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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 in the field in the master’s program, or looking to broaden your horizons as a professional in either the master’s or 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.

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.

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.
Higher Education Faculty and Staff

Neal H. Hutchens, J.D. (University of Alabama), Ph.D. (University of Maryland). Chair and Professor

Kerry Brian Melear, Ph.D. (Florida State University). Professor and Affiliate Faculty for School of Law

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

Frank J. Fernandez, Ph.D. (Pennsylvania State University). Assistant Professor

George S. McClellan, Ph.D. (University of Arizona). Associate Professor

John Holleman, Ed.D. (Texas A&M University at Commerce). Director of Graduate Studies, Clinical Associate Professor and Program Coordinator

Phillis George, Ph.D. (University of Wisconsin-Madison). Assistant Professor

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

Kim Chrestman, Administrative Coordinator I
Master of Arts in Higher Education/Student Personnel

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 and incorporates the Association of College Personnel Administrators (ACPA)/ National Association of Student Personnel Administrators (NASPA) competency areas. 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 Council for the Accreditation of Educator Preparation (CAEP) accredited School of Education and follows the standards outlined by the Council for the Advancement of Standards in Higher Education (CAS).

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 you have questions or concerns, please contact Dr. John Holleman, Faculty Coordinator (662-915-7198 or holleman@olemiss.edu) or Dr. KB Melear/Program Leader (662-915-5016 or kbm@olemiss.edu). When communicating with the program coordinator, or a faculty/staff 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.
MASTER OF ARTS DEGREE IN HIGHER EDUCATION/STUDENT PERSONNEL

Residential M.A. in Higher Education/Student Personnel
The residential 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) Students enrolled prior to summer 2019.

Foundations Area – 6 hours
EDFD 609 Cultural Context of Education (recommend take sometime after 1st fall semester)
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 (take during first semester available)
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 601 Educational Statistics I

Other courses may be taken as electives with advisor approval.
New Program of Study (36 hours total). *Students enrolled summer 2019.*

**Foundations Area – 6 hours**
EDFD 609 Cultural Context of Education  
EDRS 605 Educational Research I

**Higher Education Core – 24 hours**
EDHE 656 Student Services in Higher Education (take 1st Fall Semester)  
EDHE 671 The College and the Student (take 1st Fall Semester)  
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

**Higher Education Electives – 6 semester hours/2 classes**
COUN 570 Multicultural Issues in Counseling  
COUN 680 Career Counseling  
EDHE 651 Advanced Individualized Study (advisor approval required)  
EDHE 657 Comparative Higher Education  
EDHE 658 Organization and Governance in Higher Education  
EDHE 661 The Community College  
EDHE 662 College Teaching  
EDHE 663 Curriculum in Higher Education  
EDHE 669 Human Resources in Higher Education  
EDHE 670 Special Topics in Higher Education  
EDRS 601 Educational Statistics I

*Other courses may be taken as electives with advisor approval.*
Registration for Courses

Students will be contacted by the program coordinator with respect to the classes to register for in upcoming enrollment session.

The Practicum

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. Kyle Ellis, who serves as the program’s Practicum Director. This practicum course may be offered online.
Online Professional M.A. in Higher Education/Student Personnel

The online-delivered Professional Master of Arts in Higher Education/Student Personnel offers the same curriculum as the on-campus M.A. offering. The online M.A. program employs alternative methods of delivering course content, including Internet learning systems, audio/video conferencing and an assortment of streaming media content. Students complete the lockstep sequence of classes as a cohort group with a high degree of collaboration, moving through the two-year program together.

Summer Session, Year One
EDHE 656    Student Services in Higher Education
EDRS 605    Educational Research I

Fall Semester, Year One
EDHE 658    Organization and Governance of Higher Education
EDHE 669    Human Resources in Higher Education

Spring Semester, Year One
EDFD 609    Cultural Context of Education
EDHE 660    History of Higher Education

Summer Session, Year Two
EDHE 659    Finance of Higher Education
EDHE 667    Practicum in Student Personnel Services

Fall Semester, Year Two
EDHE 665    Contemporary Issues of Higher Education
EDHE 671    The College and the Student

Spring Semester, Year Two
EDHE 661    The Community College
EDHE 664    Law and Higher Education
Graduation

During the last semester of coursework, students must complete an application for graduation (Form GS8) indicating the semester in which the student 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, including listing courses applied to the degree (courses taken) and courses in which students are currently enrolled in the area marked “Department Approval” 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. 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 note that the hood color for M.A. is light 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 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

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. The link to information on assistantship opportunities is available through the Division of Student Affairs (https://studentaffairs.olemiss.edu/graduate-assistant-opportunities/). Department of Higher Education does not facilitate 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.
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.

**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
- Three (3) courses in consultation with advisor

**HIGHER EDUCATION CORE – 12 Hours**
Students must complete 12 hours of Higher Education core courses selected from among the following courses:
- 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
- EDLD 730 Multi-Disciplinary Perspectives on Leadership

**AREA OF SPECIALIZATION – 21 Hours**
Courses to be selected in consultation with your advisor in the development of an area of specialization to support the dissertation study. Courses may be selected from the Department of Higher Education and other programs in the School of Education and the University. At least twelve hours must be selected from the Department of Higher Education.

**DISSERTATION – 18 Hours**
- EDHE 797. 18 semester hours after comprehensive exam.

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

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. Prior to EDRS 705, a student must 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. EDRS 705 Educational Research II, should ideally be taken near the end of 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.
4. 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.
5. 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 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 each year on the first Friday and Saturday of the January and August intersessions, respectively. 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 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.
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 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 dissertation chair (and possibly other 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 ($Z = \text{pass}, F = \text{fail}$). 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.

**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.
DOCTOR OF EDUCATION (Ed.D.) WITH AN EMPHASIS IN HIGHER EDUCATION

The Doctor of Education (Ed.D.) with an emphasis in Higher Education is designed for current college and university administrators who desire to emphasize a practitioner focus in their doctoral studies. Aligned with the values and purposes of the Carnegie Project on the Education Doctorate (CPED), a consortium of over 80 colleges and schools of education which have committed resources to work together to advance the understanding of the contemporary doctorate in education, the purpose of the Ed.D. with an emphasis in Higher Education is to enhance higher education practitioners’ critical thinking and decision-making skills through courses focused on leadership, global awareness, current events in education, policy, and practice. The degree culminates with a capstone dissertation-in-practice (DiP) based on research focused through the lens of professional practice. Reflecting the value of applied learning, the DiP provides the opportunity for the doctoral student to address a genuine problem of practice in a college or university setting.

Designed so that it can be completed over a three-year period, the Ed.D. requires 48 semester hours of post-master's coursework. Meeting the goal of completion in three years requires continuous enrollment of six semester hours for eight consecutive semesters.

PROGRAM COURSES

Core/Context Courses (3 Courses / 9 Semester Hours; Cross-Curriculum)

EDCI 703: Seminar on The Learner and Learning: Exploration of prominent learning theories and their practical applications toward the design of learning environments.
EDFD 707: The Professional Philosophy: Relation of various philosophies to modern educational practice.
EDFD 713: Education and Society: Ways in which selected cultural factors and trends affect the process and organization of education.

Higher Education Emphasis Courses (4 courses / 12 semester hours)

EDFD 611: Comparative Education: Comparisons among patterns of education currently followed in other countries.
EDHE 721: Recent Developments in Educational Practice: Investigation and evaluation of selected contemporary innovations in teaching and the conducting of educational programs.
EDLD 730: Multi-Disciplinary Perspectives on Leadership: A seminar drawing from a variety of disciplines to broaden doctoral students' behavioral and social-scientific and humanistic backgrounds as these can enrich leadership practices.
EDHE 772: Advanced Education Policy Analysis: Advanced study of educational policy making at the state and federal level. The class requires travel to Jackson, Mississippi, and Washington, D.C.

Inquiry & Analysis Courses (4 Courses / 12 Semester Hours; Cross-Curriculum)

EDHE 700: Models of Inquiry and Literature Review: A seminar focused on the development of an appropriate dissertation topic and corresponding extensive literature review.
**EDRS 702: Institutional Research and Planning in Higher Education:** Outlines the development of institutional research at colleges and universities; reviews common institutional research functions; provides practical exercises in the conduct of studies, data presentation and analysis; describes the development of structured planning processes at colleges and universities.

**EDRS 704: Foundations of Qualitative Research Methods:** An in-depth analysis of the various forms of qualitative research. It is intended that this course will provide students with a theoretical and practical starting point for utilizing this method of research.

**CAPSTONE COURSES (5 courses 15 semester hours)**
- **EDHE 797: Dissertation in Practice** (Manuscript 1)
- **EDHE 797: Dissertation in Practice** (Manuscript 2)
- **EDHE 797: Dissertation in Practice** (Manuscript 2)
- **EDHE 797: Dissertation in Practice** (Manuscript 3)
- **EDHE 797: Dissertation in Practice** (Manuscript 3)

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### Ed. D. Cohorts Three, Four, and Five Course Sequence

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
<td><strong>SUMMER</strong></td>
</tr>
<tr>
<td><strong>EDHE 721</strong>&lt;br&gt;Recent Developments in Educational Practice&lt;br&gt;<strong>EDHE 700</strong>&lt;br&gt;Models of Inquiry &amp; Literature Review</td>
<td><strong>EDRS 702</strong>&lt;br&gt;Institutional Research &amp; Planning in Higher Education&lt;br&gt;<strong>EDRS 701</strong>&lt;br&gt;Statistics II</td>
<td><strong>EDLD 730</strong>&lt;br&gt;Multi-Disciplinary Perspectives on Leadership&lt;br&gt;<strong>EDHE 797</strong>&lt;br&gt;Dissertation in Practice&lt;br&gt;<em>Comprehensive Exam</em></td>
</tr>
<tr>
<td><strong>EDFD 713</strong>&lt;br&gt;Education &amp; Society&lt;br&gt;<strong>EDHE 797</strong>&lt;br&gt;Dissertation in Practice</td>
<td><strong>EDRS 704</strong>&lt;br&gt;Foundations of Qualitative Methodology&lt;br&gt;<strong>EDHE 797</strong>&lt;br&gt;Dissertation in Practice</td>
<td><strong>EDHE 772</strong>&lt;br&gt;Advanced Education Policy Analysis&lt;br&gt;<strong>EDHE 797</strong>&lt;br&gt;Dissertation in Practice</td>
</tr>
<tr>
<td><strong>EDCI 703</strong>&lt;br&gt;Seminar on the Learner &amp; Learning&lt;br&gt;<strong>EDFD 707</strong>&lt;br&gt;The Professional Philosophy</td>
<td><strong>EDHE 657</strong>&lt;br&gt;Comparative Education&lt;br&gt;<strong>EDHE 797</strong>&lt;br&gt;Dissertation in Practice</td>
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</table>
Graduate Advisory Committee and Dissertation Prospectus

At the time in which doctoral students seek to propose plans for their dissertation, it is required for the student to initiate through their myOleMiss login the establishment of their Graduate Advisory Committee. Dissertation committees must consist of at least three faculty from the Department of Higher Education, plus one member external to the Department. Each committee member must be an Associate or Full member of the Graduate Faculty.

At least two weeks before the anticipated dissertation proposal meeting, the doctoral student should enter the information for advisory committee members by via the following navigational path within myOleMiss.

Go to:

- Student Tab
- Processes Involving Me
- Services for Graduate Students
- Graduate Advisory Committee

Select Anticipate Defense Term and click “Initiate.” Once the request has been initiated, the main screen will allow you to enter and edit all the required information for the form.

- To enter the title of the thesis or dissertation, select “Add Title.” Enter the title of the thesis or dissertation and click “Submit.”

- To add the members to the committee, select “Add Thesis/Dissertation Committee” and search by the faculty member’s name. Then click “Add” to add them to the committee. Repeat these two steps until all committee members have been added.

- Once the committee members have been added, designate one member as the committee chair. You must do this before the form can be submitted. Click the box to indicate which member will serve as chair. Then click to “Submit.”

- Next, you can “Review” or “Reject” the request. If the form is complete and correct select “Review.” After selecting “Review,” you will need to select to submit.

- Following the proposal, the student will need to submit a copy of the prospectus (either in person or via email) and a memo from the committee chair stating the proposal was successful.
Appendices

Tentative Course Schedule .................................................................
M.A. Portfolio Guide ...........................................................................
M.A. Portfolio Checklist ....................................................................
M.A. Portfolio Evaluation Rubrics ....................................................
Early Dissertation Hours Policy ....................................................... 
Early Hooing Policy .......................................................................... 
Graduate School Forms ....................................................................
  GS3 Request to Accept Transfer Credit from another Institution
  GS5 Authorization to Sit for a Comprehensive Examination
  GS7 Authorization of the Final Oral/Written Examination
  GS8 Application for Graduate Degree
Tentative Course Schedule*

**Fall**
EDFD 609  Cultural Context of Education  
EDHE 651  Advanced Individualized Instruction  
EDHE 656  Student Services in Higher Education  
EDHE 660  History of Higher Education  
EDHE 664  Law and Higher Education  
EDHE 667/668  Practicum  
EDHE 669  Human Resources in Higher Education  
EDHE 721  Recent Developments in Educ. Practice  
EDHE 797  Dissertation  
EDLD 730  Multidisciplinary Perspectives on Leadership  
EDRS 601  Educational Statistics I  
EDRS 605  Educational Research I  
EDRS 700  Models of Inquiry and Literature Review  
EDRS 701  Educational Statistics II  
EDRS 702  Institutional Research & Planning in Higher Education  
EDRS 704  Foundations of Qualitative Methodology  
EDRS 705  Educational Research II  

**Spring**
EDFD 609  Cultural Context of Education  
EDHE 651  Advanced Individualized Instruction  
EDHE 658  Organization and Governance of Higher Education  
EDHE 659  Finance of Higher Education  
EDHE 661  The Community College  
EDHE 662  College Teaching  
EDHE 665  Contemporary Issues of Higher Education  
EDHE 667/668  Practicum  
EDHE 671  College and the Student  
EDHE 757  Comparative Higher Education  
EDHE 772  Advanced Education Policy Analysis  
EDHE 797  Dissertation  
EDRS 601  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  

**Summer**
EDHE 657  Comparative Higher Education  
EDHE 651  Advanced Individualized Instruction  
EDHE 662/662  College Teaching  
EDHE 667/668  Practicum  
EDHE 797  Dissertation  

EDRS 601  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. In addition, the professional cohort sequencing may be different.
M. A. Portfolio Guide

(For students enrolled prior to summer 2019, the current standards will apply. Students beginning program in summer 2019 will enroll in the required capstone class EDHE 665 Contemporary Issues of Higher Education in the spring semester of second year (i.e. residential). EDHE 665 Contemporary Issues in Higher Education will be taught as a residential class.)

Purpose

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. Therefore, 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. An additional purpose is to assist faculty in their evaluation of each student’s progress.

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.

- **Personal 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?
- **Representative Student Work**
  - Provide examples of your work from three of the core courses you have taken in the program as well as from your work experience or graduate assistantship related to Higher Education, and include a reflective narrative in which you explain why you selected the particular items for inclusion in your portfolio, how the items exemplify your learning or work, and how the items show your growth during the program.
Guidelines

The rubrics faculty use to evaluate the portfolios may be found in the Appendices. In addition, portfolio exemplars are available in Guyton 131.

- **Do Not . . .**
  - Place every academic example you have in your portfolio.
- **Do . . .**
  - Provide an example of academic work from three of the following core courses:
    - 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 in Higher Education
    - EDHE 665 – Contemporary Issues of Higher Education
    - EDHE 671 – The College and the Student
  - Submit at least one example from your work, graduate assistantship, or practicum experience.
  - Use academic and work examples to demonstrate improvement in academic and work related goals.
  - Include a reflective narrative in which you explain why you selected the particular items for inclusion in your portfolio, how the items exemplify your learning or work, and how the items show your growth during the program.

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** (double-spaced)
  - **Personal Statement** – 1-2 pages
  - **Goals** – 1-2 pages
  - **Program Evaluation** – 1-2 pages
  - **Representative Work Reflective Narrative** – 1-2 pages
- **Copies**
  - Unless other instructions are provided from the program coordinator, turn in one bound copy of the portfolio to the program coordinator or designated office by the due date. In addition, one electronic copy (pdf file) of the portfolio should be emailed to the program coordinator or designated person 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.
Portfolio Component Checklist

Student Name: 

Semester: Spring 2019

☐ Belief statement

☐ Goals

☐ Program evaluation

☐ Academic work

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

☐ EDHE 656:
☐ EDHE 658:
☐ EDHE 659:
☐ EDHE 660:
☐ EDHE 664:
☐ EDHE 665:
☐ EDHE 671:
☐ Other (optional):

☐ Professional work/assistantship/practicum 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:

☐ Representative Work Reflective Narrative

Students must include a reflective narrative to accompany the representative work examples in which they explain why they selected the particular items for inclusion in the portfolio, how the items exemplify learning or work, and how the items show growth during the program.

Comments:
### Belief Statement / 5

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Documents the student’s beliefs about the aims and role of student affairs in higher education in a clear, concise, and professional manner.</th>
</tr>
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<tbody>
<tr>
<td>Faculty Comments:</td>
<td>Section Score: 5 - Exceptional</td>
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</table>

### Goals / 5

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>Faculty Comments:</td>
<td>Section Score: 5 - Exceptional</td>
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</tbody>
</table>

### Program Evaluation / 5

| Criteria: | Gives examples of how the program has:  
- 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. |
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<tr>
<td>Faculty Comments:</td>
<td>Section Score: 5 - Exceptional</td>
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</table>
### Representative Work / 5

**Criteria:** Provides examples from three of the core courses (EDHE 656, 658, 659, 660, 664, 665, and 671) as well as from work, assistantship, or practicum, that exemplify learning or work, and includes reflective narrative that explains items for inclusion and shows growth during program.

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<th>Faculty Comments:</th>
<th>Section Score:</th>
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<td>5 - Exceptional</td>
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</table>

### The Final Product / 5

**Criteria:** Academic and professional work examples included are of high quality and illustrate relevance, evidence, functional knowledge of goals, self-directed learning, and purpose. Student provides 1 bound copy and one electronic copy (pdf) of the portfolio by the deadline and does not exceed writing limitations.

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<tr>
<th>Faculty Comments:</th>
<th>Section Score:</th>
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<td>5 - Exceptional</td>
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</table>

### Total Score

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<th>Total Score</th>
<th>25</th>
<th>Pass/Fail Recommendation:</th>
<th>Pass</th>
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</thead>
</table>

### Overall Comments:

*For office use only*

Reviewer 1: _____  
Reviewer 2: _____  
Reviewer 3: _____
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 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.
Policy to Allow Doctoral Students Participate in May Hooding Ceremony
Department of Higher Education

The University allows students to participate in May commencement activities under certain scenarios. Ed.D. and Ph.D. students seeking to participate in the university graduation ("Hooding") ceremony, must have satisfied at a minimum the following criteria:

1. Successful defense of the dissertation proposal, including a written document that has been approved by the full dissertation committee and submitted to the Graduate School. Participation in the graduation ceremony requires both the oral defense and an approved written proposal.

2. For Ed.D. students, completion of Manuscript II of the Dissertation in Practice (DiP). The student’s DiP chair must approve Manuscript II as meeting a sufficient level of progress to approve the student’s participation in the graduation ceremony. For Ph.D. 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 Ph.D. 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.
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 and the GS7 form for master’s students’ portfolios.
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:

<table>
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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Hours</th>
<th>Grade</th>
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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 __________________________

31
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

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<tr>
<th>Chair Name</th>
<th>Name</th>
<th>Title</th>
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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.
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.
Form GS8
Application for Graduate Degree

Graduation Date:  ☐ August  ☐ May  ☐ December  Academic School Year: ________

Student Name: ___________________________ Student ID#: ___________________________

Candidate for degree of: ____________________  Major: _____________________________

Check One:  ☐ Thesis  ☐ Non-Thesis  Number of Semesters Enrolled Toward This Degree: ________

DEGREES PREVIOUSLY EARNED

Degree: ___________________________ Institution: ___________________________

Degree: ___________________________ Institution: ___________________________

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 Address: ___________________________

email: ___________________________ Phone: ___________________________

For Commencement Program Purposes, please indicate hometown: ___________________________

Signature of Student: ___________________________ Date: ___________________________

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. Students who fail to meet the graduation requirements must reapply for a future graduation term. For Master’s Degree only: Courses applied toward the degree (e.g. MATH 525, 526):

_________________________________________

The student is currently enrolled in:

_________________________________________

Signature of Department Chair/Graduate Coordinator: ___________________________ Date: ___________________________

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  Hours Enrolled: ________

NO