting and Managing School Accounts 1 hour.

This course provides instruction in the knowledge and skills necessary to develop and monitor a school-level budget which links school goals to resources.

EDUL 6023. Managing Special Education Programs in Schools 1 hour.

This course provides essential knowledge and skills regarding due process, individualized education programs, and evaluation and assessment of exceptional students.

EDUL 6024. Student Discipline in Schools 1 hour.

This course provides essential knowledge and skills regarding the development and implementation of building based/classroom discipline plans in schools.

EDUL 6025. Maintaining and Operating Educational Facilities 1 hour.

This course provides methods and procedures for dealing with problems of maintaining and operating the physical learning environments in schools.

EDUL 6026. Planning for School Improvement 1 hour.

Based on current models followed in the school improvement process, this course acquaints students with developing a plan for improvement that includes analysis of mission statements, gap analysis, and a specific improvement plan to be implemented in a school setting.

EDUL 6027. Managing Student Activity Funds 1 hour.

This course provides instruction in the technical and legal aspects of managing student and other activity funds.

EDAP 8000. Educational Ethics for Administrators 1 hour.

This course provides an introduction to the ethical obligations of educational administrators in the state of Georgia. The purpose is to familiarize students with their ethical obligations as professional educators in the state of Georgia, and to provide a forum for discussion and critical analysis of practical ethical issues that are likely to arise during an educator's tenure. Topics covered in the course include Georgia laws concerning ethical obligations for government employees generally, and educators specifically.

EDAP 7800. Practicum in Educational Leadership (1 hour for each of three semesters)

The practicum occurs simultaneously with program course offerings and provides an immediate opportunity to consider, evaluate, and implement theories of leadership and program operation in an ongoing, operational environment. Students apply concepts learned in educational leadership courses to school and central office leadership activities.