Student Handbook
DEPARTMENT OF HIGHER EDUCATION

THE UNIVERSITY *of* MISSISSIPPI | School of Education
Higher Education

Welcome

Welcome to the Department of Higher Education at The University of Mississippi! This handbook will help you understand and plan your graduate program trajectory. It contains information about the department, course offerings, and program policies for all of our programs.

In addition to the handbook, students should familiarize themselves with the University's Graduate School Catalog, Policy Directory, Graduate School Forms and Manuals, and Thesis and Dissertation Manual. The Graduate Catalog contains specific information regarding admission policies, academic regulations, and requirements for degrees. Keep in mind that the Graduate School Catalog establishes minimum University requirements, and departments or programs can establish policies that exceed minimum standards.

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Higher Education Faculty & Staff

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Equity, Ethics, Inclusion, and Social Justice

Consistent with the guiding principles of the Carnegie Project on the Education Doctorate (CPED)* guiding principles, the Higher Education Department notes the following definitions as informing its curricular and co-curricular offerings:

- Equity – Our programs seek to develop higher education leaders who are dedicated to equality of opportunity for all students, staff, and faculty as they engage in their educational and employment activities; who are aware of the ways in which societal, socioeconomic, cultural, familial, staffing, programmatic, instructional, assessment, and linguistic inequalities play themselves out in inhibiting that equality; and who call out and seek to address those inequities and to advocate for and promote fairness.

- Ethics – Our programs seek to develop higher education leaders who engage in their professional responsibilities in ways that are congruent with the established ethical values of their chosen field and which are aligned with their commitment to equity and social justice.

- Inclusion – Our programs seek to develop higher education leaders who recognize the inherent worth and dignity of all people and who work to involve and empower people through assuring opportunities for their knowledge and skills to be drawn upon and through fostering belonging.

- Social Justice – Our programs seek to develop higher education leaders who are committed to social justice and who evidence that commitment through their personal and professional engagement in social action to advance human dignity, justice, and equity across all human endeavors.

*The University of Mississippi School of Education is a member institution of CPED.

Communication

Students are required to consistently check their go.olemiss.edu email accounts for communications from the University, School of Education, Department of Higher Education, Graduate School, and the School of Education Graduate Studies Office. Failure to check this account is not an excuse for missed deadlines or information.

Basic Needs Support

Any student who faces challenges to maintain secure food or housing and who believes this may affect their performance in the course is encouraged to contact the Dean of Students for support. Furthermore, please notify your Faculty Director, if you are comfortable doing so. This will enable them to share any resources that are available (adapted from Goldrick-Rab, 2017).

Information Technology Appropriate Use Policy

Students are reminded of their obligation under the University's Information Technology Appropriate Use Policy. This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi. This includes desktop systems, hand-held computers, lab facilities, centralized servers, classroom technology, the wired and wireless campus networks, cloud-based services, etc. This policy defines and gives examples of various sorts of activities which are detrimental to the welfare of the overall community and which are therefore prohibited. It also describes the process by which violators are identified, investigated, and disciplined. It should be noted that certain legal activities are in violation of this policy and are prohibited with respect to university computing and network systems. This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, and legal issues. This policy directly addresses copyright issues related to illegal downloads and peer-to-peer file sharing.

Student Information and Privacy in Online Education

The Student Information and Privacy in Online Education Policy applies to all credit-bearing online learning courses and programs offered by the University of Mississippi, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

Students with Disabilities

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have verified disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations. If a student is not already registered with the Office of Student Disability Services (SDS), that student should contact SDS as soon as possible by calling 662-915-7128.

Values and Standards of The University of Mississippi

The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. Each student has a duty to become familiar with University values and standards reflected in University policies, and each student has a duty to honor these values and standards reflected in policies as outlined in the M Book.

Transfer Credit Policy for the Department of Higher Education

The Higher Education Department policy on transfer credit balances the shared interests of the students and faculty in keeping costs to students low, facilitating degree completion, and helping assure the quality of the student learning experiencing and of the degree program. The department policy, which is consistent with the transfer policies of The University of Mississippi and its Graduate School, provides for the following, subject to recommendation b the appropriate faculty program director and affirmative vote of the department faculty:

1. Students in the Residential M.A. program may transfer up to 6 total credit hours from the University of Mississippi or other higher education institutions (please note that eligibility for transfer may be limited for those with Graduate Assistantships)
2. Students in the Online M.A. program may transfer up to 6 total credit hours from the University of Mississippi or other higher education institutions
3. Students in the Ed.D. program may transfer up to 6 total credit hours from the University of Mississippi or other higher education institutions, limited only to courses to be counted in the research requirement
4. Students in the Ph.D. program may transfer up to 12 total credit hours from the University of Mississippi or other higher education institutions, limited only to courses to be counted in the research or specialization requirements

Residential Master of Arts Program

The Residential M.A. is a 36-hour program that provides professional preparation for those who are or will be employed in the administration of student affairs, student life, student services, or other co-curricular positions at a college or university. The program examines various aspects of higher education administration and fosters a strong theoretical understanding of the underpinnings of college and university functions. This program also provides professional preparation through practicum and graduate assistantship opportunities for those seeking full-time enrollment.

Graduate Assistantships

Most of our full-time master's students hold graduate assistantships (GA) on campus. Half-time assistantships have a service commitment of 20 hours/week. In exchange, they cover fall and spring tuition and provide a stipend, the amount of which varies by site and the level of the graduate student. Quarter-time assistantships have a service commitment of 10 hours/week. In exchange, they cover 75% of fall and spring tuition and provide a stipend, the amount of which varies by site and the level of the graduate student. The preference for students who obtain GA positions is to maintain them throughout the course of their studies. Occasionally, students who engage in a graduate assistantship seek full-time employment while enrolled in the MA program. We encourage those students to discuss these opportunities with their GA supervisors to determine best procedures to support the particular area. Communication is key.

Student Affairs Competencies

The American College Personnel Association (ACPA), College Student Educators International, National Association of Student Personnel Administrators (NASPA), and Student Affairs Administrators in Higher Education created ten overall competency areas necessary for the success of a student affairs professional. A summary of those competencies follows:

- **Advising and Supporting:** Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

- **Assessment, Evaluation, and Research (AER):** this competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

- **Law, Policy, & Governance:** this competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

- **Leadership:** this competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

- **Organizational and Human Resources:** this competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources.

- **Personal and Ethical Foundations:** this competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

- **Social Justice and Inclusion:** While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

- **Student Learning and Development:** this competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

- **Technology:** this competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are

knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities.

- **Values, Philosophy, and History:** This competency involves knowledge, skills, and dispositions that connect the values, philosophy, and history of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

The Residential M.A. degree culminates with a capstone project that is incorporated within EDHE 665-Contemporary Issues of Higher Education. A course that students take in their last semester of the program. The capstone project provides the opportunity for students to demonstrate the competencies developed in the program experience.

It is recommended that students regularly read higher education publications such as *The Chronicle of Higher Education* and *Inside Higher Ed* to remain current with developments in the field.

Required Courses for the Residential M.A. Curriculum

EDFD 609 Cultural Context of Education

EDRS 605 Introduction to Educational Research

EDHE 656 Student Services in Higher Education

EDHE 659 Finance of Higher Education

EDHE 660 History of Higher Education

EDHE 664 The Law and Higher Education

EDHE 665 Contemporary Issues of Higher Education

EDHE 667 Practicum in Student Personnel Services

EDHE 668 Practicum in Student Personnel Services*

EDHE 671 The College and the Student

Elective 1

Elective 2

*Note: EDHE 668-Practicum in Student Personnel Services, is only required of students having no higher education work experience and no current graduate assistantship in higher education.

Descriptions are available at the following link: https://catalog.olemiss.edu/education/courses

Required Courses for the Residential M.A. Intercollegiate Athletics Administration Emphasis Curriculum

EDFD 609 Cultural Context of Education

EDRS 605 Introduction to Educational Research

EDHE 656 Student Services in Higher Education

EDHE 659 Finance of Higher Education

EDHE 660 History of Higher Education

EDHE 664 The Law and Higher Education

EDHE 665 Contemporary Issues of Higher Education

EDHE 667 Practicum in Student Personnel Services

EDHE 668 Practicum in Student Personnel Services*

EDHE 671 The College and the Student

SAS* 600 NCAA Governance

SAS 601 Internal Operations in Intercollegiate Athletics

SAS 602 External Operations in Intercollegiate Athletics

SAS 603 Leadership in Intercollegiate Athletics

*Note: EDHE 668 Practicum in Student Personnel Services is only required of students having no higher education work experience and no current graduate assistantship in higher education.

*SAS courses are typically first or second semester courses, which allows students to complete within the 2-year timeframe of the program.

*Students may also elect to pursue a variation of this emphasis focused on academic support. Please contact the Faculty Program Director for details.

Online Master of Arts Program

The Master of Arts in Higher Education (online) program currently offers two curricular tracks – regular and athletics administration emphasis. The regular curriculum is designed to support students interested in a wide variety of fields within higher education. The athletics administration emphasis curriculum is intended to support students interested in careers in the administration of intercollegiate athletics. All admitted students begin in the regular curriculum track. Students interested in the athletics administration emphasis should contact the Faculty Program Director during their first or second semester of enrollment to discuss pursuing that option. The required courses and course sequences for both tracks are shown below.

Required Courses for the Regular Curriculum

EDFD 609 The Cultural Context of Education

EDRS 605 Introduction to Educational Research

EDHE 602 Program Planning & Assessment in Higher Education

EDHE 655 Persuasion, Power, and Politics in Professional Practice

EDHE 658 Organization and Governance of Higher Education

EDHE 660 History of Higher Education

EDHE 664 The Law and Higher Education

EDHE 665 Contemporary Issues in Higher Education

EDHE 669 Resource Management in Higher Education

EDHE 671 The College and the Student

Descriptions are available at the following link: https://catalog.olemiss.edu/education/courses

Course Sequence for Fall/Spring Cohorts for the Regular Curriculum

	Fall	Spring	Summer	Fall	Spring	Summer
Fall Cohort	EDHE 671	EDHE 660	EDRS 605	EDHE 658	EDHE 655	
	EDFD 609	EDHE 664	EDHE 602	EDHE 669	EDHE 665	
Spring Cohort		EDHE 660	EDRS 605	EDHE 671	EDHE 655	EDHE 658
		EDHE 664	EDHE 602	EDFD 609	EDHE 665	EDHE 669

Required Courses for the Intercollegiate Athletics Administration Emphasis Curriculum

EDFD 609 The Cultural Context of Education

EDRS 605 Introduction to Educational Research

SAS 600 NCAA Governance

SAS 601 Internal Operations in Intercollegiate Athletics

SAS 602 External Operations in Intercollegiate Athletics

SAS 603 Leadership in Intercollegiate Athletics

EDHE 658 Organization and Governance of Higher Education

EDHE 660 History of Higher Education

EDHE 664 The Law and Higher Education

EDHE 671 The College and the Student

*Students may also elect to pursue a variation of this emphasis focused on academic support. Please contact the Faculty Program Director for details.

Course Sequence for Fall and Spring Cohorts for the Athletics Administration Emphasis Curriculum

	Fall	Spring	Summer	Fall	Spring	Summer
Fall Admit	EDHE 671 EDFD 609	EDHE 660 EDHE 664	EDRS 605 SAS 602	EDHE 658 SAS 601 (1st session)	SAS 600 (1st session) SAS 603 (2nd session)	
Spring Admit *		EDHE 660 EDHE 664	EDRS 605 SAS 602	EDHE 671 EDFD 609	SAS 600 (1st session) SAS 603 (2nd session)	EDHE 658 SAS 601

*Students should be enrolled in the courses listed for each term (3 credit hours per course; six units each semester) unless they have requested and received approval from the program's Faculty Director for an individualized course alternative schedule.

Capstone Portfolio Project

Students in the program are required to successfully complete a capstone portfolio project as one of the requirements for graduation. The capstone portfolio project will provide an opportunity to students to reflect on the knowledge, skills, and dispositions they have developed through their participation in the program and to integrate that reflection into 5 short essays which may prove helpful as they move forward in their careers. Portfolio projects are submitted in the final semester of a student's enrollment in the program. More detailed information, including information on content, submission, and review, will be provided to students by the program's Faculty Director throughout their program experience.

Important Information for M.A. Students

Continued Enrollment and Graduation Requirements

In addition to the policies outlined in the Graduate School catalog, students must (a) maintain an overall B average in all graduate courses; (b) earn a C or better in each graduate course; (c) not earn a C in more than one graduate course. Students may be dismissed from the program for earning lower than a C in any course, a C in two or more courses, or having less than a B average (i.e., B-) in all graduate courses. Students will be required to apply for re-admission into the program if they do not maintain continuous enrollment. According to the Graduate School, "minimum enrollment to fulfill this requirement is 3 hours of graduate-level course work for fall, spring, or summer terms, with enrollment for at least two of these three periods being required for any 12-month period."

Forms

Students are required to submit a Form GS8 in the semester they graduate. The School of Education Graduate Studies Office will send an email with directions regarding this form, which is why checking go.olemiss.edu email is necessary.

Student Organization Involvement

The Student Personnel Association (SPA) is a registered student organization for individuals interested in the current status of higher education and the development of students. Our chapter of SPA at the University of Mississippi is made up of current graduate students, alumni, and faculty of the Higher Education/Student Personnel program as well as current professionals within the Division of Student Affairs. The SPA Executive Board works closely with the Department of Higher Education and the Student Affairs Professional Development Committee to offer professional development and networking opportunities for our members.

Doctor of Education (Ed.D.) With an Emphasis in Higher Education

The Doctor of Education (Ed.D.) with an emphasis in Higher Education is designed for current college and university administrators who desire to emphasize a practitioner focus in their doctoral studies. The curriculum and dissertation project align with the values and purposes of the Carnegie Project on the Education Doctorate (CPED), a consortium of over 80 colleges and schools of education which have committed to advancing the understanding of the contemporary doctorate in education. CPED programs commit to teaching students to address problems of practice or "persistent, contextualized, and specific issue[s] embedded in the work of a professional practitioner" that when addressed have "the potential to result in improved understanding, experience, and outcomes." Similarly, the program emphasizes educational equity as part of the CPED framework. CPED stipulates that professional education doctorate programs should be "framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice." The overarching goal of the program is to prepare scholar practitioners who "blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice" and who "use practical research and applied theories as tools for change." [1]

The degree culminates with a capstone dissertation-in-practice (DiP) project. The DiP provides the opportunity for Ed.D. students to hone expertise in a content area, learn and apply assessment and evaluation principles, and self-author career plans to help colleges, universities, and non-profit organizations improve equity and demonstrate accountability.

The Ed.D. program was designed so that it can be completed over a three-year period. It requires 48 semester hours of post-master's degree coursework. Students must be continuously enrolled in six semester hours for eight consecutive semesters to complete the program's course requirements in three years. Additionally, students will be making regular progress on their DiP project.

Required Courses for the Ed.D. Curriculum

EDHE 701: Doctoral Studies Proseminar (3 credits)

EDRS 701: Educational Statistics II (3 credits)

EDHE 713: Education and Society (3 credits)

EDHE 700: Models of Inquiry and Literature Review (3 credits)

EDHE 721: Recent Developments in Educational Practice (3 credits)

EDHE 702: Program Planning and Assessment in Higher Education (3 credits)

EDRS 703: Advanced Methods of Applied Research (3 credits)

EDRS 733: Special Topics in Educational Research (3 credits)

EDRS 704: Foundations of Qualitative Research Methods (3 credits)

EDHE 729: Leadership and Organizational Theory for Higher Education Practice (3 credits)

EDHE 730: Multidisciplinary Perspectives on Leadership (3 credits)

EDHE 797: Dissertation in Practice (15 credits total)

EDHE 798: Dissertation in Practice: Introduction to Academic Writing (3 credits)

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[1] https://www.cpedinitiative.org/assets/CPED_Documents/Marketing_Promotion/CPED%20InfoGraphic2019_v1.pdf

Course descriptions are available at the following link:
https://catalog.olemiss.edu/education/courses

Ed.D. Course Sequence and Milestones (*Beginning Fall 2020*)*

	FALL	SPRING	SUMMER
YEAR 1	EDHE 701 (3 units) EDHE 797/798 (3 units)	EDRS 701 (3 units) EDHE 713 (3 units)	EDHE 700 (3 units) EDHE 721 (3 units)
YEAR 2	EDHE 702 (3 units) EDHE 797 (3 units) Milestone: DiP Prospectus Defense	EDRS 703 (3 units) EDRS 733 (3 units)	EDRS 704 (3 units) EDHE 797 (3 units)
YEAR 3	EDHE 729 (3 units) EDHE 797 (3 units) Milestone: Comprehensive Exam	EDHE 730 (3 units) EDHE 797 (3 units) Milestone: DiP Final Defense	

*Students should be enrolled in six units each semester.

Dissertation In Practice (DiP)

The DiP was designed to align with CPED principles. First, students are expected to develop expertise in a substantive area (e.g., serving a specific student population, supporting an important academic or affective outcome) in the first manuscript. Second, students write an assessment or evaluation plan for a specific campus or organizational context in the second manuscript; students solicit feedback from campus or organizational leaders and revise their evaluation or assessment plans accordingly. Finally, students round out the DiP by self-authoring a leadership plan to continue to develop skills as lifelong learners and to advance as senior administrators in higher education in the third manuscript. DiP Manuscript Guidelines will be distributed to students in EDHE 701 during their first semester in the program.

The three manuscripts of the DiP should be related. For example, a student may begin by writing a literature review on summer bridge programs. Then, the student should write an assessment or evaluation plan for a summer bridge program in a specific context (e.g., at the institution where the doctoral student is employed or used to be employed). Finally, the student's leadership plan should reference the first two manuscripts of the DiP to explain how the student will incorporate lessons learned to advance their careers. Please review the Graduate School's Multipart Thesis Dissertation Template for formatting.

Processes for Faculty Review of Thesis/Dissertation Drafts

It is the student's responsibility to make progress on the DiP during their time in the program. Students are given the tolls and resources to craft three manuscripts around their problems of practice. Problems of practice are unique to each student, and as a result, will produce manuscripts that do not fit into any one template. Students are responsible for using the tools, resources, and knowledge gained from courses to craft each manuscript that best fits their problems of practice, methodology, and leadership statements. Using the Graduate School's Multipart Thesis Dissertation Template, the DiP Guidelines, DiP examples found in the J.D. Williams Library, and guidance from their committee, students should draft a thorough manuscript version, using the most current APA Guide for formatting, before turning it in for review by their committee chairs. Please note that *at least four weeks* are required for a committee chair to review a manuscript. Once finalized, the dissertation committee should receive the draft manuscript at least two weeks in advance (preferably three weeks) of the scheduled defense. In addition to coursework, students should be making progress on the DiP throughout the program.

Program Milestones: Descriptions, Sequence, And Timing

DiP Prospectus Defense – Fall of Year 2

A student must receive approval from the chair of the graduate advisory committee prior to scheduling a prospectus defense. A defensible prospectus includes a full draft of the first manuscript of the DiP and a memo proposing a specific context for the evaluation or assessment portion of the DiP (i.e., the second part of the DiP). During the prospectus defense, students should be prepared to discuss how what they have read (e.g., empirical findings, conceptual or theoretical frameworks) informs their ability to identify and analyze problems of practice. The prospectus will be orally defended before a full graduate advisory committee, including an external member. The student is responsible for addressing feedback received from the graduate advisory committee in future drafts of the DiP. Doctoral students advance to candidacy (i.e., they are considered a "doctoral candidate") after successfully defending the prospectus.

Students complete the prospectus defense in the fall of the second year (i.e., fourth semester in the program). Students should submit their best prospectus drafts to their chairs by September 1st or before the start of the fall semester. The EDHE 797 course in the fall of the second year provides an opportunity to revise the prospectus so that a student can address feedback from their chair before requesting approval to schedule a prospectus defense. A student must complete the prospectus defense in fall of the second year to stay on track to complete the program in three years; if a student needs to delay the prospectus defense, the student must petition the chair of the graduate advisory committee for a one-semester extension.

Comprehensive Exam – Fall of Year 3

A student should not schedule a comprehensive exam without prior approval from the chair of the graduate advisory committee (i.e., the DiP adviser). The comprehensive exam is a written assessment embedded in the third year EDHE 730 course.

Students who pass the comprehensive exam milestone are considered by the department as having ABD status ("all but dissertation-in-practice"). Students who do not pass the comprehensive exam are permitted to re- take the examination once (that is, they may complete the examination a second time). Following a failed first attempt, the student must take the comprehensive exam in a subsequent semester. A second failure on the qualifying exam will result in dismissal from the Ed.D. program.

After the comprehensive exam, the student must address feedback from faculty reviewers. Additionally, the student must solicit additional feedback on the evaluation or assessment plan from community partners (i.e., professionals working in the program area for the proposed plan). Students must complete the comprehensive exam in the fall of the third year (i.e., seventh semester in the program) to stay on track to complete the program in three years. In alignment with Graduate School guidelines, if students do not complete the comprehensive exam "within five calendar years of initial enrollment" in the program, they will be dismissed from the program.

DiP Final Defense – Spring of Year 3

A student shall not schedule a final DiP defense without the approval of the DiP adviser or chair of the graduate advisory committee. Students will present final, revised versions of the first and second manuscripts of the DiP (i.e., products from the prospectus defense and the comprehensive exam), as well as the third manuscript of the DiP, which is the self-authored leadership plan. After receiving approval from the DiP adviser (chair of the graduate advisory committee), a student should submit a final draft of the DiP to the other members of the graduate advisory committee at least two weeks before the final DiP defense.

During the final DiP defense, students will orally present and defend each portion of the DiP before their graduate advisory committee, including an external member. Students should complete the DiP final defense in the spring of the third year (i.e., eighth semester in the program) to complete the program in three years. Many faculty members are not contracted to work during summer months, so students should not expect that the chairs or members of their graduate advisory committees will be available for defenses between the end of the Spring semester and the start of the subsequent Fall semester. The final version of the DiP must be formatted to meet the Graduate School's guidelines for multi-part theses and dissertations.

<h1 align="center">Doctor of Philosophy in Higher Education</h1>

The intent of the Ph.D. program is to offer advanced coursework and experiences providing the students with greater knowledge of higher education as well as the leadership aspects associated with such organizations. In addition, as scholars, students also must demonstrate the ability to conduct independent research worthy of the Doctor of Philosophy degree, which is accomplished, in part, through the dissertation phase of the program. The requirements of the program are outlined below. If pursuing the program part-time, it generally takes 3 years to complete coursework and another 1.5-3 years for completion of the dissertation.

Required Courses for the Ph.D. Curriculum

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RESEARCH COMPONENT – 21 hours

- EDRS 700 Models of Inquiry/Literature Review
- EDRS 701 Educational Statistics II
- EDRS 704 Foundations of Qualitative Research Methods
- EDRS 705 Adv. Qualitative Research Methods
- Three (3) courses chosen **in consultation with advisor**

HIGHER EDUCATION CORE – 12 Hours

- EDHE 701 Doctoral Studies Proseminar (3 credit hours; required in 1st or 2nd semester)
- 9 credit hours from among the following
  - EDHE 721 Recent Dev. in Educ. Practice
  - EDLD 730 Multidisciplinary Perspectives on Leadership
  - EDHE 759 Finance of Higher Education
  - EDHE 762 College Teaching
  - EDHE 764 Law of Higher Education
  - EDHE 772 Adv. Educational Policy Analysis
  - EDHE 780 History of Higher Education

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AREA OF SPECIALIZATION - 21 Hours

Courses to be selected in consultation with your advisor in the development of an area of specialization to support the dissertation study. Courses may be selected from the Department of Higher Education and other programs in the School of Education and the University. At least twelve hours must be selected from the Department of Higher Education.

DISSERTATION – 18 Hours

EDHE 797: 18 semester hours after comprehensive exam

COMPREHENSIVE EXAMINATION

During the last semester of course work, or the next available comprehensive exam offering, the student must sit for a comprehensive examination

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- Courses taken to satisfy the Research Component, Higher Education Core, or Area of Specialization may be counted only once in fulfilling degree requirements.
- Students are permitted to transfer up to 12 credit hours of coursework, with department approval.

Gender Studies Emphasis

The Ph.D. degree in Higher Education with an emphasis in Gender Studies is intended for individuals seeking to gain methodological, theoretical, and contextual knowledge related to issues involving post-secondary education and the skills necessary to conduct original, empirical research. The Department of Higher Education offers this emphasis area in partnership with the Sarah Isom Center for Women and Gender Studies.

Ph.D. in Higher Education with an emphasis in Gender Studies Requirements

RESEARCH COMPONENT – 21 hours	AREA OF SPECIALIZATION - 21 Hours

• EDRS 700 Models of Inquiry/Literature Review
• EDRS 701 Educational Statistics II
• EDRS 704 Foundations of Qualitative Research Methods
• EDRS 705 Adv. Qualitative Research Methods
• Three (3) courses chosen **in consultation with advisor**
 	
HIGHER EDUCATION CORE – 12 Hours
 	
• EDHE 701 Doctoral Studies Proseminar (3 credit hours; required in 1st or 2nd semester)
• 9 credit hours from among the following
   o EDHE 721 Recent Dev. in Educ. Practice
   o EDLD 730 Multidisciplinary Perspectives on Leadership
   o EDHE 759 Finance of Higher Education
   o EDHE 762 College Teaching
   o EDHE 764 Law of Higher Education
   o EDHE 772 Adv. Educational Policy Analysis
   o EDHE 780 History of Higher Education
	The Gender Studies core is 4 courses:
	
	• GST 600 Gender Studies Methodology
	• GST 601 Gender Theory
	• GST 641/HIST 641 Readings in Global History
	• Gender GST 605 Feminist Pedagogy
	
	In addition, candidates must take three electives with a focus on gender/sexuality. Courses may be in Higher Education or another department.
	
	DISSERTATION – 18 Hours
	
	EDHE 797: 18 semester hours after comprehensive exam
	COMPREHENSIVE EXAMINATION
	
	During the last semester of course work, or the next available comprehensive exam offering, the student must sit for a comprehensive examination

Ph.D. in Higher Education with an emphasis in Interdisciplinary Graduate Minor in Applied Statistics

Students may also pursue the Interdisciplinary Graduate Minor in Applied Statistics. Further information about this option is available at: https://gradschool.olemiss.edu/applied-statistics/

Comprehensive Examination

The comprehensive examination for the Ph.D. is given during the last semester of doctoral coursework, or the next available semester the student is able to sit for the examination. Successful completion of the examination officially admits the doctoral student to doctoral candidacy. The examination is integrative in nature, thus requiring the student to analyze and synthesize information while demonstrating knowledge of the research and subject literature. An indication of recognition of connections among courses is sought. The faculty also is looking to see the ability to analyze and interpret data. Successful completion of the comprehensive examination is an indicator that the student is prepared to proceed to the dissertation phase of the program.

The comprehensive examination is designed to provide a:
- Mechanism to focus student learning
- Method to test student's acquisition of knowledge
- Demonstration of the student's ability to recognize, identify, delineate, discuss, and recommend resolution of significant problems in the field

Timing

Comprehensive examinations can be scheduled during the Fall or Spring semester or the January or August intersessions. To be eligible to take the comprehensive examination, students must complete and submit a Form GS5 (Application to Sit for Comprehensive Examination). The program coordinator will review, sign, and forward the form to the Graduate School if the faculty determines that a student is authorized to sit for the comprehensive exam. This **form is due to the Graduate School at least 10 days before the exam**, therefore a student should complete and submit the GS5 form to the department *at least two weeks prior* to the scheduled exam.

Structure

The comprehensive examination will be a take-home examination. Students will be provided a page limit for each question. To take into account the professional and personal responsibilities of our students, students will be given a two-week (fourteen day) window in which to complete the comprehensive examination. It is not intended for the entire two-week period be required to complete the examination. Rather, the window is intended to allow students the opportunity to adequately focus on the exam while managing their varied professional and personal obligations. Students will pledge not to obtain writing and editing assistance in completing the comprehensive examination, but they will be able to use course texts and materials and their notes from class.

Evaluation

Each question is graded by two faculty members who score the question based on grading rubrics designed by the faculty. A copy of the grading rubrics and further directions will be provided to the student prior to the administration of the exam. If there is a disagreement in grading, a third faculty member breaks the tie. Failing one part or question results in a remedial exercise for that question. Failing two or more parts or questions requires retaking the examination the next time it is offered. **A second failure of comps results in dismissal from the program.**

Ph.D. Doctoral Dissertation and Dissertation Defense

All doctoral candidates must adhere to the program and the Graduate School requirements for conducting independent research that results in the writing of the doctoral dissertation. After successful completion of the comprehensive examination, a student is advanced to candidacy and may submit a dissertation prospectus to his or her dissertation committee. This committee is composed of four members of the program faculty, with a member of this program serving as chair/director, and at least one faculty member serving from outside the discipline. Composition of the committee should be discussed between the student and dissertation chair/director. Important information regarding this procedure is detailed in the Graduate Catalog.

Ten days prior to the scheduled prospectus defense, the student should notify the Graduate School via the [myOleMiss](#) login, of the members of the Advisory Committee. It is generally expected that the students provide a draft of both their dissertation proposal and defense to the department in at least 14 business days before the proposal and final defense. To allow the program coordinator sufficient time to review and sign, a student should complete and submit the form to the department at least two weeks prior to the prospectus defense date.

Students conducting any type of research involving human subjects, whether through survey or some form of experimental treatment, must familiarize themselves with the rules surrounding human subjects' research. The University of Mississippi complies with all federal laws and regulations associated with such research. Students must have their research, including dissertation research, approved through the Institutional Review Board (IRB) for the University, including the requirement to complete [CITI training](#).

Registration for a minimum of 18 dissertation hours (EDHE 797) is required and a student must be registered for a minimum of three hours during the semester of the defense. Ideally, a student should not register for dissertation hours until after the successful completion of the comprehensive exam. The program does have a policy under which a student may be allowed to register for dissertation hours prior to the taking or successful completion of the comprehensive exam. EDHE 797 is graded pass/fail (Z = pass, F = fail). Students enrolled in EDHE 797 must demonstrate progress toward completion of the dissertation. Failure to provide such evidence to the student's dissertation chair will result in an F grade. **Two successive semesters of an F grade for dissertation will result in dismissal from the program.**

Students are expected to follow the latest APA manual when writing the dissertation. Consult the Graduate School website for important information regarding completing the dissertation process. When the dissertation is completed and the student and his or her dissertation chair/director determine that the student is ready to defend the dissertation, the student must complete and submit a signed Form GS7.
Because this form *must be received by the Graduate School 14 days prior* to the scheduled defense date, the completed form must be submitted to the department office for program coordinator review and signature approximately three weeks prior to the defense date. The Program Coordinator will forward the form to the Graduate School.

Policy on Taking Dissertation Hours Prior to Achieving Doctoral Candidacy

Per [Graduate School policy](#), a student has the right to register for dissertation hours once he/she has achieved doctoral candidacy, which signifies that one has passed written doctoral comprehensive exams. The Higher Education program, as allowed by the Graduate School, may grant a student the privilege of registering for dissertation hours prior to candidacy under the following guidelines. During the semester in which a student is scheduled to sit for the written comprehensive exam, if approved by the student's dissertation chair (or advisor if chair not identified), a student may register for dissertation hours. The number of dissertation hours for which one may register during the comps semester:

- If the student is under a graduate assistantship, fellowship, or other academic scholarship that requires registration for nine hours, is the amount that would take the student to a total of nine semester hours, including any other non-dissertation course work taken during the same semester.
- If the student does not meet the above criteria, is the amount that would take the student to a total of six semester hours, including any other non-dissertation course work taken during the same semester.

A student should work closely with his/her dissertation chair (or advisor if chair not identified) to determine the appropriate semester during which to take comprehensive exams, which are given in January and August of each year. The spirit behind the Graduate School policy, which establishes when the right to take dissertation hours attaches, shows the importance of moving from the course work to dissertation stage, of moving from doctoral student status to doctoral candidate status. Thus, if a student is granted the privilege of taking dissertation hours early, such a grant of privilege should indicate that the student is prepared to move to the dissertation or candidacy stage. Although failing comprehensive exams does not necessarily equal dismissal from the program (unless there are two failed attempts to pass), it often does signify that a student is not ready to move to the candidacy or dissertation stage.

Whether a student passes or fails the comprehensive exams during a given semester, a passing grade (or Z grade) will be assigned for the dissertation hours only if a student has made significant progress on the dissertation during that semester, which is the criterion for receiving a Z grade for any enrollment period during which dissertation hours are taken. If significant progress is not made on the dissertation during any enrollment period during which a student registers for dissertation hours, it is the discretion of the instructor of record to assign a failing or F grade.

Doctoral Student Requirements (Ph.D. and Ed.D.)

Forms

There are a number of [forms required by the Graduate School](#) during a student's tenure in the higher education doctoral programs. Please familiarize yourself with them and when they are due.

Once permission is granted from a student's dissertation chair, the chair or graduate program coordinator can [submit committee member names](#) through a portal on myOleMiss. Students must have at least three departmental committee members and one external committee member who have Graduate School faculty status. Students will also need to know an anticipated final defense date and a working title of their dissertation.

Once a prospectus is successfully defended, the committee chair will send a [Form GS12](#), Prospectus Approval Form, within two weeks along with a PDF copy of the successful prospectus.

Prior to a student's comprehensive exam, the faculty director or graduate program coordinator will submit a [Form GS5](#) indicating that the student does not have below a 3.0 GPA, or an incomplete in any class. Once a student successfully passes the comprehensive exam, a [Form 5.1](#) is sent to the Graduate School by the faculty director or graduate program coordinator. This indicates that a student is in the candidacy stage and must maintain continuous enrollment. This also begins the [timeclock for a student to complete](#) their dissertation.

Once a student is ready for the final dissertation defense, they can submit a [Form GS7](#) to the Graduate School. This should be submitted at least 14 business days prior to the final defense. Once submitted, the committee chair will receive a Final Report which will be signed by all committee members after a successful dissertation defense.

During the semester that a student plans to graduate, they must complete a [Form GS8](#). These forms need to be reviewed and signed by the graduate program coordinator prior to submission. The School of Education Graduate Studies Office typically sends an email reminding students to complete this form along with a link to use for uploading once completed. This is one reason why it is required for students to check their go.olemiss.edu email accounts. Students who are preparing to graduate should review the [Graduate School's End Game](#) to ensure all requirements are met.

Once a student has completed all dissertation edits, they must upload the final document to [ProQuest](#) and submit a [Form GS11](#) at that time.

There are more forms that a student may have to use that can be found on the Graduate School's Forms and Manuals Library. Most forms require the signature of the department chair, committee chair, or graduate program coordinator so complete forms ahead of time to ensure time for these signatures. Some forms must be uploaded to a link provided by the School of Education Graduate Studies Office, so students should read the directions provided carefully. Because of the number of forms required by the Graduate School and time frames for document review by faculty members, specific deadlines for each academic year will be provided to students once the academic calendar becomes available to the department. Students should review and calendar these dates to ensure a timely graduation.

Important Dissertation/DiP Dates

There are important dates that students must adhere to for timely completion of the Dissertation/DiP. The Department of Higher Education will distribute an annual timeline based upon Graduate School deadlines and time needed to properly review student documents. This timeline provides dates for Fall, Spring, and Summer semesters so students will need to review the timeline and determine necessary dates for a Prospectus Hearing, Final Dissertation Defense, and requisite Forms required by the Graduate School.

Individual Development Plan

Individual Development Plans (IDP) are required of students every academic year in a doctoral program. An IDP may be viewed as a customizable roadmap to assist with developing a clear pathway toward completing a doctoral program and a successful career. It includes formulating and establishing clear academic and professional goals, as well as action plans for achieving those goals. The student will initiate and update their own IDP on an annual basis.

Phase	Task	Deadline
Part I – Student	• Students will identify their professional goals and aspirations at the beginning of each academic year. • Email or meet with your advisor/dissertation chair to discuss your plan. • Act on your plan and check in with your advisor/dissertation chair to track your progress as needed.	Submit your plan by **Oct. 1** to the Graduate Studies Website Upload link
Part II - Student	• Students will self-evaluate progress on goals and mentoring needs. • Make an appointment to meet with your advisor/chair to discuss your plan, success of meeting your goals and your end of the year evaluation.	
Part III - Faculty	• Once the student schedules the appointment, faculty will complete evaluation of progress towards professional goals and dispositions. • All collaborators will sign the document. • Student will submit completed Annual IDP on the link for the Graduate Studies Website Upload link by April 30.	Submit your signed plan by **April 30** to the Graduate Studies Website Upload link

(Revised July 2024)