

FALL 2022

**PHD PROGRAM IN
HIGHER EDUCATION**
Student Handbook

Revised: Summer 2022

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Welcome

We are glad you have chosen the PhD program in Higher Education at The University of Mississippi. This handbook was written to help you understand and plan your graduate program. Program requirements and policies are reviewed here, and students need to become familiar with them if they are to succeed in reaching their goal of attaining the PhD degree.

This handbook may not answer all your questions about our graduate programs. The Graduate Catalog, University Policy Directory, or other publications, may be referenced here and should be consulted as well when questions arise.

The Graduate Catalog contains specific information regarding admission policies, academic regulations, and requirements for degrees. Students are expected to be knowledgeable of and adhere to the policies and procedures set forth in the Graduate Catalog. Keep in mind that the Graduate Catalog establishes minimums and it is within the right of a department or program to establish policies that require more than the minimums.

Equity, Ethics, Inclusion, and Social Justice

The Department of Higher Education 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 engaged 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 both assuring opportunities for their knowledge and skills to be drawn upon and 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 Ph.D. in Higher Education

The intent of the Ph.D. program is to offer advanced coursework and experiences that provide the student 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.

<p>CORE COURSES: <u>RESEARCH COMPONENT – 21 hours</u> EDRS 700 Models of Inquiry and Literature Review, EDRS 701 Educational Statistics II, EDRS 704 Foundations of Qualitative, Methodology EDRS 705 Educational Research II, and Three (3) courses chosen in consultation with advisor:</p> <p><u>HIGHER EDUCATION CORE – 12 Hours</u> Students must complete EDHE 701 (3 hours) and 9 hours of additional core courses:</p> <p>EDHE 701 Doctoral Studies Proseminar (1st or 2nd semester)</p> <p>EDHE 759 Finance of Higher Education EDHE 780 History of Higher Education EDHE 762 College Teaching EDHE 764 Law of Higher Education EDHE 760 Adv. Educational Policy Analysis EDHE 721 Recent Dev. in Educ. Practice EDLD 730 Multi-Discip. Persp. on Leadership</p>	<p><u>AREA OF SPECIALIZATION - 21 Hours</u> 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.</p> <p><u>DISSERTATION – 18 Hours</u> EDHE 797. 18 semester hours after comprehensive exam</p> <p>Comprehensive Examination: During the last semester of course work, or the next available comprehensive exam offering, the student must sit for a comprehensive examination</p>
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1. Students who have completed a master’s degree from our department or a similar master’s degree are not required to repeat a core course (with permission of their advisor), but they must substitute another course in consultation with their advisor.
2. Courses taken to satisfy the Research Component, Higher Education Core, or Area of Specialization may be counted only once in fulfilling degree requirements
3. Students are permitted to transfer up to 12 credit hours of coursework. Note: transfer of credit is not intended for students entering the program with a single master’s degree.
4. In the case of a joint degree program, the faculty can waive the requirement of a master’s degree for a student to enroll.

The Ph.D. in Higher Education with an Emphasis in Gender Studies

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.

<p>CORE COURSES: <u>RESEARCH COMPONENT</u> – 21 hours EDRS 700 Models of Inquiry and Literature Review EDRS 701 Educational Statistics II EDRS 704 Foundations of Qualitative Methodology EDRS 705 Educational Research II Three (3) courses chosen in consultation with advisor:</p> <p><u>HIGHER EDUCATION CORE</u> – 12 Hours Students must complete EDHE 701 (3 hours) and 9 hours of additional core courses:</p> <p>EDHE 701 Doctoral Studies Proseminar (1st or 2nd semester of enrollment)</p> <p>EDHE 759 Finance of Higher Education EDHE 780 History of Higher Education EDHE 762 College Teaching EDHE 764 Law of Higher Education EDHE 760 Advanced Educational Policy Analysis EDHE 721 Recent Dev. in Educational Practice EDLD 730 Multi-Discip. Persp. on Leadership</p>	<p><u>AREA OF SPECIALIZATION</u> - 21 Hours 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</p> <p>In addition, candidates must take three electives with a focus on gender/sexuality. Courses may be in Higher Education or another department.</p> <p><u>DISSERTATION</u> – 18 Hours EDHE 797. 18 semester hours after comprehensive exam</p> <p>Comprehensive Examination: During the last semester of course work, or the next available comprehensive exam offering, the student must sit for a comprehensive examination</p>
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1. Students who have completed a master’s degree from our department or a similar master’s degree are not required to repeat a core course (with permission of their advisor), but they must substitute another course in consultation with their advisor.
2. Courses taken to satisfy the Research Component, Higher Education Core, or Area of Specialization may be counted only once in fulfilling degree requirements
3. Students are permitted to transfer up to 12 credit hours of coursework. Note: transfer of credit is not intended for students entering the program with a single master’s degree.
4. In the case of a joint degree program, the faculty can waive the requirement of a master’s degree for a student to enroll.

Continued Enrollment and Graduation Requirements

In addition to the policies outlined in the Graduate School catalog, continued enrollment in, and subsequent awarding of a graduate degree from, any graduate program in the Department of Higher Education, requires that a student maintain an overall B average in all graduate courses taken once admitted to the program. Upon receipt of a grade lower than a C or the receipt of a grade of C in more than one graduate level course, a student will be subject to dismissal from the program.

Program Planning and Registration for Classes

Each student is assigned a faculty advisor at the time of admission. With the help of an advisor, an individualized program of study should be completed during the first registration period. This plan of study will take into account the student's background, professional goals, and academic interests. Program plans are flexible and amenable to change. The typical course rotation by semester can be found in the Appendices.

Doctoral students should meet with their advisors regularly, as needed, such as for registration and course planning. Students are responsible for noting prerequisites for courses, and planning their programs to account for proper sequencing of all coursework.

A program planning document is included at the end of this handbook and is also available in Microsoft Word format.

Student Evaluation and Sequencing of Important Courses

1. Upon notification of admission to the doctoral program, a tentative plan (course of study) is developed by the student with his or her advisor.
2. Ideally, prior to enrolling in EDRS 705, a student should register for EDHE 700 (Models of Inquiry and Literature Review). The course begins introducing doctoral students to research in general and the dissertation specifically. Within the course students begin thinking about a dissertation topic and then develop a topic that is based in research and on an extensive literature review.
3. Prior to, or at the beginning of your last semester of coursework, you should complete proper paperwork to apply to the department to take the program comprehensive examination. Approval by the faculty is required before a student is allowed to sit for the comprehensive exam. More specific information follows below.
4. Following successful completion of the comprehensive examination, a student is admitted into doctoral candidacy. At this stage, a student's focus is the dissertation, including the defense of a prospectus, completion of the dissertation research, and defense of the final dissertation. More specific information follows below.

Comprehensive Examination

General Description and Purpose

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. Because this **form is due to the Graduate School at least 10 days before the exam**, 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 word 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.**

Doctoral Dissertation and Dissertation Hours

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. The Graduate School must receive a completed and signed Form GS6. 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, which may be found in the Appendices, 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.** Pursuant to the Graduate School rules, continuous enrollment in the EDHE 797 coursework is required until the successful defense of the dissertation.

Students are expected to follow the latest APA manual when writing the dissertation. Consult the Graduate School website (http://www.olemiss.edu/gradschool/Thesis_dissertation_prep.html) 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 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.

Graduation

During the last semester of work on the dissertation, students must complete an application for graduation (Form GS8) indicating the semester in which students will graduate or complete their degree. This form is available from the Graduate School website and an example is available in the Appendices. After completing the form and attaching a current copy of their transcript (unofficial is fine), please submit the form to the department office for program coordinator review and signature. Although not required for those obtaining a doctoral degree, listing courses applied to the degree (courses taken) and dissertation hours in which students are enrolled in the area marked “Department Approval” can expedite the review of the form. The program coordinator will forward the materials to the Graduate School. Students should submit the completed form to the department office at least one week prior to the deadline noted by the Graduate School to ensure that the program coordinator has sufficient time to review, sign, and forward the form prior to the Graduate School deadline. As this deadline occurs within the second month of each semester, it is imperative that students complete the form early.

If a student intends to complete the degree in the summer, but wishes to participate in the previous May commencement ceremonies (including hooding), the GS8 form must be completed by the Spring Semester deadline, with August marked as the “Graduation Date.” Completing and submitting the form by the Spring Semester deadline indicates to the Graduate School that a student wants to participate in the May commencement ceremony, even though the degree will not be completed at that time. Note that a student who completes a degree in the summer or December has a right to participate in the next May’s ceremony by meeting the summer and fall deadlines for the necessary forms. The proper sequence of completing this form and the issues involved that are particular to doctoral students and the desire many doctoral students have to participate in the May hooding ceremony prior to final defense of the dissertation is addressed in the department’s early hooding policy, which may be found in the Appendices.

Students are encouraged to participate in the general morning commencement ceremony (held in the Grove) as well as the hooding ceremony (held the night before). At the hooding ceremony, doctoral students are honored individually. In terms of graduation, doctoral students are considered as part of the Graduate School rather than the School of Education. Thus, although we invite doctoral students to attend the School of Education ceremony (also held in the Grove, unless rain moves it indoors), doctoral students’ names are not read at the School of Education ceremony. During the Spring Semester, watch for emails containing information concerning commencement, including the ordering of graduation regalia for the May ceremony. Orders for regalia rental are handled through the Bookstore. Please note that the hood for Ph.D. is dark blue.

It is important to note that regardless of which semester a student graduates, completing the

GS8 form does not initiate the process for receiving a diploma (which you will receive in the mail after commencement ceremonies) and/or having one's name listed in the commencement booklet. To initiate that process, after completing the GS8 form, a student must complete an Online Diploma Application available through the myOleMiss system.

Time Limits for Completion of Degree

The Graduate Catalog (available on the Graduate School website) contains information regarding time limits for degree completion. Currently work on the doctoral degree, including dissertation, must be completed within nine years of entry into the program, with the expectation that the student has taken all necessary coursework and passed the comprehensive exam within four years of entry into the program, leaving five years to complete and successfully defend the dissertation.

Department Policy to Allow Doctoral Students Participate in May Hooding Ceremony

The University allows students to participate in May commencement activities under the following scenarios: completion in May of that academic year, completion in the summer or fall that precedes the May ceremony, and completion in the summer that follows the May ceremony.

For doctoral students, participation in May commencement activities, including the hooding ceremony, is an important event that should signify completion of the doctoral degree. As the University holds commencement and hooding exercises only once a year, departments and programs are given the discretion to allow students to participate in May commencement and hooding activities based on completing the dissertation during the summer immediately following May commencement.

Per Graduate School policy, there must be at least four calendar months between successful defense of a prospectus and successful defense of the dissertation. For students who have not completed all requirements for the doctoral degree by participation in May commencement activities is considered a privilege and not a right.

For doctoral students, participation in May commencement activities, including the hooding ceremony, is an important event that should signify completion of the doctoral degree. To provide consistency in the treatment of students, the Department of Higher Education has adopted a policy for EdD and PhD students seeking to participate in the university graduation ("*Hooding*") ceremony.

Under this policy, doctoral students must have satisfied at a minimum the following criteria:

For PhD students, near completion of the dissertation document is required for participation in the graduation ceremony. The student will have completed at least a successful oral defense of the dissertation. The PhD chair must approve that the dissertation is at a sufficient level of near completion to approve the student's participation in the graduation ceremony.

Due to extreme circumstances as determined by the student's dissertation chair and department chair, such as a major illness of the student or an immediate family member, an exception to this policy may be approved.

If the above conditions are met, the student may complete the GS8 form (Application for Graduate Degree) available through the Graduate School, noting an August graduation date, and provide such form with the necessary unofficial transcript to the appropriate program/department office. The GPC will review the form and, if all other degree requirements are met, will sign and forward the form to the Graduate School.

Graduate School Forms

Note that all of these forms are available on the Graduate School website and if accessed from that website (<https://gradschool.olemiss.edu/current-students/forms-and-manuals-library/>), they are typeable/fillable and in most cases, may be both printed and saved once completed. We suggest that you download the necessary forms directly from that site. Please consult the copies of the forms provided here, however, to ensure that you are completing forms correctly, particularly as it relates to the GS5 form for doctoral students.

Print Form

Form GS3

Request to Accept Transfer Credit from another Institution

The purpose of this communication is to request the transfer from another institution up to one half, but no more than 12 hours, of the graded coursework credit hours required for a masters or specialist degree program. The student must have made a "B" or better on the course(s) to be transferred. A student must complete 18 hours of coursework in residence at the University before requesting transfer credit.

Student Name: _____ Student ID#: _____

Courses to be transferred:

<u>Course Number</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>

Institution from which the course(s) were taken: _____

This form must be accompanied by a Catalog description of the course(s) and an official copy of the transcript, unless the transcript is already on file in the Graduate School.

Copy of:

- Catalog description
- Transcript
- Transcript on file at GS

Departmental Approval:

I have determined that the requirements for the transfer of credit, as stated in the Graduate School Catalog, have been satisfied. Approval for the transfer of credit is recommended by the department.

Name of GPC/Department Chair

Signature Date

Print Form

Form GS5
Authorization to Sit for a Comprehensive Examination

This communication is used by a Department Chair /GPC to confirm that a student is ready to sit for comprehensive examinations. The student must be full standing in a doctoral program, must have satisfied all foreign language requirements, if applicable, and must have completed all or nearly all of the program course work requirements for the degree. When a student completes the comprehensive examination, he/she is considered to be admitted to the candidacy.

Student Name: _____ Student ID#: _____

Degree Sought: _____ Program: _____

Courses remaining to be completed:

1. _____
2. _____
3. _____

Members of the Examining Committee

Chair Name	_____	Title	_____
Name	_____	Title	_____
Name	_____	Title	_____
Name	_____	Title	_____
Name	_____	Title	_____

Proposed Date of Examination: _____

I have examined the academic record of the candidate and I find that the candidate is ready to sit for comprehensive examinations.

Department Chair/GPC Signature _____
Date

Notes:

1. Students with outstanding I grades or a grade point average of less than 3.0 are not eligible to take a comprehensive examination.
2. There must be one intervening semester between the semester in which the comprehensive examination and the final dissertation examination occur.
3. The total duration of study for a doctoral degree may not exceed seven years. It is expected that students will have been admitted to candidacy within four years of entry to the doctoral program.
4. After admission to candidacy, a student must maintain continuous enrollment requirements. The Graduate Catalog defines continuous enrollment as enrollment in two of the three academic periods (Fall, Spring and Summer) during a 12-month period of time.

Print Form

Form GS7

Authorization of the Final Oral/Written Examination

This communication is used by a Department Chair or GPC to confirm that a student is ready to take the final oral/written examination for the indicated degree, to update the members of the examining committee, to set the date of the examination and to request the Graduate School to inform committee members of the proposed date of the examination.

Student Name: _____ Student ID#: _____

Degree Sought: _____ Program: _____

Master's Non-Thesis Master's Thesis Doctoral Essay Doctoral Dissertation

Title of Project, Thesis, Essay or Dissertation:

Members of Examining Committee:

PLEASE PRINT OR TYPE

Chair Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

*External Name: _____ Title: _____
(*Doctoral Only)

Date of Examination: _____ Time: _____ Place: _____

I have examined the academic record of the candidate and find that the candidate has fulfilled all other degree requirements.

Department Chair/GPC Signature

Date

Notes:

1. A student must be enrolled during the semester in which he/she takes the final examination. The minimum enrollment is three hours for a Fall or Spring semester and one hour for a Summer semester.
2. Requests to hold a final oral/written examination must be submitted to the Graduate School no later than fourteen (14) days prior to the date of the intended examination.
3. Examinations may not be given during regular University examination periods at the end of each semester or when the University is officially closed.
4. For doctoral students, there must be an intervening semester (or an equivalent calendar period) between the final dissertation examination and completion of both the comprehensive examination and the prospectus defense.

PhD Program Planning Sheet¹
CORE COURSES

RESEARCH COMPONENT – 21 hours

EDRS 700 Models of Inquiry and Literature Review, EDRS 701 Educational Statistics II, EDRS 704 Foundations of Qualitative Methodology, EDRS 705 Educational Research II, and Three (3) courses chosen **in consultation with advisor**:

Course	Semester Taken or Anticipated	Note if substitute course (with advisor approval) and course being substituted

HIGHER EDUCATION CORE – 12 Hours Students must complete EDHE 701 (3 hours) and 9 hours of additional core courses:

EDHE 701 Doctoral Studies Proseminar (1st or 2nd semester of enrollment)
 and
 EDHE 759 Finance of Higher Education, EDHE 780 History of Higher Education, EDHE 762 College Teaching, EDHE 764 Law of Higher Education, EDHE 760 Advanced Educational Policy Analysis, EDHE 721 Recent Developments in Educational Practice, or EDLD 730 Multi-Disciplinary Perspectives on Leadership

Course	Semester Taken or Anticipated	Note if substitute course (with advisor approval) and course being substituted

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.

¹ Students who have completed a master’s degree from our department or a similar master’s degree are not required to repeat a core course (with permission of their advisor), but they must substitute another course in consultation with their advisor.

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. Note: transfer of credit is not intended for students entering the program with a single master’s degree

Course	Semester Taken or Anticipated	For Gender Studies concentration, note any substitutions (with advisor approval) for required courses listed in student handbook
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DISSERTATION – 18 Hours
 EDHE 797 — 18 semester hours after comprehensive exam

Semester taken or anticipated	Hours Enrolled
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Comprehensive Examination

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

Date Comprehensive anticipated or completed: _____

Higher Education Faculty and Staff

Phillis George, Ph.D. (University of Wisconsin-Madison). Associate Professor, Interim Department Chair

Macey Lynd Edmondson, J.D. (University of Mississippi School of Law), Ph.D. (University of Mississippi). Assistant Professor of Higher Education, Graduate Program Coordinator and Faculty Director of the Ed.D. Program

George S. McClellan, Ph.D. (University of Arizona). Professor of Higher Education, Faculty Director of M.A. in Higher Education (online) and Ph.D. Programs

Ty McNamee, Ph.D. (Teachers College, Columbia University). Assistant Professor of Higher Education

Kerry Brian Melear, Ph.D. (Florida State University). Professor of Higher Education and Affiliate Faculty for School of Law, Faculty Director of M.A. in Higher Education/Student Personnel Program

Amy E. Wells Dolan, Ph.D. (University of Kentucky). Professor of Higher Education, Associate Dean of the School of Education

Whitney Webb, Ph.D. (The University of Mississippi). Assistant Professor of Higher Education, Assistant Dean of the School of Education

Kim Chrestman, Administrative Coordinator

Higher Education Affiliated and Adjunct Faculty

Laura Antonow, Ph.D. (University of Mississippi). Instructional Assistant Professor of Higher Education, Director of College Programs for Outreach and Continuing Education

Katie Busby, Ph.D. (James Madison University). Instructional Assistant Professor of Higher Education, Director of Office of Institutional Research, Effectiveness, and Planning

Katrina Caldwell, Ph.D. (University of Illinois at Chicago). Instructional Assistant Professor of Higher Education, Vice Provost for Diversity and Inclusion and Chief Diversity Officer at John Hopkins University

Casey Cockrell Stuart, Ph.D. (University of Southern Mississippi). Instructional Assistant Professor, Academic Advisor, Health Professions Advising Office

David Cox, Ed.D. (University of Illinois, Champaign-Urbana). Adjunct Professor of Higher Education, Professor Emeritus of Educational Leadership at Arkansas State University

Kyle Ellis, Ph.D. (University of Mississippi). Instructional Assistant Professor of Higher Education, Director, Center for Student Services and First Year Experience

Deidre Faye Jackson, Ph.D. (University of Mississippi). Visiting Instructor of Writing in Department of Writing and Rhetoric Interim Writing Center Director

Sara Kaiser, Ph.D. (University of Mississippi). Adjunct Professor of Higher Education, Assistant Director, Office of Student Rights and Responsibilities at the University of North Dakota

Sarah Mason, Ph.D. (Claremont Graduate School). Instructional Assistant Professor of Higher Education, Director of the Center for Research and Evaluation

Patrick Perry, Ph.D. (University of Memphis). Instructional Assistant Professor of Higher Education, Director, Lucky Day Program

Shannon Richardson, Ph.D. (University of Mississippi). Instructional Assistant Professor of Higher Education, Assistant Director of Campus Recreation

Mercy Roberg, J.D. (Stetson University College of Law). Adjunct Professor of Higher Education, Staff Attorney and Director of Operations at the St. Petersburg Community Law Program

Faculty Co-Directors of PhD Program

George S. McClellan, Professor

gsmccl@olemiss.edu

133 Guyton Hall

(662) 915-4995