

Graduate Programs in Higher Education

Student Handbook

Fall 2008



The University of Mississippi

School of Education
Department of Leadership and Counselor Education

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Welcome

We are glad you have chosen one of the higher education programs at The University of Mississippi. Whether you are starting off in the field in the master's program, or looking to broaden your horizons as a professional in the doctoral program, we wish you success in your professional journey.

This handbook was written to help you understand and plan your graduate program. Program requirements and policies are reviewed here and all students need to become familiar with them if they are to succeed in reaching their goal of attaining a higher education 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. A bulletin board outside of Guyton 142 and a resource file, located in Guyton 120 (department office), provide information regarding job openings/career opportunities and professional organizations.

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. If there is a real or apparent conflict between this handbook and the Graduate Catalog, you should follow this handbook.

Higher Education Faculty

Timothy D. Letzring, J.D. (Stetson University), Ed.D. (University of Georgia). Chair and Associate Professor

Amy E. Wells, Ph.D. (University of Kentucky). Associate Professor

Lori A. Wolff, Ph.D., J.D. (Saint Louis University). Coordinator and Associate Professor

Kerry Brian Melear, Ph.D. (Florida State University). Assistant Professor

John A. Holleman, Ed.D. (Texas A&M University at Commerce). Clinical Assistant Professor and Practicum Director

Whitney Thompson-Webb, Ph.D. (The University of Mississippi). Assistant Dean and Assistant Professor

Part-Time Faculty

Morris “Mo” Baker, Ph.D. (Southern Baptist Theological Seminary). Adjunct Professor

Charlotte Fant, Ph.D. (The University of Mississippi). Assistant Vice Chancellor, Registrar, and Director of Admissions, and Assistant Professor

Thomas J. “Sparky” Reardon, Ph.D. (The University of Mississippi). Assistant Vice Chancellor and Dean of Students, and Assistant Professor

Larry Ridgeway, Ph.D. (Auburn University). Vice Chancellor for Student Affairs and Assistant Professor

Staff and Support Personnel

Kim Chrestman, Senior Staff Assistant

Expectations for Students

Work Ethic. The faculty expects all students to make a primary commitment to graduate training. This may mean reorganization of one's priorities and substantial self-sacrifice. Each semester, students should be prepared to dedicate 10 or more hours/week outside of class time for each course taken. Time should be reserved to review successfully completed courses from previous semesters in order that a knowledge base can be constructed, expanded, and remembered. Master's students will be asked to maintain a portfolio, a program-long project where documentation of professional growth is kept.

Professional Involvement. Knowledge of and participation within professional organizations plays an important role in your training. Our expectation is that you will at the very least join the Ole Miss Student Personnel Association (SPA). In addition, joining the National Association of Student Personnel Administrators (NASPA) and/or Association of College Personnel Administrators (ACPA) also will greatly enhance your educational and professional experience. You also may want to consider joining a more specialized professional organization as you narrow your career focus.

Forms of Expression. These are programs that prepare human service professionals; therefore, students are expected to use correct and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the *Publication Manual of the American Psychological Association, 5th edition*. Finally, since a great deal of a higher education/student personnel professional's responsibility is verbal in nature, the ability to speak effectively also is very important.

Ethical Standards. Ethical standards are best illustrated by The University of Mississippi Creed. Abiding by the principals expressed in this creed will provide a very good ethical foundation for a course of study in higher education. Our students are expected to know and understand this creed.

The University of Mississippi is a community of learning dedicated to nurturing excellence in intellectual inquiry and personal character in an open and diverse environment. As a voluntary member of this community:

- *I believe in respect for the dignity of each person*
- *I believe in fairness and civility*
- *I believe in personal and professional integrity*
- *I believe in academic honesty*
- *I believe in academic freedom*
- *I believe in good stewardship of our resources*

I pledge to uphold these values and encourage others to follow my example.

Providing information. The University provides a database for students through the Campus Management system. It is the student's responsibility to keep this information current and accurate. It also is important for us to know about significant changes in your academic and work activities, as well as information that may possibly interfere with your studies.

Emerging Professional Statement

The Higher Education programs at The University of Mississippi embrace a standard of professionalism in comportment and communication commensurate with sound principles of ethical, just, and effective professional practice.

Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The role of an emerging professional is grounded in the demonstration of the appropriate dispositions related to the field of higher education/student personnel.

As an emerging professional in the field of higher education/student personnel, I will:

- Display professionalism through punctuality, appearance, attendance, and dependability.
- Exhibit poise, maturity, and sound judgment.
- Participate in activities related to professional organizations including, but not limited to, joining and supporting SPA; joining and supporting at least one national organization related to the field (e.g., NASPA, ACPA); attending at least one regional or national conference; and presenting a paper, poster, or other item at a state, regional, or national conference related to the field during my program.
- Honor all duties and obligations related to employment, assistantship, practicum, or other work-type situation related to the field.
- Respect and acknowledge all lawful and university-related authority by refraining from activities that are unlawful, dishonest, fraudulent, deceitful, or not in line with program, department, or University policies.
- Represent the profession by executing responsibilities with fairness and impartiality, and show equal consideration of all individuals regardless of status or position, respecting individuality and promoting an appreciation of human diversity in higher education.
- Demonstrate and promote responsible behavior and support actions that enhance personal growth and development of students.
- Ensure that all information conveyed to others is accurate and in appropriate context, and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects.
- Foster a climate of collegiality and mutual respect and promote a sense of community among all areas of the campus by working cooperatively with students, faculty, and staff, and other constituencies inside and outside of the institution to address common goals of student learning and development.
- Maintain confidentiality, where appropriate, and high ethical standards.

Master of Arts Degree in Higher Education/Student Personnel

The M.A. in Higher Education/Student Personnel provides professional preparation for persons who are or will be employed in the administration of student affairs, student life, student services, or other co-curricular positions at a higher education (postsecondary) institution.

Program of Study (42 hours)

Foundations Area – 6 hours

EDFD 609 Cultural Context of Education (take during 2nd year, preferably)
EDRS 605 Educational Research I

Higher Education Core – 24 hours (27 hours if EDHE 668 required in core)

EDHE 656 Student Services in Higher Education
EDHE 658 Organization and Governance in Higher Education
EDHE 659 Finance of Higher Education
EDHE 660 History of Higher Education
EDHE 664 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 668 may be waived if one works at least 20 hours per week in a higher education position or holds a higher education related graduate assistantship.
EDHE 671 The College and the Student

Higher Education Electives – 12 hours (9 hours if EDHE 668 required in core)

If EDHE 668 is required in core, take three of the following; if EDHE 668 is waived, take four of the following:

EDLD 630 Organization-Environment Interaction
EDHE 651 Advanced Individualized Study (advisor approval required)
EDHE 657 Comparative Higher Education
EDHE 661 The Community College
EDHE 662 College Teaching
EDHE 663 Curriculum in Higher Education
EDHE 668 Practicum in Student Personnel Services (only if waived as a requirement in core)
EDHE 669 Human Resources in Higher Education
EDHE 670 Special Topics in Higher Education
COUN 570 Multicultural Issues in Counseling
COUN 680 Career Counseling
EDRS 501 Educational Statistics I

Other courses may be taken as electives with advisor approval.

Standards and Program Information

This Master of Arts degree program in Higher Education/Student Personnel is designed to prepare qualified students for entry level positions in higher education and/or student personnel. Graduates have found employment as higher education professionals in a variety of areas, including housing, career counseling, international student affairs, financial aid, student activities, Greek life, and development, just to name a few. The program is located in the National Council for Accreditation of Teacher Education (NCATE) accredited School of Education and follows the standards outlined by the Council for the Advancement of Standards in Higher Education (CAS). Every four to five years, the program faculty conduct a self-study of the program to assess its alignment with the CAS standards. This maintains a relevant and current program for our students.

As indicated by the variety of areas in which graduates of this program have found positions, the program is based on a broad foundation that introduces students to both general aspects of higher education and student personnel, but also more specific areas that will affect every professional, regardless of in which areas students may find themselves employed.

Program Planning and Registration for Classes

Each student is assigned a faculty advisor at the time of admission. With the help of an advisor, a program plan should be completed by each student prior to or during the first registration period. The typical course rotation by semester may be found in the Appendices.

Students are required to meet with their advisors at least once each semester. This usually takes place during the registration or pre-assignment periods as noted in the University calendar. Under no conditions should a student register for classes without advisor approval. Meetings with an advisor can be a time to discuss progress and make plans that help ensure success within the program of study.

Registration for classes is accomplished completely through the University's web-based interface (myOleMiss). Each student is given a priority window of when to register on-line. If you face problems with registering, please contact Information Technology for technical problems (662-915-5222 or helpdesk@olemiss.edu). If your problem relates to a class closing, please contact the instructor first if requesting a space in the course. When communicating with Kim Chrestman or a faculty member regarding course registration, always include your University ID number.

Students also are responsible for noting prerequisites for courses, and planning their programs to account for proper sequencing of all course work. Refer to program checklists and the Graduate Catalog for pertinent information.

Student Evaluation and Sequencing of Courses

Upon notification of admission, each student should contact his or her advisor and indicate when study will commence. During the first registration period or shortly thereafter, the student and advisor will plan a program of study. This will result in an advising sheet for the student's folder, indicating when courses are to be taken. The form should be completed before the end of the first semester of enrollment.

Per CAS standards, each student is required to have two practicum experiences, which are addressed in more detail below. One practicum may be waived if a person works at least 20 hours per week in a higher education related position or holds a higher education related graduate assistantship. Taking EDHE 656 (Student Services in Higher Education) is a prerequisite to participating in a practicum experience and we encourage students, especially those without relevant work experience or assistantship, to complete the first practicum experience early in the program. This will provide additional experience to assist in bridging the gap between theory and practice.

Each semester, during the registration period, the student should report grades for the previous semester to his or her advisor, and receive advising for the coming semester. This is especially important for students admitted with conditional or qualifying status. Pre-assignment is strongly advised.

Each student is required to complete and submit a portfolio during his or her last semester of enrollment. Portfolio requirements and guidelines for constructing and maintaining portfolios are described elsewhere in this document as well as on the program website.

The Practicum

As indicated above, students in the master's degree program are required to complete two practicum experiences, although one practicum may be waived if a student works at least 20 hours per week in a higher education related position or holds a higher education related graduate assistantship. Students should enroll in EDHE 667 for their first practicum and for EDHE 668 for the second practicum (whether as a requirement or elective).

Each practicum experience consists of 150 clock hours of supervised practice completed during one semester. Students spend time on-site performing activities that are supervised by qualified professionals. If you meet the work or assistantship requirements under which one practicum may be waived, your practicum experience **may not** take place in the area of your work or assistantship. If you do not meet the waiver requirement, each practicum experience **must** be in a different area. Some practicum experiences, such as those that involving teaching, may have additional prerequisites beyond taking the EDHE 656 course. Students should plan to meet with Dr. John Holleman, who serves as the program's Practicum Director, to discuss practicum goals and plans. Dr. Holleman also is the appropriate person with whom to speak if you have questions or concerns regarding past, present, or future practicum experiences.

Portfolio Guide

Purpose

The purpose of the portfolio is to enable students to conduct a critical self-study of their learning while enrolled in the Master of Arts program in Higher Education/Student Personnel. Questions central to the purpose of this portfolio include:

- **What have I learned?**
- **How do I articulate the quantity and quality of what I learned?**
- **Why do I feel I have earned this degree?**

An additional purpose is to assist faculty in their evaluation of each student's progress. In designing a portfolio, the student should keep the following five criteria in mind:

- **Relevance**
- **Evidence**
- **Functional Knowledge of Goals**
- **Self-Directed Learning**
- **Purpose**

Elements of a Portfolio

The portfolio has four main components. These components are designed to provide the student with a framework on which to build his or her portfolio.

- **Belief Statement** – Write your belief statement about the aims and role of student affairs in Higher Education
- **Goals** –
 - Identify goals you developed either before or during this program in the following four areas:
 - Personal development
 - Career training
 - Intellectual accomplishment
 - Professional aspiration
 - Communicate which goals you have attained and explain how you achieved them.
 - When planning for future growth, which goals are you continually striving to attain? Explain how you plan to achieve these goals.
- **Program Evaluation**
 - How has the program acquainted you with the historical foundations of higher education and student personnel?
 - How has the program taught you to think critically about the contemporary issues facing student affairs professionals?
 - How has the program enabled you to gain skills necessary for contributing to the body of knowledge in student personnel?
 - What are the strengths of the program? Give examples.
 - What changes, contributions, deletions, etc., could improve the quality of the program?
- **Technology**
 - How has the use of technology influenced your program completion? Give examples.
 - How was technology integrated into your degree program? Give examples.

Guidelines

Portfolios are not intended to be a random compilation of every paper or project the student completed during his or her tenure in the program. Rather, a portfolio should consist of a meaningful reflection of the program with appropriate, **but limited**, support through examples.

The rubrics faculty use to evaluate the portfolios may be found in the Appendices. In addition, portfolio exemplars are available in Guyton 120.

- **Do Not . . .**
 - Place every academic example you have in your portfolio.
- **Do . . .**
 - Use examples of academic and professional work that illustrates an aspect of the criteria.
 - Submit at least one example of a case study, reflection assignment, or journal writing.
 - Submit at least one example of an article critique, an abstract of an article, or a brief literature review.
 - Submit at least one example of a research paper.
 - Submit at least one example from your work or assistantship.
 - Use academic and work examples to demonstrate improvement in academic and work related goals.

Deadlines and Specifics

- **Due Dates** (Note that a completed Form GS7 is due to the department office for program coordinator review and signature 21 days prior to portfolio due date. The program coordinator will forward to the Graduate School.)
 - **Fall** – first Monday in November
 - **Spring** – first Monday in April
 - **Summer** – first Monday in July
- **Writing Limitations**
 - **Belief Statement** – limit to 400 words
 - **Goals** – limit to 1000 words
 - **Program Evaluation** – limit to 400 words
 - **Technology** – limit to 400 words
- **Copies**
 - Turn in one bound copy of the portfolio to the department office by the due date. In addition, one electronic copy (pdf file) of the portfolio should be emailed to the program coordinator by the due date.

Oral Examination

The graduate school only requires master's candidates to complete a written examination. Your portfolio satisfies this requirement. However, if the faculty determine that a student's portfolio is unacceptable, the student may be asked to complete an oral examination and/or redo the portfolio to correct deficiencies. As the portfolio is a graduation requirement, failure to complete a portfolio or correct deficiencies may result in failure to graduate from the program.

Graduation

During your last semester of coursework, you must complete an application for graduation (Form GS8) indicating the semester in which you will graduate or complete your degree. This form is available from the Graduate School website and an example is available in the Appendices. After completing the form, including listing courses applied to the degree (courses taken) and courses in which you are currently enrolled in the area marked “Department Approval” and attaching a current copy of your transcript (unofficial is fine), please submit the form to the department office for program coordinator review and signature. 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 ceremony, 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.

Students are encouraged to participate in the general morning commencement ceremony (held in the Grove) and the School of Education ceremony (also held in the Grove, unless rain moves it indoors). This is an important milestone in your career, and it should be celebrated. 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 keep in mind that you are receiving a Master of Arts (M.A.) degree. Be sure to correctly identify that degree when you order your cap, gown, and hood. Hood colors are different and the M.A. hood is white. At the School of Education ceremony, your name will be called and you will receive an empty document holder. Your actual diploma will be mailed to you later.

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 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, all work applying to a master's degree must be completed within six years.

Transfer of Credits

Transfer of credits is limited (no more than six hours) and not automatic. Acceptance of coursework from another institution requires both program and Graduate School approval. The Form GS3, which is available from the Graduate School website and found in the Appendices, is used for this purpose.

Assistantships and other Funding Opportunities

More than 50 assistantship opportunities are available for students in this master's program across The University of Mississippi. Many of these are available through the Division of Student Affairs, and many of those require not only admission to a master's program, but admission to the M.A. in Higher Education/Student Personnel program. A link to information on assistantship opportunities available through the Division of Student Affairs may be found on our program website. The Higher Education program or Department of Leadership and Counselor Education does not control these assistantships or their requirements and deadlines. Students must initiate contact, initiate necessary paperwork, and meet indicated deadlines. Students are encouraged to seek assistantship opportunities within the Division of Student Affairs, but also to contact and consider other areas of the University as appropriate to determine available opportunities.

In addition, students are urged to check with the Graduate School, the Office of Research, and the Dean's Office in the School of Education for information and applications for scholarships and fellowships. For example, some organizations and publishers will provide financial assistance to students conducting research in specific areas. Since such funding opportunities change often, periodic checks are suggested. In general, a student willing to be "scrappy" in his or her efforts to find assistantships and funding opportunities may find more success.

The Ph.D. in Higher Education

This program prepares higher education administrators following the practitioner-scholar model. The intent of the doctoral 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. This is accomplished through the dissertation phase of the program discussed below. Hours for completion of this program will vary. If pursuing the program part-time, the typical student takes 3 years to complete coursework and another 2-3 years for dissertation. The basic program is as follows:

Core Courses

Research Component – 18 hours

EDRS501	Educational Statistics I
EDRS605	Educational Research I
EDRS 700	Models of Inquiry and Literature Review
EDRS701	Educational Statistics II
EDRS704	Foundations of Qualitative Methodology
EDRS705	Educational Research II

Note that EDRS 501 and 605 are prerequisites for EDRS 700; EDRS 501, 605, 700, 701, and 704 are prerequisites for 705.

Educational Leadership – 6 hours

EDFD609	Cultural Context of Education
EDHE 669	Human Resources in Higher Education
EDLD630	Organization-Environment Interaction
EDLD700	Administrative Theory
EDLD721	Leadership and Management
EDLD730	Multidisciplinary Perspectives on Leadership
EDLD 750	Organizational Improvement

Teaching Cognate (Minor)

18 hours of graduate level courses in a teaching cognate. This can be transferred from a master's degree (not higher education), provided evidence of maintaining currency in the area exists.

Higher Education

Higher Education Core – 18 hours

EDHE 659	Finance of Higher Education
EDHE 662	College Teaching
EDHE 664	Law and Higher Education
EDHE 660	History of Higher Education
EDHE 665	Contemporary Issues of Higher Education
EDLD 760	Advanced Education Policy Analysis

Higher Education Electives—12 hours

EDHE 651	Advanced Individualized Study (advisor approval required)
EDHE 656	Student Services in Higher Education
EDHE 657	Comparative Higher Education
EDHE 658	Organization and Governance of Higher Education
EDHE 661	The Community College
EDHE 663	Curriculum in Higher Education
EDHE 667	Practicum in Student Personnel Services
EDHE 668	Practicum in Student Personnel Services
EDHE 670	Special Topics in Higher Education
EDHE 671	The College and the Student

Other courses may be taken as electives with advisor approval.

Dissertation – 18 Hours

18 hours taken after successful completion of comprehensive exam

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 at least once each semester. This usually takes place during the registration or pre-assignment periods as noted in the University calendar. While a doctoral student is free to follow the plan of study created early in their academic career, meeting with your advisor to double check for unknown changes is strongly suggested. The faculty take the adult learner approach for our doctoral students and try to treat our students as such. Based on that philosophy, students are responsible for noting prerequisites for courses, and planning their programs to account for proper sequencing of all coursework.

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 and his or her advisor.
2. After completing EDRS 501 and 605, but prior to EDRS 705, a student must register for EDRS 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. Each May intersession, EDLD 760 (Advanced Education Policy Analysis), is offered, provided enough students register for the course so that it makes. The course is a travel course involving three days in Jackson, Mississippi, and three days in Washington, D.C. Students should register for this class during their first or second academic year of study. Making advance plans to take the course, particularly as it relates to job responsibilities, is important.
4. One of the more critical course sequencing elements involves the research courses. EDRS 700 is addressed above. EDRS 705, Educational Research II, should be taken within a student's final semester of coursework. The final product of this course is meant to be a solid version of a student's dissertation prospectus. All other courses in the research component must be taken prior to enrollment in EDRS 705; thus, the prerequisites are EDRS 501, 605, 700, 701, and 704.
5. 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.
6. 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. 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 operate the basics of a computer and 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 are held in September of the Fall semester and February of the Spring semester annually. 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. Since 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 begins on a Friday with the completion of an article critique. Students will receive information on the article Friday morning and be asked to complete the critique "in house" between 1-5 p.m. The most current APA manual will be provided and students may bring up to two research textbooks to aid them in the writing of the critique. On Saturday from 8 a.m. - noon, students will be asked to respond to a policy/practice case study related to their core courses as well as a data interpretation question. Students may use a one-page double-spaced reference list on the second day in addition to the provided APA manual. The department will provide computer access on both days.

Evaluation

Each question is blind 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 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 Graduate 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 Graduate School must receive a completed and signed Form GS6. In order 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. As a result, students must have their research approved through the Institutional Review Board (IRB). Before IRB will consider a protocol for human subject research related to a student's dissertation, the student and all dissertation committee members must complete CITI training and be certified to conduct research through that process. In addition, the IRB will not consider a protocol for dissertation research unless and until a student has successfully defended a dissertation prospectus.

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.**

Students are expected to follow procedures found in the APA manual for publication and the APA guide for writing dissertations and theses. The Graduate School also has available on its website a useful publication, *A Manual for Theses and Dissertations*, which supersedes the APA manual when a conflict arises. 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. Since 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.

Graduation

During your last semester of work on the dissertation, you must complete an application for graduation (Form GS8) indicating the semester in which you will graduate or complete your 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 your 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 you 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.

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.

Appendices

Tentative Course Schedule*

Fall

EDFD 609 Cultural Context
EDHE 658 Organization and Governance of Higher Education
EDHE 664 Law and Higher Education
EDHE 656 Student Services in Higher Education
EDHE 667/668 Practicum
EDHE 669 Human Resources in Higher Education
EDLD 700 Administrative Theory
EDLD 730 Multidisciplinary Perspectives on Leadership
EDHE 797 Dissertation
EDRS 501 Educational Statistics I (Fall and Wintersession)
EDRS 605 Educational Research I
EDRS 700 Models of Inquiry and Literature Review
EDRS 701 Educational Statistics II
EDRS 705 Educational Research II

Spring

EDFD 609 Cultural Context of Education
EDLD 630 Organization-Environment Interaction
EDHE 659 Finance of Higher Education
EDHE 661 The Community College
EDHE 662 College Teaching
EDHE 665 Contemporary Issues of Higher Education
EDHE667/668 Practicum
EDHE 671 College and the Student
EDLD 721 Leadership and Management
EDLD 750 Organizational Improvement
EDHE 797 Dissertation
EDRS 501 Educational Statistics I (may be offered at a regional campus site instead of Oxford)
EDRS 605 Educational Research I
EDRS 700 Models of Inquiry and Literature Review
EDRS 704 Foundations of Qualitative Methodology
EDRS 705 Educational Research II

Summer

EDHE 657 Comparative Higher Education
EDHE 660 History of Higher Education
EDHE 662 College Teaching
EDHE 664 Law and Higher Education
EDHE 667/668 Practicum
EDLD 760 Advanced Education Policy Analysis (Intersession)
EDHE 797 Dissertation
EDRS 501 Educational Statistics I
EDRS 605 Educational Research I
EDRS 700 Models of Inquiry and Literature Review
EDRS 701 Educational Statistics II
EDRS 705 Educational Research II

*The program reserves the right to offer courses at different times than noted here or more/less often than indicated.

Advising Sheet
M.A. in Higher Education/Student Personnel

Student: _____ **UMID:** _____

Program of Study (42 hours total)

<u>Foundations Area – 6 hours</u>	Semester
EDFD 609 Cultural Context of Education (take during 2 nd year, preferably)	_____
EDRS 605 Educational Research I	_____

<u>Higher Education Core – 24 hours (27 hours if EDHE 668 required in core)</u>	
EDHE 656 Student Services in Higher Education	_____
EDHE 658 Organization and Governance in Higher Education	_____
EDHE 659 Finance of Higher Education	_____
EDHE 660 History of Higher Education	_____
EDHE 664 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	_____
<i>EDHE 668 may be waived if one works at least 20 hours per week in a higher education position or holds a higher education related graduate assistantship.</i>	
EDHE 671 The College and the Student	_____

<u>Higher Education Electives – 12 hours (9 hours if EDHE 668 required in core)</u>	
<i>If EDHE 668 is required in core, take three of the following; if EDHE 668 is waived, take four of the following:</i>	
EDLD 630 Organization-Environment Interaction	_____
EDHE 651 Advanced Individualized Study (advisor approval required)	_____
EDHE 657 Comparative Higher Education	_____
EDHE 661 The Community College	_____
EDHE 662 College Teaching	_____
EDHE 663 Curriculum in Higher Education	_____
EDHE 668 Practicum in Student Services	_____
<i>(only if waived as a requirement in core)</i>	
EDHE 669 Human Resources in Higher Education	_____
EDHE 670 Special Topics in Higher Education	_____
COUN 570 Multicultural Issues in Counseling	_____
COUN 680 Career Counseling	_____
EDRS 501 Educational Statistics I	_____
<i>Other courses may be taken as electives with advisor approval.</i>	

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Tentative Course Schedule*
M.A. in Higher Education/Student Personnel
Professional Cohort

Fall 2008

EDHE 656 Student Services in Higher Education
EDRS 605 Educational Research I

Winter Intersession 2009

EDHE 670 Special Topics in Higher Education

Spring 2009

EDHE 669 Human Resources in Higher Education (online)
EDHE 671 The College and the Student

Summer 2009

EDHE 659 Finance of Higher Education
EDHE 667 Practicum in Student Personnel Services

Fall 2009

EDFD 609 Cultural Context of Education
EDHE 660 History of Higher Education

Winter Intersession 2010

EDHE 663 Curriculum in Higher Education

Spring 2010

EDHE 658 Organization and Governance of Higher Education
EDHE 661 The Community College (online)

Summer 2010

EDHE 664 Law and Higher Education
EDHE 665 Contemporary Issues of Higher Education (online)

In addition to other admissions requirements, admission to the professional cohort program requires that a student work at least 20 hours per week in a higher education related position or hold a higher education related graduate assistantship. Meeting this requirement allows the program to waive one of the two required practicum experiences.

***This schedule is tentative and the program reserves the right to make changes in the course offerings or the order of the course offerings.**

Advising Sheet
M.A. in Higher Education/Student Personnel
Professional Cohort

Student: _____

UMID: _____

Program of Study (42 hours total)

Fall 2008

EDHE 656 Student Services in Higher Education

EDRS 605 Educational Research I

Completed

Winter Intersession 2009

EDHE 670 Special Topics in Higher Education

Spring 2009

EDHE 669 Human Resources in Higher Education (online)

EDHE 671 The College and the Student

Summer 2009

EDHE 659 Finance of Higher Education

EDHE 667 Practicum in Student Personnel Services

Fall 2009

EDFD 609 Cultural Context of Education

EDHE 660 History of Higher Education

Winter Intersession 2010

EDHE 663 Curriculum in Higher Education

Spring 2010

EDHE 658 Organization and Governance of Higher Education

EDHE 661 The Community College (online)

Summer 2010

EDHE 664 Law and Higher Education

EDHE 665 Contemporary Issues of Higher Education (online)

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

**Advising Sheet
Ph.D. in Higher Education**

Student: _____

UMID: _____

Core Courses

Research Component – 18 hours

	Semester
EDRS 501 Educational Statistics I	_____
EDRS 605 Educational Research I	_____
EDRS 700 Models of Inquiry and Literature Review	_____
EDRS 701 Educational Statistics II	_____
EDRS 704 Foundations of Qualitative Methodology	_____
EDRS 705 Educational Research II	_____

Note that EDRS 501 and 605 are prerequisites for EDRS 700; EDRS 501, 605, 700, 701, and 704 are prerequisites for 705.

Educational Leadership – 6 hours

EDFD 609 Cultural Context of Education	_____
EDHE 669 Human Resources in Higher Education	_____
EDLD 630 Organization-Environment Interaction	_____
EDLD 700 Administrative Theory	_____
EDLD 721 Leadership and Management	_____
EDLD 730 Multidisciplinary Perspectives on Leadership	_____
EDLD 750 Organizational Improvement	_____

Teaching Cognate (Minor)

18 hours of graduate level courses in a teaching cognate. This can be transferred from a master's degree (not higher education), provided evidence of maintaining currency in the area exists.

Subject: _____

Course	Institution (if transfer)	Date Completed
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Higher Education

Higher Education Core – 18 hours

- EDHE 659 Finance of Higher Education
- EDHE 662 College Teaching
- EDHE 664 Law and Higher Education
- EDHE 660 History of Higher Education
- EDHE 665 Contemporary Issues of Higher Education
- EDLD 760 Advanced Education Policy Analysis

Semester

Higher Education Electives—12 hours

- EDHE 651 Advanced Individualized Study (advisor approval required)
- EDHE 656 Student Services in Higher Education
- EDHE 657 Comparative Higher Education
- EDHE 658 Organization and Governance of Higher Education
- EDHE 661 The Community College
- EDHE 663 Curriculum in Higher Education
- EDHE 667 Practicum in Student Personnel Services
- EDHE 668 Practicum in Student Personnel Services
- EDHE 670 Special Topics in Higher Education
- EDHE 671 The College and the Student

Other courses may be taken as electives with advisor approval.

Dissertation – 18 Hours

- EDHE 797 Dissertation
- 18 hours taken after successful completion of comprehensive exam*

Date successfully completed comprehensive exam:

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Date: _____ Faculty Signature: _____ Student Signature: _____

Portfolio Component Checklist

Student Name:

Semester: Spring 2009

- Belief statement
- Goals
- Program evaluation
- Technology statement
- Academic work

Students must include at least one example from each of the following groupings. For each selected example, indicate the title or subject area of submitted work.

- Case study:
 - Reflection assignment:
 - Journal writing:

 - Article critique:
 - Abstract of an article:
 - Brief literature review:

 - Major research paper:

 - Other:

 - Professional work / assistantship experience example(s)
Mark example type(s) included in the portfolio. Check all that apply. For each selected example, indicate the title or subject area of the project.
 - Presentation:
 - Brochure / print material:
 - Survey / research results:
 - Other, please specify:
-
-

Comments:

**The University of Mississippi
 School of Education, Department of Leadership and Counselor Education
 Higher Education / Student Personnel Master's Program
 Portfolio Scoring Worksheet**

Student Name:

Semester: Spring 2009

Belief Statement / 5			
Criteria:	Documents the student's beliefs about the aims and role of student affairs in higher education in a clear, concise, and professional manner.		
Faculty Comments:		Section Score:	5 - Exceptional

Goals / 5			
Criteria:	Identifies goals developed in personality development, career training, intellectual accomplishment, and professional aspiration. Communicates which goals have been attained and explains how goals were achieved. Identifies specific goals that will be addressed in planning for future growth and articulates a plan on how to achieve these goals.		
Faculty Comments:		Section Score:	5 - Exceptional

Program Evaluation / 5			
Criteria:	Gives examples of how the program has: <ul style="list-style-type: none"> ▪ Acquainted the student with historical foundations of higher education; ▪ Taught the student to think critically about contemporary issues facing student affairs professionals; ▪ Enabled the student to gain the skills necessary for contributing to the body of knowledge in student personnel. Provides examples of program strength as well as areas of improvement.		
Faculty Comments:		Section Score:	5 - Exceptional

Technology / 5			
Criteria:	Describes and gives examples of how the use of technology influenced the student's program completion, and how the department integrated technology into the degree program.		
Faculty Comments:		Section Score:	5 - Exceptional

The Final Product / 5			
Criteria:	Includes an adequate number of examples from academic and professional work that illustrates relevance, evidence, functional knowledge of goals, self-directed learning, and purpose. Provides 1 bound copy and one electronic copy (pdf) of the portfolio by the deadline and does not exceed writing limitations.		
Faculty Comments:		Section Score:	5 - Exceptional

Total Score	25	Pass/Fail Recommendation:	Pass
Overall Comments:			

<i>For office use only</i>
Reviewer 1 : _____
Reviewer 2 : _____
Reviewer 3 : _____ <i>(if needed)</i>

Policy on Practicum Involving Teaching

Students within the higher education programs may have the opportunity to teach a section of EDLD 101 or 201. The faculty encourages students to enhance their educational and professional background through such teaching. In general, this teaching experience may count as part of a second or elective practicum. The program faculty has determined that such a teaching experience accounts for approximately 70 of the total 150 hours required for a practicum. The teaching experience may become a valid practicum if the experience is supplemented to obtain the remaining 80 hours. The practicum director, at his discretion, may allow the additional hours to be obtained through a supplemental experience that may include specified readings, annotations, or other writing assignments, or through a supplemental experience within a different practicum setting. If you hold a graduate assistantship, work, or have work experience within the Division of Student Affairs or other student services related area, whether you may use this teaching practicum as the first and/or only practicum will be addressed on a case-by-case basis through the practicum director in conjunction with a student's advisor and other program faculty. To ensure that no student commits to teaching a section of a course under the assumption that it will be allowed as the first and/or only practicum, when in fact it may not, it is the student's responsibility to seek this approval formally and in writing through the practicum director prior to making such a commitment. Note that co-teaching a section of EDLD 105 may not count as part of a practicum experience.

Policy on Taking Dissertation Hours Prior to Achieving Doctoral Candidacy Higher Education Program

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 February and September 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.

Policy to Allow Doctoral Students Participate in May Hooding Ceremony Department of Leadership and Counselor Education

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. Since 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.

Following are the conditions under which a program or department may allow the privilege of participation in May commencement and hooding exercises:

- Successful defense of the prospectus occurs at least one week prior to the date established by the Graduate School, noted on the University's Academic Calendar published by the Registrar's Office, as the "[l]ast day to submit applications for May diplomas."
- Following the successful defense of the prospectus, the dissertation committee chair communicates to the Graduate Program Coordinator (GPC) in writing that the student has a high probability of completing the dissertation, and successfully defending the dissertation, by August 1 of that year.

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.

Note that a student who anticipates successful defense of the dissertation by mid-April, and thus is allowed to participate in May commencement activities by right, must complete the GS8 form by the date noted above indicating a May graduation date. The GPC will review, sign, and forward the form, if the dissertation committee chair has communicated to the GPC in writing that the student has a high probability of completing all degree requirements, including successful defense of the dissertation, by mid-April. Should the student not successfully defend the dissertation by mid-April, the student will be allowed to participate in May commencement exercises only if the dissertation committee chair communicates to the GPC in writing that there is a high probability that the student will complete by August 1, and the Graduate School will be notified of an anticipated August graduation date. In all cases, transcripts indicate the date on which a student has completed all degree requirements, and it is on that date when all rights and privileges associated with the degree are available to the student.

Graduate School Forms

Note that all of these forms are available on the Graduate School website and if accessed from that website, they are typeable/fillable forms. If printed from this handbook, some of the information has already been inputted into the form and you may either print or type (as in using a typewriter) the remaining information before submitting to the department office.

Update Advisor/Advisory Committee

The purpose of this communication is to establish or update the academic/research advisor for the student named below. Also, this form can be used to establish the advisory committee for master's or doctoral students. For doctoral students*, either the advisor or one co-advisor must be a full member of the Graduate Faculty (i.e., be a Professor or Associate Professor) and the advisory committee must include three full or associate Graduate Faculty members from within the department and one from outside the discipline. For master's students, the advisory committee must include three full or associate Graduate Faculty members from within the department. Exceptions must be approved by the Graduate Dean.

Student Name _____ UM ID# _____

A. Update Advisor
Current Advisor _____
Update to _____
Effective Semester _____

B. Establish Advisory Committee

1. Name: _____, Chair
Title: _____

2. Name: _____
Title: _____

3. Name: _____
Title: _____

External member*

4. Name: _____
Title: _____

Academic Advisor: _____
Name

Signature _____

Date _____

GPC or Department Chair: _____
Name

Signature _____

Date _____

Request to Accept Transfer Credit
from another Institution

The purpose of this communication is to request the transfer of no more than six hours of graduate-level courses from another institution for a Master's student. The student must have made a "B" or better on the course(s) to be transferred.

Student Name _____ UM ID# _____

Courses to be transferred:

	Course Number	Title	Hours	Grade
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

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

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 _____ UM ID# _____

Degree Sought Ph.D. Program Higher Education

Courses remaining to be completed:

1. _____
2. _____
3. _____

Members of the Examining Committee Name: _____, Chair
Title: _____

Name: _____ Name: _____
Title: _____ Title: _____

Name: _____ Name: _____
Title: _____ 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.

_____ Date
Department Chair/GPC

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.

DISSERTATION REVIEW PROCEDURE

[There must be at least one full semester between submission of the prospectus and the semester in which the final dissertation is scheduled.]

- A. A written dissertation prospectus will be required of every doctoral student.
- B. An oral defense of the prospectus will be required.
- C. A committee will be formed to evaluate the merit of the prospectus. This committee will also serve as the dissertation committee.
- D. The committee should consist of at least four (4) members. One member, nominated by the dissertation chairperson, will be external to the discipline. All members of the committee shall have equal voting rights.
- E. A single negative vote in the committee will require negotiation among the members in order to achieve reconciliation of the point(s) of objection.
- F. Only if the committee cannot agree on the merits of the prospectus and, through reasoned discussion, accept the prospectus unanimously, a review process by a committee of the department/school will be invoked.
- G. Although a unanimous vote of the committee is necessary in order to accept the prospectus, a majority vote only will be required on the final dissertation defense.
- H. An approved copy of the prospectus will be filed with the Graduate School immediately following the defense.
- I. Any research involving human subjects must be approved by the Institutional Review Board (IRB). To determine if this provision applies to you, please visit their website at <http://www.olemiss.edu/depts/research/irb/irbforms.htm> or call the IRB office at 662/915-3929.
Any research involving animal subjects must be approved by the Institutional Animal Care and Use Committee (IACUC). To determine if this provision applies to you, please visit their website at http://www.olemiss.edu/depts/research/compliance_policy/AnimalRes.html or call the IACUC office at 662/915-3929.
- J. When any member of the committee believes that a substantial change in the research plan has been made, the committee will be reconvened. Unanimous approval of any substantial revision is required. A report of substantial changes will be filed in the Graduate School.
- K. Any committee member who does not sign the final dissertation must file an objection with the Graduate School.

Dissertation Prospectus Procedure

This communication is used by a Department Chair/GPC to confirm that a student is ready to appoint the prospectus committee and defend the prospectus. The committee is comprised of a chair, of which he/she must be a full member of the Graduate Faculty, two additional members of the department and one member, external to the discipline. This form should be submitted 10 days in advance of the scheduled prospectus date. A memo should be sent following the proposal defense informing the Graduate School of the results along with a copy of the approved prospectus.

Student Name _____ UM ID# _____

Department/Area: _____

Tentative Dissertation Title: _____

Members of the Examining Committee Name: _____, Chair
Title: _____

Name: _____ Name: _____
Title: _____ Title: _____

Name: _____ Name: _____, External
Title: _____ Title: _____

Date Set for Prospectus Defense: _____

Note:

- IRB Approval, if using human subjects: Prospectuses need to be approved by your committee before submission to Institutional Review Board.
- Date of IACUC Approval, if using animal subjects: _____

APPROVED _____
Department Chair/Graduate Coordinator Date

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 _____ UM ID# _____

Degree Sought M.A. Program Higher Education/Student Personnel
 Master's Non-Thesis Doctoral Essay
 Master's Thesis Doctoral Dissertation

Title of Project/Thesis/Essay /Dissertation: _____

Members of the Examining Committee Name: Lori Wolff, Chair
 Title: Associate Professor

Name: Program Faculty Name: _____
 Title: _____ Title: _____

Name: * Name: _____, External
 Title: _____ Title: _____

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 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.

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 _____ UM ID# _____

Degree Sought Ph.D. Program Higher Education
 Master's Non-Thesis Doctoral Essay
 Master's Thesis Doctoral Dissertation

Title of Project/Thesis/Essay /Dissertation: _____

Members of the Examining Committee Name: _____, Chair
 Title: _____

Name: _____ Name: _____
 Title: _____ Title: _____

Name: _____ Name: _____, External
 Title: _____ Title: _____

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 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.

APPLICATION FOR GRADUATE DEGREE

INSTRUCTIONS ----- PLEASE READ CAREFULLY

1. A student who expects to complete his/her degree requirements during any semester term must submit the completed degree application along with a copy of his/her unofficial transcript to the Graduate School by the deadline. Please check the Academic Calendar for Graduation Deadlines at the Registrar's Homepage, located at <http://www.olemiss.edu/depts/registrar/>
2. **All theses, doctoral essays and dissertations must be completed and submitted to the Graduate School by the last class day of the intended graduation term!!! NO EXCEPTIONS!!!**
IT IS SUGGESTED THAT YOU DEFEND TWO WEEKS BEFORE THE LAST CLASS DAY TO ALLOW ENOUGH TIME FOR REVISIONS AND CHANGES, ETC.
3. For applicants completing written examinations, projects or recitals, all must be completed by the last class day of the intended graduation semester.

The Graduate School makes available to students a *Manual for Thesis and Dissertation Preparation*, which is located on the Graduate School website at http://www.olemiss.edu/depts/graduate_school/diss&thesisman.pdf. It is recommended that each student writing a thesis, doctoral essay or dissertation bring it by the Graduate School to be checked for adherence to the manual before you print your final two copies. Remember that "liquid paper, correct-type", or similar non-abrasive methods of erasure are not permitted on the final copies. Please be certain the paper you use is **100% cotton, 24-lb. or better weight**. The signature pages must be on the same color paper as the final thesis, essay or dissertation with original signatures, which does not mean a photocopy of the signatures. **The Graduate School requires two (2) copies of the thesis, doctoral essay or dissertation in two (2) boxes.**

4. **For the Master's thesis and doctoral essay, the binding fee is \$7.00 for both copies. NO COPYRIGHT! For the Dissertations, the microfilm & binding fee is \$88.00. The \$65.00 copyright fee is optional. All fees should be paid at the Bursar's Office, and the fee receipt MUST be presented to The Graduate School at the time the thesis, doctoral essay or dissertation is deposited.**
5. The doctoral abstract should not exceed 350 words in length. Each candidate for degree should check with his/her advisor regarding the number of departmental copies required. The binding fee pays for the binding of the two Graduate School copies only. Additional copies can be bound for \$20 through UM Printing Services located in Sam-Gerard Hall on Rebel Drive (across from UPD/Kinard Hall), (662) 915-7066.

Note: ALL DOCTORAL CANDIDATES MUST OBTAIN AND COMPLETE THE *SURVEY OF EARNED DOCTORATES* FORM AND THE *UMI DISSERTATION AGREEMENT FORM*, WHICH IS AVAILABLE FROM THE SUPERVISOR OF GRADUATE RECORDS IN THE GRADUATE SCHOOL. BOTH OF THESE FORMS MUST BE SUBMITTED TO THE GRADUATE SCHOOL WHEN THE TWO COPIES OF THE DISSERTATION ARE TURNED IN. DIPLOMAS CANNOT BE RELEASED UNTIL ALL FEES ARE PAID AND, IN THE CASE OF DOCTORAL CANDIDATES, THE SURVEY OF EARNED DOCTORATES AND THE UMI DISSERTATION AGREEMENT FORM ARE SUBMITTED TO THE GRADUATE SCHOOL.

Departmental requests to hold the final examination (oral or written) for Master's degree candidates are due in The Graduate School no later than 14 days prior to the date of the intended examination.

Departmental requests to hold the final examination (oral or written) for Doctoral degree candidates are due in The Graduate School no later than 10 days prior to the date of the intended examination.

Application for Graduate Degree

Graduation Date: August May December Academic School Year: _____

Student Name _____ UM ID# _____

Candidate for degree of: _____ Major: _____

CHECK ONE: Thesis Non-Thesis Number of semesters enrolled toward this degree: _____

DEGREES PREVIOUSLY EARNED

(Degree)	(Institution)

Please be sure that your local and permanent addresses are current as graduation instructions and diplomas will be mailed to them, respectively. To make changes, please log on to Student Online Services to make changes.

Current local mailing address: _____

Email: _____ Phone #: _____

For commencement program purposes, please indicate your hometown: _____

Date

Signature of Student

Departmental Approval

I have examined the credentials and to the best of my knowledge, the applicant will have completed all requirements for the degree for which application has been made. **For Master's Degree only:** Courses applied toward the degree (e.g. MATH 525, 526): _____

The student is currently enrolled in: _____

Date

Signature of Department Chair/Graduate Coordinator

NOTE: Along with this form, applicants must present an *unofficial* copy of their UM transcript to their department chair. Please submit all materials to the Graduate School. Please get additional transcripts if needed.

Office Use Only:
GPA: _____

Registered: YES
NO

Hours Enrolled: _____