



**The Institute of Higher Education**

## **DOCTORAL PROGRAM**

## **STUDENT HANDBOOK**

University of Georgia  
Meigs Hall  
Athens, GA 30602-6772  
<http://www.uga.edu/ihe>

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**NOTE:** *This document is not intended as a binding or contractual agreement; its purpose is to serve as a guideline within the Institute's doctoral program.*

## **PURPOSES OF THE INSTITUTE OF HIGHER EDUCATION**

The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy and law, faculty and instructional development, and public service and outreach. IHE faculty also specialize in history, leadership, curriculum, institutional research and international higher education. The Institute offers the Ph.D. in higher education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs. The Institute also collaborates on projects and programs with the Franklin College of Arts and Sciences, the College of Education, and the Office of Instructional Support and Development at UGA.

The Institute's primary objectives are:

1. To prepare professionally trained personnel for administrative and professional staff positions in colleges, universities, and other educational agencies.
2. To prepare graduate students for research, teaching, and service in the academic field of higher education.
3. To develop instructional resources for the continuing professional education of faculty, administrators, and researchers in higher education.
4. To provide in-service training and development opportunities to recently appointed administrators, faculty members, and professional staff in postsecondary education.
5. To cooperate with other institutions and agencies providing professional and technical services to the various constituencies of colleges and universities.
6. To analyze and interpret -- through conferences, seminars, workshops, research, and publications -- significant events, policy decisions, and public issues affecting higher and postsecondary education.
7. To contribute to the development of higher education as a field of advanced study through scholarly, practical, and applied research.

In meeting its objectives the Institute provides various professional and technical services to the University of Georgia, the University System, and other institutions of higher education within the state, region, and nation. Staff interests and expertise are comprehensive and diversified. Programs and services are enhanced further by the Institute's status as a university agency and by access to the University of Georgia's many other resources and expertise.

## INSTITUTE OF HIGHER EDUCATION FACULTY

Karen Webber\*  
Associate Professor of Higher Education  
Ph.D., University of Maryland, College Park (1988)

Arthur N. Dunning\*  
Vice President for Public Service and Outreach  
Associate Provost  
Ph.D., University of Alabama (1976)

James C. Hearn\*  
Professor of Higher Education  
Ph.D., Stanford University (1978)

Melvin B. Hill, Jr.  
Robert G. Stephens, Jr. Senior Fellow in Law and Government  
M.P.A., J.D., Cornell University (1974)

Charles B. Knapp  
Distinguished Public Service Fellow  
Professor of Economics  
President Emeritus

Larry L. Leslie  
Distinguished Visiting Professor of Higher Education  
Senior Fellow-in-Residence

Christopher C. Morphew\*  
Associate Professor of Higher Education and Graduate Coordinator  
Ph.D., Stanford University (1996)

Libby V. Morris\*  
Director  
Professor of Higher Education  
Ph.D., University of North Carolina (1982)

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

J. Douglas Toma\*  
Associate Professor  
Ph.D., University of Michigan (1995)

\* denotes Graduate Faculty status

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

### **Senior Fellows**

Christopher Cornwell  
Professor of Economics

Jerry S. Davis  
Education Research and Policy Analysis Consultant

Delmer Dunn\*  
Vice President for Instruction Emeritus and Regents Professor Emeritus

Anne Proffitt Dupre  
J. Alton Hosch Professor of Law

Catherine L. Finnegan  
Director of Assessment and Public Information  
Advanced Learning Technologies  
Board of Regents, University System of Georgia

Susan H. Frost  
Consultant and Adjunct Professor, Graduate Institute of the Liberal Arts,  
Emory University

Karen E. Holt  
Director, Fanning Institute

Edward J. Larson  
Hugh & Hazel Darling Professor of Law  
Pepperdine University

Larry L. Leslie  
Distinguished Visiting Professor of Higher Education  
Senior Fellow-in-Residence

David Morgan  
Former Assistant Vice Chancellor Academic Affairs/Deputy  
Board of Regents, University System of Georgia

Kenneth E. Redd  
Director of Research and Policy Analysis  
Council of Graduate Schools

Edwin G. Speir  
Professor and President Emeritus  
Georgia College & State University

Joseph Stevenson  
Executive Director and Distinguished Professor  
Jake Ayers Institute for Urban Higher Education  
Jackson State University

Geoffrey Thomas  
President Emeritus, Kellogg College  
University of Oxford

### **Fellows**

Elizabeth DeBray Pelot\*  
Associate Professor  
Educational Administration and Policy Program  
College of Education

Joseph C. Hermanowicz\*  
Associate Professor of Sociology

Denise Gardner  
Director of Institutional Research

Pamela B. Kleiber  
Associate Director, Honors Program

David Mustard\*  
Associate Professor of Economics  
College of Business

\* denotes Graduate Faculty status

## INSTITUTE OF HIGHER EDUCATION EMERITUS FACULTY

Thomas G. Dyer  
University Professor Emeritus  
Vice President for Instruction Emeritus  
Director, Institute of Higher Education (2003-2006)  
Ph.D., University of Georgia (1975)

Cameron Fincher  
Regents Professor Emeritus of Higher Education and Psychology  
Director, Institute of Higher Education (1969-1999)  
Ph.D., Ohio State University (1956)

Sylvia Hutchinson  
Professor Emeritus of Higher Education and Reading Education  
Former Coordinator of Post Doctoral Teaching Fellows and Peer Consultation Team  
Ph.D., University of Georgia (1976)

Larry G. Jones  
Professor Emeritus of Senior Public Service Associate Emeritus  
Ph.D., University of Iowa (1974)

M. Louise McBee  
Associate Vice President for Academic Affairs Emeritus  
Ph.D., Ohio State University (1961)

Edward G. Simpson, Jr.  
Professor Emeritus of Distinguished Public Service Associate and Associate Professor  
Ed.D., Virginia Tech (1977)

Ronald D. Simpson  
Professor Emeritus of Higher Education and Science Education  
Director Emeritus of Office of Instructional Development  
Ed.D., University of Georgia (1970)

D. Parker Young  
Professor Emeritus  
Ed.D., University of Georgia (1968)

## **DOCTORAL PROGRAM IN HIGHER EDUCATION**

All graduate study offered through the Institute of Higher Education is at the doctoral level. No course work is provided at the master's level, and students are required to have earned a master's degree in a recognized discipline or related profession prior to enrolling in the Institute of Higher Education (EDHI) doctoral program. The Institute offers the Doctor of Philosophy degree (Ph.D.)

The doctoral program serves the state, the region and the nation by preparing graduate students for positions of leadership in colleges and universities and in other organizations involved in the continuing development of education beyond high school.

The basic intent of the doctoral program is to provide a broad overview of the institutions, policies, practices, personnel, programs, and services of U.S. higher education. By offering various courses, seminars, and other learning opportunities, the program gives a comprehensive view of the constituencies that sponsor, support, and benefit from higher education programs, services, and activities. In particular, the program is concerned with the overall structure of higher education, its pluralistic purposes and goals, and its many diverse functions. Through participation in the doctoral program, students are expected to acquire a professional knowledge and understanding of colleges and universities as social and cultural institutions.

The program offers two options: (1) Students interested in higher education administration are expected to develop professional competencies, skills and attitudes that are needed at higher levels of administrative responsibility; (2) Students interested in teaching and research are expected to develop competencies needed to contribute substantively to the academic discipline of higher education, as well as to the development of higher education as a force in economic and technological development, intellectual and cultural advancement, and international cooperation.

The intent of the faculty is to develop doctoral programs that will serve the learning needs and interests of mature, self directed students. To assist students in the attainment of their educational objectives, the doctoral programs are, when feasible, adaptive and responsive to personal needs and expectations. Degree and course requirements are conducive to self directed study and learning, whenever possible, and students are encouraged to take full advantage of the many co-curricular learning opportunities provided by the research and service programs of the Institute.

**INSTITUTE OF HIGHER EDUCATION PH.D. PROGRAM OF STUDY**  
**TOTAL CREDIT HOURS = 60**

The Institute of Higher Education programs are informed by three distinct themes defining the core interests of its faculty:

- 1) Academic Reform and Innovation,
- 2) Power and Politics, and
- 3) Management and Accountability.

These themes provide a frame for the character and organization of the Ph.D. program. The program is designed to systematically expose students to a set of courses that will provide an entry point into a specialization in any one of the three areas above.

**I. CORE ISSUES (9 HOURS – 3 COURSES)**

During their first semester, all first year students are required to enroll in the Institute's Introduction to Higher Education course.

Introduction to Higher Education: EDHI 8010 – Higher education in the U.S. (3)

Within their first year, all students are required to enroll in the Institute's Organization and Governance and History of Higher Education courses:

Organization and Governance: EDHI 9050

History of Higher Education: EDHI 8000

**II. THEMATIC AREAS (15 HOURS – 5 COURSES)**

Students are also required to take a minimum of at least one course in TWO of the THREE thematic areas. While there are numerous courses that can be connected to each area, each area has a gateway course that must be taken before proceeding on to other courses in the area. Beyond the gateway courses, students, working with a faculty advisor, will take a series of 3 EDHI courses constituting a clear thematic specialization within the program. Specializations will typically be closely related to one of the thematic areas. Occasionally, exceptions to a Gateway Course in an area can be made. These exceptions are made possible through special designate courses that are identified in consultation with the student's faculty advisor. All designate courses require the written approval of the faculty advisor.

Academic Reform and Innovation:

Gateway Course: EDHI 9010 – Academic Programs (3) or a special designate course

Power and Politics:

Gateway Course: EDHI 9500 – Policy Studies in Higher Education (3) or a special designate course

Management and Accountability:

Gateway Course: EDHI 8400 – Higher Education Finance (3) or a special designate course

### **III. RESEARCH CORE (14 HOURS – 4 COURSES, 2 LABS)**

EDHI 8990 – Introduction to Research in Higher Education (3)  
EDHI 8920 – Quantitative Methods in Higher Education II\* (3) and lab (1)  
EDHI XXXX – Qualitative Methods in Higher Education (3) and lab (1)

One additional three hour methods course is required beyond the three courses and two labs listed above. Here students are encouraged to develop their methodological specialty. Students may choose a course that focuses on qualitative methods, case-study methods, or advanced quantitative methods, for example. This course must be an 8000 level seminar. Eligible courses may be taught within the IHE or in an outside department. Departments offering relevant sequences include (but are not limited to): Public Administration, Political Science, Economics, Sociology, History, Statistics, and Education Research and Measurement or Statistics. This course must be approved in advance by the major professor.

\* NOTE: Students entering the program without exposure to coursework covering principles of basic inferential statistics should enroll in EDHI 8910 and EDHI 8910L (or an equivalent) prior to taking EDHI 8920. Credit earned in EDHI 8910 or an equivalent will not count toward requirements within the 60 total credit hours of the program

### **IV. COGNATE (12 HOURS)**

Students are required to develop competencies in areas related to but beyond the range of course offerings in the Institute. To ensure multidisciplinary exposure, a block of 12 hours outside higher education will be required of all students pursuing the Ph.D. degree. Course opportunities outside the study of higher education must be approved in advance by the major professor and advisory committee. Suggested cognate areas include (but are not limited to): Public Administration, Political Science, Economics, Sociology, History, and Education.

### **V. DOCTORAL DISSERTATION (10 HOURS combined)**

EDHI 9000 Doctoral Research (3)  
EDHI 9300 Doctoral Dissertation (3)

*NOTE:* IHE Course Descriptions can be viewed at [www.uga.edu/ihe/courses.html](http://www.uga.edu/ihe/courses.html)  
Additional course descriptions, objectives, topical outlines can be viewed at UGA Bulletin <http://www.bulletin.uga.edu/>

### **SEMINARS AND CONFERENCES**

A valuable component of each student's doctoral program is the opportunity to participate in the Institute's in-service development activities. During the two or more years in which they are formally enrolled there will be occasional workshops, seminars, and conferences in which students are expected to participate. Although these learning opportunities carry no academic credit, they are directly related to the professional and personal development of doctoral graduates. Participation by doctoral students is therefore expected.

Upon entering the doctoral program each student is assigned a faculty advisor. This advisor will assist the student in developing their program of study. Students are responsible for all degree requirements and deadlines specified by the Graduate School, as well as all program requirements specified by the Institute's faculty.

## **PROGRAM STAGES**

There are at least five major stages in the student's progression to the completion of doctoral degree requirements. Each of these stages is signified by a graduate school form, shown by URL link.

1. **Completion of Coursework:** An advisory committee, chaired by the student's major professor, must approve the student's program of study, conduct written and oral examinations, approve prospectus for the student's candidacy advancement for the degree, to oversee and approve the student's dissertation, and to conduct a final oral examination in which the student defends his or her dissertation. An *Advisory Committee for Doctoral Candidates* form is filed by the program coordinator with the Graduate School at this point. Active institute faculty who serve on the graduate faculty of the University are eligible to serve as major professor. A list of those eligible to serve can be found on pages 3-6. Emeritus faculty can serve in the capacity of a voting member.

## **COMPOSITION OF ADVISORY COMMITTEE POLICY FOR THE INSTITUTE OF HIGHER EDUCATION**

The advisory committee will consist of four members of whom three must have graduate faculty status, including the student's major professor who will serve as chair of the committee. Three of the four members are to be Institute faculty. The composition of the committee should be decided in consultation with the advisor/major professor.

(Adopted 05/12/2004)

The selection of a major professor is a mutual decision by individual students and faculty. The major professor must be a member of the Graduate Faculty and he or she should have an active interest in the topic or issue that the student is considering for his or her dissertation. Following the selection of a major professor is the selection of the student's advisory committee. It is the responsibility of the student to work with his/her major professor and advisory committee in establishing an approved program of study. When mutual agreement is reached, each student should revise and/or complete his/her program of study as soon as possible, using the appropriate Graduate School form *Final Doctoral Program of Study* (<http://www.gradsch.uga.edu/Forms/finalphdprg.pdf>), meet with committee members to sign off and discuss comprehensive exams. Revisions to the program of study are possible using the Graduate School form *Recommended Change in Program of Study* ([http://www.gradsch.uga.edu/Forms/body\\_recochgprog.pdf](http://www.gradsch.uga.edu/Forms/body_recochgprog.pdf)).

**2. Written and Oral Preliminary Examinations** are required by the Graduate School and will be scheduled in either spring or fall term upon completion of the student's course work. The written exam must be taken first. It includes four questions on subjects that are determined by your major professor and committee members. You will answer these over a period of four days allowing four hours per question. Committee members grade each written exam. Oral exams may be scheduled only after the written exam is graded and you have been notified as having passed. Oral exams must be scheduled by the student two weeks in advance at a mutually agreeable time with advisory committee members and will last 1½ to 2 hours. The program coordinator is to be notified of date, hour and location of the orals which will be publicized, and the exam is open to others who may care to attend.

**3. Admission to Candidacy:** Upon successful completion of the written and oral preliminary comprehensive exams and upon approval of a dissertation prospectus, students are officially admitted to candidacy for the doctoral degree. The dissertation prospectus must be approved by all members of the student's advisory committee and a copy placed in student's file. Ideally, students will arrange a meeting of the full committee prior to commencing the dissertation research. In this way, general expectations of all involved will be clarified and agreed upon in advance. A student should allow one full year from prospectus approval to dissertation defense. Students must be enrolled for 10 credit hours after being admitted to candidacy before he/she can graduate. A student must register for a minimum of three hours of credit during any semester in which they use University facilities, and/or faculty or staff time.

**4. Doctoral Dissertation:** The student's doctoral research should be directed and guided closely by the student's major professor with occasional advice from and/or consultation with other committee members (as they prefer). Unofficially, doctoral programs in higher education are inclined to a "strong major professor system" in which the dissertation is researched and written to the major professor's satisfaction before it is distributed for reading to other members of the student's advisory committee. Because each committee is individually constituted, however, the student should honor the preferences and expectations of all committee members.

**5. The Oral Defense** of the dissertation is scheduled by the student with concurrence of the student's committee. The student informs program coordinator of date and time two weeks in advance and coordinator then notifies the graduate school as is required. Students should allow at least three weeks between the distribution of the dissertation to committee members and the scheduling of the oral defense. Again, the date, hour and location of the oral defense are publicized, and the defense is open to others who may care to attend.

## **GRADUATE SCHOOL ENROLLMENT POLICY**

Students on 12-month graduate assistantships are required to take 12 credit hours both fall and spring terms and 9 credit hours summer term. Students on 9-month graduate assistantships are required to take 12 credit hours both fall and spring terms. Additionally, students on 9-month graduate assistantships may register for summer credit hours and receive a tuition waiver if enrolled both fall and spring terms preceding the summer term.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain enrollment from matriculation until completion of all degree requirements. Enrollment is defined as registering for a minimum of 3 credit hours 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.

Falling out of compliance with the enrollment policy can be expensive. Penalties are explained in the policy. You are encouraged to become familiar with the enrollment policy in the Graduate Bulletin at <http://www.uga.edu/gradschool/academics/registration.html>

## **OUT-OF-STATE TUITION WAIVER**

Doctoral students classified as out-of-state for tuition purposes and have been admitted to candidacy after summer 2007 will automatically receive an out-of-state tuition waiver.

This policy took effect fall 2007 for all graduate students except the following:

1. University employees on the Tuition Assistance Program (TAP) and
2. Students in non-degree status

## WRITTEN AND ORAL PRELIMINARY EXAMINATIONS

The written prelim should ideally demonstrate synthesis of what has been studied during the years of preparation for the doctoral degree. It is important, therefore, that a student be well prepared for the exam and that subject mastery is demonstrated. Preparation for prelims includes reviewing and studying portions of textbooks, required course readings, class notes, and handouts, while also being familiar with current issues and problems discussed in *The Chronicle of Higher Education* and other relevant periodicals as *Change Magazine*, *Journal of Higher Education*, and *Educational Record*. Also, a student should seek the advice of the major professor and other members of the advisory committee. Remember that all responses to the given questions should reflect efforts to maintain currency in the field of higher education.

Written preliminary examinations are required by the Graduate School and will be scheduled upon completion of the student's coursework and filing of Final Doctoral Program of study with the Graduate School. The written exam must be taken first. It is comprised of four questions on subjects that are determined by one's major professor. The major professor will coordinate the exam with your committee at the student's preliminary meeting. These questions will be answered over a period of four days within a one week period allowing four hours per question and using no books or notes. The Institute will supply a jump drive and use of a laptop or other computer for the written exams. Committee members will grade each written exam on a pass or fail basis.

Questions on the written prelims will cover a broad range of topics and issues in higher education. While they will be related to course content, a student is expected to go beyond course mastery to synthesis and organization at a higher level. Recognition that a higher standard will be imposed is essential to preparation for the exam. While some of the questions may seem to elicit opinion, one's opinion should be documented with suitable references to the empirical research. Indeed, it is most important that one demonstrates a familiarity with the literature bearing on the topic, problem, or issue with which they are dealing in each question. At the same time, it is a disservice when a student falls into a pattern of merely citing authority without digesting particular viewpoints and contributing something of one's own.

Notification of the student's performance will be made by the major professor who at that time will discuss steps to be taken for the oral examination. Whether a student passes or fails, the total exam will be the decision of the preliminary exam committee. It is possible, theoretically, for a student to pass all items, yet fail the examination. This could happen if all passes are marginal and if the preliminary examining committee does not think the total effort represents a standard of performance expected of doctoral candidates. Additional preparation is suggested in those areas where the pass was marginal. In the meantime, the student should discuss in full detail with their major professor any questions concerning the written exam.

The oral preliminary exam, also required by the Graduate School, may be scheduled only after the written exam is graded and the student has met and reviewed the exam with his/her major professor. The student coordinates with advisory committee members for a mutually agreeable date for the oral exam which will last 1½ to 2 hours. The student informs the program coordinator of date and time. A room is reserved and the Graduate School is notified. The date, hour and location of the oral are publicized, and the exam is open to others who may care to attend.

The exam is aimed at assessing the student's ability to integrate the preceding course work and co-curricular activities in a critical, thoughtful, mature fashion. It is neither a detail-focused exercise on core course work nor a defense of the student's plans. Preparations for the oral exam should parallel that for the written prelims.

### **WRITTEN PRELIMINARY EXAM POLICY FOR THE INSTITUTE OF HIGHER EDUCATION\***

#### ***The exam will be***

- ▶ Offered fall and spring terms and will be comprised of four questions;
- ▶ Administered over four days, one question per day, within a one week period;
- ▶ The student will have four hours to answer each question; and
- ▶ A timed, four-hour closed book, no notes test.

#### ***The major professor will***

- ▶ Discuss the exam with the committee at the student's final POS meeting;
- ▶ Notify student of pass/fail/rewrite after answers are reviewed; and
- ▶ Turn questions and answers over to the program coordinator for student file.

#### ***The student will***

- ▶ Pick up each question from the program coordinator;
- ▶ Adhere to honor-based testing of four hours from the time of opening question to answering the question; and
- ▶ Return the question and answer to the program coordinator.

#### ***Each committee member will***

- ▶ Send a copy of the question to the major professor prior to the exam date;
- ▶ Be responsible for providing questions to program coordinator;
- ▶ Grade the question either pass or fail by completing evaluation form; and
- ▶ If graded as a fail, consult with major professor for options.

#### ***The Program Coordinator will***

- ▶ Set up the testing schedule with the student, committee, and graduate coordinator;
- ▶ Contact faculty prior to exam to confirm schedule (writer and date);
- ▶ Receive questions from faculty, reserve space and equipment; and
- ▶ Forward questions and answers to committee members for evaluation, and place copies student's file.

\*Subject to revision

## DOCTORAL DISSERTATION

During the dissertation phase of the degree program, students will enroll in either EDHI 9000 or EDHI 9300. Students must be enrolled for a minimum of 10 credit hours after being admitted to candidacy and prior to graduation. While conducting research for the dissertation, students enroll in EDHI 9000. During the writing of the dissertation, students enroll in EDHI 9300. Students pursuing the Ed.D. will generally concentrate on studies related to professional competence. Students pursuing the Ph.D. will produce a dissertation that contributes to knowledge and understanding in the field of higher education. Dissertations will emphasize the conceptual and methodological aspects of scholarly inquiry, analysis, interpretation, and verification.

### **EDHI 9000: Doctoral Research** *(1 to 9 hours maximum per term)*

This course is used to designate doctoral research. This number with varying prefixes is used campus-wide to designate research at the doctoral level. Students are required to take at least 3 hours of this course, with a maximum total of 9 credit hours.

### **EDHI 9300: Doctoral Dissertation** *(1 to 9 hours maximum per term)*

Students writing the doctoral dissertation must enroll in EDHI 9300 each semester until graduation. A range of 3 to 9 credit hours may be earned in EDHI 9300. Students are required to take at least 3 hours of this course.

The working objectives of the doctoral dissertation are as follows:

1. Choose a manageable subject or topic of research that is worthy of the time, money, and effort that will be required to conduct a systematic study.
2. Devise, select, and/or adapt an acceptable method of inquiry and analysis. Research methods are dependent upon the nature and scope of the research topic, problem, or issue. Many students prefer to use in their theses methods of inquiry and analysis that are well established. Below is the link for the approval process for conducting research using human subjects. Please review the link and become familiar with the requirements prior to beginning your research. If you have questions, please contact the Graduate Coordinator or your major professor.  
<http://www.ovpr.uga.edu/compliance/hso/>
3. Carry out a proposed research project or study. Having a good idea and knowing how to study it are not the same as organizing and implementing a systematic study of a research problem or issue. Sometimes, doctoral students will identify topics for dissertations, develop a suitable research design, and then encounter difficulties moving ahead on their research. In a sense, a thesis project may be considered a management activity, requiring many of the same organizational skills required in the professional lives of institutional researchers, academic administrators, and faculty members.
4. Report research findings and conclusions in a scholarly manner. Having analyzed their research data some doctoral students encounter another difficulty in writing what they have done, what they have found, and what their results mean. Others remain confused about the audience for whom they are writing. To avoid these problems, students should focus on effective communication throughout the dissertation. In practice, this implies a need during the entire dissertation process for consideration of details, issues, and questions meriting attention in the final thesis document.

In brief, the doctoral dissertation signifies the graduates' familiarity with scholarly methods of inquiry, analysis, and interpretation. The finished product demonstrates that the graduate has studied a topic, issue, or problem worthy of his or her intellectual abilities and interests, has chosen or developed methods of inquiry and analysis under the supervision of experienced graduate faculty, and has interpreted or explained a chosen topic or issue in a scholarly and professionally responsible manner. To no small degree, the conferral of a doctoral degree signifies that the graduate is capable and ready for continued and independent scholarly research in his or her chosen field of advanced study.

#### **DISTRIBUTION OF DISSERTATION POLICY FOR THE INSTITUTE OF HIGHER EDUCATION**

The Institute of Higher Education recommends that students submit a hard copy of their dissertation to their full committee **no later** than two (2) months prior to the Graduate School deadline for final format check in the term the student plans to graduate.

*For example:* If a student plans to graduate fall semester 2009, the Graduate School deadline for submitting a dissertation to the graduate school for a final format check is November 12. The student should have copies of the dissertation to his/her committee by September 12.

Additionally, faculty are on 9-month contracts and are in and out during the summer term. Scheduling a dissertation defense in the summer term presents many scheduling difficulties, and often times is not possible. Students should attempt to complete all meetings within the academic year (fall and spring terms).