Sample of Electives outside the College of Environment and Design

GEOG8680 - Seminar in Feminist Geography (3)
Research topics related to the geographical aspects of feminism and gender identity. Topics will vary by instructor.

GEOG8550 - Problems in Remote Sensing of Environment II (3)
Advanced problems in photointerpretation, photogrammetry, and remote sensing for landscape and urbanscape analysis. Topics include emerging geospatial data from unmanned aerial systems (UAS or drones), airborne LiDAR, satellite sensors, mobile devices, and social media. Methods of analysis will explore machine learning/deep learning, spatio-temporal patterns, and ethics/privacy concerns.

GEOG8350 - Machine Learning with Geospatial Big Data (3)
Introduces concepts, techniques, and applications of machine learning, often performed with large volumes of geospatial data. Reviews the emerging field of geospatial data science with a focus on automated learning. Designed for graduate students interested in applying machine learning techniques for geospatial research.

GEOG6630 – Advanced Urban Geography
Urban growth and approaches to urban analysis. Urbanization processes within urban systems, including economic, demographic, social, and technological change. When this course is taught as a split level, additional requirements for graduate students: Additional readings, assignments, and questions on tests.

GEOG6470 – Advanced Geospatial Analysis and Spatial Statistics
Geographic analytical methods and implementation. Theory and concepts of spatial analysis. Description, reduction, and comparison of point, line, area, and volumetric geographic data sets. Implementation and limitation of geographic information systems. When this course is taught as a split level, additional requirements for graduate students: Additional readings, assignments, and questions on tests; research paper.

GEOG6385 – Community GIS (Service Learning) (3)
Introduces students to the ways GIS is used by city and state agencies, non-profit organizations, and community groups. It provides advanced instruction on collecting and storing geospatial data and creating online maps for public consumption. The course includes a required service-learning component, providing GIS support for a group in the community, and fulfills the university's experiential learning requirement. When this course is taught as a split level, additional requirements for graduate students: Graduate students in the course will be expected to take on additional leadership responsibilities within the collaborative research teams. In addition, they will be expected to create a presentation on a topic or technique related to the course. Non traditional format: Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. The course uses service-learning as the primary pedagogical tool for teaching course objectives. Students will work on a comprehensive project(s) and may be required to spend considerable time outside the classroom. Students will be engaged in the service-learning component for approximately 75- 100% of overall instructional time.

ECOL8322 Concepts and Approaches in Ecosystem Ecology
Ecosystem biogeochemical processes and the organism-organism, organism-environment interactions that regulate them. The relationship of ecosystem structure and function to foodwebs, global change, scaling,

nonlinearity, self-organization, and approaches to study these.

ECOL8220 Stream Ecology (3)
Current topics and literature from the standpoints of objectives, experimental design, data analyses, results, assessment of results, and significance to general stream ecology.

ECOL8150 Wetland Ecology (3)
Principles of ecology, elemental cycling, hydrology, policy and management of marine and freshwater wetlands.

ECOL6450 Spatial Ecology (3)
How ecological interactions and processes vary in space. Students will become familiar with technologies for collecting, managing, analyzing, and displaying spatial data, and also how to consider space in ecological research and models. When this course is taught as a split level, additional requirements for graduate students: Graduate students are required to carry out a project (ideally related to their research) acquiring, analyzing, and/or modeling spatial data. Results will be written up and submitted as a 10-15 page report and presented during the last week of class.

ECOL6010 Ecosystem Ecology (3)
Ecosystem structure and function with emphasis on energetic and biogeochemical processes in natural and managed ecosystems, from local to global scales. When this course is taught as a split level, additional requirements for graduate students: Research on an advanced topic. Student leads discussion on that subject.

STAT8000 – Introductory Statistical Collaboration
Teaches students the communication skills necessary to successfully collaborate with non-statisticians in an interdisciplinary setting. Students will learn methods for conducting successful interactions with non-statisticians and will have opportunities to practice written and oral communication skills related to the application of statistics in other fields.

STAT6430 Design and Analysis of Experiments (3)
Theory and methods for constructing and analyzing designed experiments are considered. Basic concepts in the design of experiments, ANOVA, completely randomized designs, complete and incomplete block designs, cross-over designs, factorial designs, split-plot experiments, non-regular designs, designs for generalized linear models, online experiments, global optimization, computer experiments, and space-filling designs will be covered.

STAT6365 Modern Statistical Programming (3)
Statistical analysis and data manipulation in R and Python. Implementation of SQL. Topics include data input/output; data formats and types; data management; functions for statistical modeling; introduction to algorithms; flow control and program design; and programs for complex data manipulation and analysis. Additional topics may include MATLAB and parallel computing. When this course is taught as a split level, additional requirements for graduate students: Additional and/or alternative problems of a more challenging nature will be required for graduate students on homework assignments and exams.

STAT6315 Statistical Methods for Researchers (4)

Basic statistical methods through one- and two-sample inference, regression, correlation, one-way analysis of variance, analysis of covariance, and simple methods of categorical data analysis. Course emphasizes implementation and interpretation of statistical methods. Statistical software (SAS) is integrated into the course.

QUAL8420 Analyzing Qualitative Data (3)
Approaches to analysis in the design of qualitative research studies. Procedures are surveyed and compared from a range of social science and professional disciplines for use in studying educational problems and topics.

QUAL8410 – Designing Qualitative Research (3)
Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.

EDHI8940 - Qualitative Research in Higher Education II
This advanced qualitative research course is designed as the second part of a qualitative research sequence. In this course, students will carry out the work described in a qualitative research proposal. Students will continue to engage in critical conversations on a number of methodological issues that arise in the field, including, but not limited to, researcher positionality, ethics, the collection and analysis of data, and trustworthiness.

EDHI8920 - Quantitative Methods in Higher Education II
Advanced, problem-based analysis of secondary data sources in higher education. Exposure to major sources of data in higher education research. Applied regression analysis and model building. Overview of advanced methods.

ERSH8320 Applied Correlation and Regression Methods in Education (3)
Nonexperimental and quasi-experimental research studies, including simple and multiple regression techniques, nonorthogonal analysis of variances, correlation techniques, and analysis of covariance.

ERSH6300 Applied Statistical Methods in Education (3)
Techniques for describing and summarizing data for educational research studies. Applications of the standard normal distribution and the use and interpretation of standard scores. Inferential statistics for one and two population studies including means, proportions, and correlations. When this course is taught as a split level, additional requirements for graduate students: Readings and exercises in supplemental annotated anthology illustrating research applications of various statistical methods will be required of graduate students.

MIST9777 Big Data Research (3)
Helps students incorporate big-data research methods into research projects and gain skills for collecting and analyzing large research datasets. Students are exposed to state-of-the-art computational methods for analyzing structured, sequence, network, textual, and image data. Execute a big-data analytics research project and survey emerging big-data topics.

GEOG8810 – Seminar in Human-Environment Relationships (3)
Problems, methods, and techniques in human-environment relationships and economic development, including decision-making strategies in resource exploitation.

GEOG8630 - Seminar in Urban Geography (3)
Topics and research problems in urban geography. Topics may vary.

GEOG8570 – Seminar in Geographic Information Science (3)
Problems in geographic information systems, including methods and techniques and the application to specific topical areas.

GEOG8355 - Labor, Class, and Politics (3)
Comparative and historical analysis of labor movements, social class, and politics in developed and developing countries. Emphasis on labor and globalization, changing structure of work, and democratic politics.

GEOG6690 - Advanced Topics in Political Geography (3)
An in-depth engagement with a major issue in contemporary political geography. Topics are drawn from the Introduction to Political Geography course and might include geopolitics, legal geography, the geography of nations and nationalism, political violence, or migrations. When this course is taught as a split level, additional requirements for graduate students: Students who take the course at the graduate level will be expected to do additional reading and complete a major writing project. The course will assist graduate students preparing for comprehensive exams by giving them a systematic introduction to themes and cutting edge research in political geography. Non traditional format: The class contains a research and writing component.

GEOG6670 - Geography of Development (3)
Geographical aspects of development, including population growth, migration, industrialization, trade, and foreign aid. The spatial characteristics of economic development are viewed at the conceptual level and implications for policy discussed. When this course is taught as a split level, additional requirements for graduate students: Additional assignments, readings, and test questions.

GEOG6631 - Race, Inequality, and the American City (3)
The relationship, historical and contemporary, between race, inequality, and the American city. The focus will be on how urban space becomes racially structured and how racial process shapes urban space. When this course is taught as a split level, additional requirements for graduate students: Graduate students will mentor undergraduate students in facilitating classroom discussion. Additional readings focused on leading peer-reviewed journals will be assigned. There will be two additional papers. One is a critical book review comparing at least two research-intensive academic monographs that relate to course themes and the student's individual research goals. The second is a research relevant term paper. The term paper may be a critical literature review paper on a topic that relates to the student's research agenda, designed to serve as part of a thesis proposal or chapter. The term paper may also report the results of empirical research conducted either as part of the student's thesis research or research conducted for the purposes of the class. The final product of this paper will either be a chapter in a student's thesis or a draft of a potentially publishable journal article.

GEOG6950 - Programming for Geographic Information Science (3)

Computer programming skills tailored to the needs of advanced users of geographic information science (GIS) are developed, including customization of GIS applications with academic and commercial programming tools. Topics include GIS user-interface design, advanced functions and tools coding, fundamental spatial data structures and algorithms, and geospatial database management. When this course is taught as a split level, additional requirements for graduate students: Graduate students will be assigned additional reading and discussion activities, more complex analytical and writing assignments, and additional questions on tests.

GEOG6370 - Geographic Information Science (3)
Principles and applications of geographic information systems (GIS). Examines the nature and accuracy of spatially referenced data, as well as methods of data capture, storage, retrieval, visualization, modeling, and output using one or more GIS software packages. When this course is taught as a split level, additional requirements for graduate students: additional readings, assignments, and questions on tests; research paper

GEOG6350 - Remote Sensing of Environment (3)
Remote sensing, with emphasis on aerospace applications in the natural sciences. Fundamental properties of the electromagnetic spectrum and remote sensing devices, such as multispectral and hyperspectral sensors, thermal infrared scanners, and LiDAR. When this course is taught as a split level, additional requirements for graduate students: Additional readings, assignments, and questions on tests.

GEOG6330 - Aerial Photographs and Image Interpretation (3)
Principles and techniques of interpreting and mapping biological, physical, and cultural features of the Earth, as well as making accurate measurements (i.e., photogrammetry), from aerial images acquired from cameras and sensors mounted on unmanned aerial systems (UAS or drones), airplanes, and satellite platforms. When this course is taught as a split level, additional requirements for graduate students: additional readings, assignments, and questions on tests

GEOG6305 - Introduction to Qualitative Research Methods (3)
An introduction to qualitative research problems in geography and to the major modes of qualitative data collection, analysis, and representation. Students will gain practical experience with interviews, focus groups, archival research, and observation techniques. When this course is taught as a split level, additional requirements for graduate students: Graduate students will be required to do additional readings from journal articles and other sources from which they will provide written summaries and critiques. In addition, they will be required to provide a written term paper or research project. Graduate students will be given more difficult questions on exams and quizzes.

GEOG6300 – Data Science in Geography (3)
Descriptive and inferential techniques used in quantitative geographic analysis. Probability distributions, sampling techniques, parametric and nonparametric inference, analysis of variance, spatial autocorrelation measures and regression procedures. Applications of statistical methods to spatial analysis and geographic research design. Exercises develop knowledge of statistical programming with computer software. When this course is taught as a split level, additional requirements for graduate students: Graduate students in the course prepare and present a brief (5-6 page) literature review on statistical methods in their chosen area of interest, which is done in addition to the other required coursework. There are also additional test questions and assignments.

ECOL8550 – Skills for Collaborative Research (1)
Builds students' core knowledge and skills for effective engagement in collaborative research. Through readings, lectures, discussions, small group workshops, and practical activities, students will build competencies in promoting equity in research partnerships, systems thinking, team science, engaging with non-academic partners, and strategic communication.

ECOL8310 – Population Ecology (3)
Advanced ecological theory to biological populations. Mathematical and evolutionary treatment of population growth and regulation, niche theory, foraging theory, predator-prey theory, habitat selection, and competition.

ECOL8020L – Research Modelling (3)
In a supervised computer laboratory environment, students will learn how to conceptualize, formulate, simulate, and analyze models related to their dissertation work or research interests. They will come to understand how structured modeling enforces clear thinking and consistency on all aspects of the systems or problems modeled. Non traditional format: In the first one-third to one-half of the course, students will develop a conceptual model pertaining to their dissertation work or planned research. In the remaining weeks they will convert this model to simulation and analysis models and study properties revealed by computer applications. They will make progress reports to the class every three weeks for critique, discussion, and recommended improvements. Final written and oral reports will serve to document accomplishments.

ECOL6310 – Freshwater Ecosystems (3)
Exploration of freshwater ecosystems (lakes, streams, wetlands), their biota, physical and chemical properties, and linkages between terrestrial and aquatic ecosystems. When this course is taught as a split level, additional requirements for graduate students: Participation in seminar-style discussion in which original literature is read and discussed. Longer term paper required.

ECOL6080 – Principles of Integrative Conservation and Sustainability (4)
Provides an integrative overview of conservation ecology and sustainability in theory and practice, preparing students for careers in the field by demonstrating the application of principles to real management issues. When this course is taught as a split level, additional requirements for graduate students: For the individual project, graduate students will be expected to conduct an analysis or synthesis that constitutes a novel scientific contribution reported in a final paper of 3500-6000 words. Graduate students will provide peer review of each other's draft papers and of undergraduate draft papers. Graduate students will take turns leading the discussions with undergraduate assistance.

ECOL6000 - Population and Community Ecology (3)
Studying consequences of birth, death, and movement of organisms to population dynamics; evaluating the interactions of organisms with each other and the environment; understanding processes that structure communities of animals and plants along with mastering methods to characterize patterns of biodiversity. When this course is taught as a split level, additional requirements for graduate students: Students enrolled for credit at the 6000-level (M.S. degree) are undertaking professional preparation that goes beyond what is typical at the undergraduate level. Three additional assignments are therefore designed both to increase the difficulty level at which students have mastered subject matter content and to introduce students to professional activities and teach skills needed to perform these activities. These are (i) additional required questions on homework assignments and exams that are optional or extra credit for other students, (ii) peer

review of a genuine "in preparation" research paper in the field provided by instructors, (iii) a literature review (~1000 words) of the books in the Princeton Monographs in Population Biology series (http://press.princeton.edu/catalogs/series/mpb.html).

STAT8330 - Advanced Statistical Applications and Computing (3)
Advanced programming and implementation of modern statistical techniques using statistical software such as R. Topics include Monte Carlo simulations, resampling techniques, penalized regression, generalized linear models, robust methods, nonlinear regression, multiple testing adjustment, and smoothing techniques.

STAT8060 – Statistical Computing I (3)
Tools and methods of statistical computing beginning with mathematical and computational underpinnings of statistical computation and progressing through Monte Carlo simulation, numerical linear algebra, optimization, numerical differentiation and integration, and simulation-based statistical algorithms. Students will learn methods, theory, and implementation via existing functions and their own code.

STAT8040 - Environmental Statistics (3)
Methods for sampling the environment and analysis of environmental data are considered. Techniques are presented for estimation, hypothesis testing, and regression when data are non-normal and/or dependent. Statistical methods based on generalized linear models, linear mixed models, time series analysis, and spatial data analysis are surveyed from an applied perspective.

STAT6510 – Mathematical Statistics I (3)
Concepts and basic properties of some special probability distributions, independence, moment generating functions, sampling distributions of statistics, limiting distributions. When this course is taught as a split level, additional requirements for graduate students: Additional and/or alternative problems of a more challenging nature will be required for graduate students on homework and exams.

STAT6420 - Applied Linear Models (3)
Introduction to data analysis via linear models. Regression topics include estimation, inference, variable selection, diagnostics, remediation, and Ridge and Lasso regression. Course covers basic design of experiments and an introduction to generalized linear models. Matrix formulations are used. Data analysis in R and Python and effective written communication are emphasized.

STAT6365 - Modern Statistical Programming (3)
Statistical analysis and data manipulation in R and Python. Implementation of SQL. Topics include data input/output; data formats and types; data management; functions for statistical modeling; introduction to algorithms; flow control and program design; and programs for complex data manipulation and analysis. Additional topics may include MATLAB and parallel computing. When this course is taught as a split level, additional requirements for graduate students: Additional and/or alternative problems of a more challenging nature will be required for graduate students on homework assignments and exams.

STAT6315 - Statistical Methods for Researchers (4)
Basic statistical methods through one- and two-sample inference, regression, correlation, one-way analysis of variance, analysis of covariance, and simple methods of categorical data analysis. Course emphasizes implementation and interpretation of statistical methods. Statistical software (SAS) is integrated into the

course.

STAT6280 - Applied Time Series Analysis (3)
Autoregressive, moving average, autoregressive-moving average, and integrated autoregressive-moving average processes, seasonal models, autocorrelation function, estimation, model checking, forecasting, spectrum, spectral estimators. When this course is taught as a split level, additional requirements for graduate students: The graduate students' final project will be more complex and in depth than that of the undergraduate students.

STAT6240 - Sampling and Survey Methods (3)
Design of finite population sample surveys. Stratified, systematic, and multistage cluster sampling designs. Sampling with probability proportional to size. Auxiliary variables, ratio and regression estimators, non-response bias. When this course is taught as a split level, additional requirements for graduate students: Additional and/or alternative problems of a more challenging nature will be required for graduate students on homework and exams.

STAT6230 - Applied Regression Analysis (3)
Applied methods in regression analysis with implementation in R. Topics include linear regression with mathematical examination of model assumptions and inferential procedures; multiple regression and model building, including collinearity, variable selection and inferential procedures; ANOVA as regression analysis; analysis of covariance; diagnostic checking techniques; generalized linear models, including logistic regression. When this course is taught as a split level, additional requirements for graduate students: Additional and/or alternative problems of a more challenging nature will be required for graduate students on homework assignments and exams. Typically, these problems will be of a more theoretical nature than those required of undergraduate students, or will require more self-study of material not emphasized during lectures, or will require more intricate and/or time-consuming data analysis tasks.

STAT6210 - Introduction to Statistical Methods I (3)
First course on statistics emphasizing applications in social, behavioral sciences. Covers elementary topics, one and two sample inference, simple linear regression, some categorical data analysis. Uses point-and-click statistical software. Provides preparation for Introduction to Statistical Methods II.

QUAL8565 Theoretical Frameworks for Doctoral Studies in the Human Sciences (3)
Readings in major theoretical frameworks used in doctoral studies and research, including critical, postmodernism, feminism, Marxism, positivism, and pragmatism.

QUAL8535 Oral History Research Methods (3)
Examination of concepts and research methods in oral history. Students will study techniques in collecting, interpreting, and writing oral history. Students interested in oral history, narrative research, ethnography, life history, and interviewing will find this course of interest.

QUAL8420 Analyzing Qualitative Data (3)
Approaches to analysis in the design of qualitative research studies. Procedures are surveyed and compared from a range of social science and professional disciplines for use in studying educational problems and topics.

QUAL8410 Designing Qualitative Research (3)
Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.

QUAL8400 Qualitative Research Traditions (3)
Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.

QUAL8150 Archival Research Methods in Special Collections (3)
Examination of methodological approaches to archival research using Special Collections Libraries in Georgia and beyond. Students will explore the Special Collections at the University of Georgia and review how collections are developed and organized. Students will learn how to locate source material and develop research topics using archival materials.

EDHI8930 Qualitative Research in Higher Education I (3)
An overview of qualitative research that seeks to stimulate students' imaginations with readings drawn from anthropology, economics, history, political science, sociology, higher education, and interdisciplinary work. In all readings, we will focus on how the research techniques might be used in the study of higher education.

EDHI8910 Quantitative Methods in Higher Education I (3)
Applied data analysis and use of secondary datasets in higher education and institutional research. Assumes previous knowledge of relevant statistical principles. Emphasis on measurement, design, and analysis as interrelated components of rigorous empirical inquiry. Covers descriptive and exploratory data analysis and data management issues relevant to the examination of research problems in higher education.

ERSH8360 Categorical Data Analysis in Education (3)
Categorical data analysis with emphasis on practical applications in educational research and on the use of computing packages for analysis of such data. Topics include contingency table analyses, generalized linear models, logistic regression, and loglinear models. These techniques are applied to data sets from educational research.

ERSH8320 Applied Correlation and Regression Methods in Education (3)
Nonexperimental and quasi-experimental research studies, including simple and multiple regression techniques, nonorthogonal analysis of variances, correlation techniques, and analysis of covariance.

ERSH6300 Applied Statistical Methods in Education (3)
Techniques for describing and summarizing data for educational research studies. Applications of the standard normal distribution and the use and interpretation of standard scores. Inferential statistics for one and two population studies including means, proportions, and correlations. When this course is taught as a split level, additional requirements for graduate students: Readings and exercises in supplemental annotated anthology illustrating research applications of various statistical methods will be required of graduate students.

Fall ____	EDES 8020 Research Techniques (3)	____		
	EDES 8010 History and Theory (4)	____	_____	
	Elective (3)	____		
	Elective (3)	____		
Spring ____	EDES 8030 Technology (4)	____		
	Research Methods Course (3)	____	_____	
	Elective (3)	____	_____	
	Elective (3)	____	_____	

Year 2	Required Courses		Electives	Total Hours
Fall ____	EDES 9020 Analysis and Issues (3)	____		
	EDES 9000 Doctoral Research (3)	____	_____	
	Elective (3)	____		
	Elective (4)	____		
Spring ____	EDES 9000 Doctoral Research (6)	____		
	Elective (3)	____	_____	
	Elective (3)	____		

Year 3	Required Courses		Electives	Total Hours
Fall ____	EDES 9300 Doctoral Dissertation (12)	____	_____	

Application for Admission to Candidacy for Doctoral Degrees

The University of Georgia Graduate School
210 S. Jackson St. Athens, GA 30602
(Please submit three (3) copies of this form (one original and two copies) to the Graduate School)

A prospective Doctoral candidate must be admitted to candidacy one full semester before the date of graduation

Name [   ]   CAN # (810) [   ]

Address [   ]   Degree [   ]

[   ]   Major [   ]

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my doctoral dissertation.
(Human subjects information available at: http://www.ovpr.uga.edu/hso/)

[   ]   [   ]

Student's Signature (all students must sign)   Date

Certification and Recommendation of the Department: Please check all appropriate items

☐ We have examined the entire graduate record of the student named above. An average of 3.0 (B) has been maintained on all graduate courses taken and on all completed graduate courses on the Program of Study. No course with a grade below C has been accepted as part of the Program of Study.

☐ Written and oral comprehensive examinations have been passed as part of the Program of Study.

☐ A dissertation prospectus has been approved (if required for Candidacy).

☐ The residence requirement has been met.

We recommend that this student be admitted to candidacy for the degree indicated.

APPROVALS

Major Professor
(Name & Signature)   [   ]   Date [   ]

Graduate Coordinator
(Name & Signature)   [   ]   Date [   ]

Graduate Dean   [   ]   Date [   ]

Preliminary Doctoral Program of Study

The University of Georgia Graduate School

210 S. Jackson St., Athens, GA 30602

This form is for Departmental Use only - Do Not Submit to the Graduate School

Name _____ CAN # (810) _____

Address _____ Degree _____

_____ Major _____ Minor _____

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours

Doctoral Courses

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term

Research Skills Requirement (if applicable) _____

Departmental Requirements _____

Doctoral Advisory Committee: (Please sign and date) _____ (Chair)

_____

_____

_____

_____

Graduate Coordinator _____ Date _____

Final Doctoral Program of Study

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602
(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name [ ]   CAN # (810) [ ]

Address [ ]   Degree [ ]

[ ]   Major [ ]

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours

Doctoral Courses
Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
									TOTAL HOURS	

Research Skills Requirement (if applicable) [ ]

Departmental Requirements [ ]

Doctoral Advisory Committee: (Please type all names, sign, and date)

[ ] (Chair)
[ ]
[ ]
[ ]
[ ]

APPROVALS

Graduate Coordinator [ ]   Date [ ]
(Name & Signature)

Graduate Dean [ ]   the beginning of: [ ]

Courses start to expire at [ ]

D   te

a   GPA [   ]

Advisory Committee for Doctoral

◯ **Original**

◯ **Revised**

Advisory Committee for Doctoral Candidates

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602
(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

As Graduate Coordinator, I recommend the appointment of the three members listed below as the Doctoral Advisory Committee for:

Name		CAN # (810)	
Address		Degree	
		Major	

Student's Committee
(Please type major professor and committee members' names)

Major Professor Graduate Faculty 1-a		Co-Major Professor (if any) Graduate Faculty 1-b	
Graduate Faculty Member 2			
Graduate Faculty Member 3			

Additional members may be added at the department's discretion

The committee must consist of a minimum of three members of the graduate faculty, including the student's Major Professor, who will serve as the chair of the committee. This committee, in consultation with the student, is charged with planning and approving the student's program of study, arranging the comprehensive written and oral examinations, advising the student on required research skills, approving the subject for the dissertation, approving the completed dissertation, and approving the defense of the student's research. This form should be submitted to the Dean of the Graduate School before the end of the first year of residence of a prospective candidate for the degree.

APPROVALS

Graduate Coordinator (Name & Signature)		Date	

Graduate Dean		Date	

Note: The written and oral comprehensive examinations are administered to determine if the candidate is qualified to continue for the doctorate and should be held as soon as the Doctoral Advisory Committee feels that the student's qualifications for doctoral work can be evaluated. When the student has passed the written comprehensive examination, plan should be made to hold the oral comprehensive examination. The examination must be announced by the Graduate School. The Graduate Coordinator must notify the Graduate School of the time and place of the examination at least **two weeks** before the selected date. Immediately after the oral comprehensive examination, the major professor reports the results of the committee's evaluation of the written and oral comprehensive examinations to the Graduate School. A form for this purpose is provided by the Graduate School.

This page was last modified on 06/28/2013

The Graduate School
THE UNIVERSITY OF GEORGIA
1785

Electronic Thesis and Dissertation (ETD) Submission Approval Form

Instructions and Guidelines

Copyright:

Every thesis and dissertation is required to have a copyright page and an abstract that includes key words. These key words will be used in the cataloguing and Web search operations.

Students who utilize the manuscript style of a thesis or dissertation **must** procure copyright release from the publisher of the book or journal for it to be included within their document. The Graduate School cannot put the document on the Web without prior copyright release of these or other copyrighted materials contained within the document.

The Office of Vice President of Research provides information concerning the copyright issue. To view this information, students should refer to the Graduate School Website.

Release Options:

The University of Georgia's land-grant mission includes sharing scholarly work with other scholars, students, and the public. Pursuant to this, theses and dissertations are made available publicly upon degree conferral. It is anticipated that the majority of graduate students will recognize the value of open access to scholarly work and will elect immediate release of their thesis or dissertation (option 1 on ETD submission form). Under unusual circumstances, students may request restricted or delayed public access to theses or dissertations for a limited period of time. Two options for restricted or delayed release are available:

A. Limited access to authorized users of the UGA Library only, for a period of two years from the date of degree conferral. This option does not require written justification and is non-renewable. Select option 2 on eTD submission form.

B. Embargo (withhold) from UGA Library, for a period of two years from the date of degree conferral. This option requires written justification and prior approval by the Dean of the Graduate School. **Approval of the Graduate Dean must be obtained well in advance of the submission deadline.** Select option 3 on ETD submission form and submit with documented approval at least four weeks before the deadline for final submission.

The embargo option will be approved when there is a documented need to withhold distribution of the thesis or dissertation because:

- The thesis/dissertation contains patentable materials currently protected by patent application, or being considered for patent application;
- The thesis/dissertation contains sensitive information that is protected by a confidentiality agreement with a research sponsor or funding agency.
- The thesis/dissertation contains materials anticipated for timely publication with a publisher who has restrictive pre-publication or post-publication policies.

To request an embargo, a letter from the major professor must be submitted to the Dean of the Graduate School well in advance of the ETD submission date. The letter should include detailed documentation of the need for embargo.

On rare occasions, an extension of an embargo may be considered. A petition for an extension will require an additional letter of justification from the major professor (or Department Head in the absence of the major professor), and must be submitted along with documentation prior to expiration of the embargo. Such a petition will be reviewed by the Administrative Committee of the Graduate School.

Dissertation Abstracts: (Doctoral Students Only)

The traditional dissemination of doctoral dissertation research has been through the publication of the abstract in Bell and Howell's (UMI) *Dissertation Abstracts* and the submission of the entire dissertation to University Microfilms for microfilming and distribution. The electronic submission and availability of the dissertation via the Web now makes the dissertation easier to access. The student should discuss the option of submitting the dissertation or the abstract to *Dissertation Abstracts* with their major professor. Please refer to the Bell and Howell website: http://www.proquest.com/hp/Support/DServices/prepare/packets.htm for additional information, agreement forms and fee requirements.

The Graduate School
THE UNIVERSITY OF GEORGIA
1785

Electronic Thesis and Dissertation (ETD) Submission Approval Form

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I hereby certify that, if appropriate, I have obtained and submitted with my ETD a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis or dissertation, allowing distribution as specified above. I certify that the version I submitted is the same as that approved by my advisory committee.

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1/7/2013

APPROVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION
The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

Reset Form

Part I: Submission of dissertation to the advisory committee.

The Dissertation Of: [_____]

CAN # (810): [_____]

Entitled: [_____]

[_____]

is submitted for examination by the doctoral advisory committee. The Graduate School has been notified in writing of the date of the oral defense.

Major Professor: [_____]   Date: [_____]

Part II: Approval / Disapproval of dissertation (to be signed by the members of the advisory committee). The doctoral advisory committee reports the following action on the above dissertation. There can be only one dissenting vote.

Did this student use human subjects in his/her research?   ☐ Yes   ☐ No

If so, provide the project number [_____] and date approved by I5% [_____]

Do not sign below unless the question regarding human subjects has been answered.

Doctoral Advisory Committee (type name and sign)	Approved	Approved with Suggested Changes	Disapproved	Date

Note: If the advisory committee declines approval of the dissertation as ready for the final defense, the major professor will notify the student.

Part III: Oral Defense and Final Examination. (To be signed by members of the advisory committee. Only one dissenting vote is permissible for approval of both the defense of the dissertation and the examination).

The Doctoral Advisory Committee reports the following results of the defense of the thesis held on:

Dissertation Defense Date: [_____]

Doctoral Advisory Committee (type name and sign)	Passed	Failed

Graduate Coordinator: _____ | Date: _____

Part IV: Final Approval. (To be completed only when advisory committee members have approved suggested changes in Part II). The suggested changes have been completed satisfactorily:

Major Professor: Date _____ | _____