Ed.D. with an emphasis in Higher Education (online)

Program Information

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

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

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

PROGRAM COURSES

EDHE 701: Doctoral Studies Proseminar (3 credits)
EDRS 701: Statistics II (3 credits)
EDHE 713: Education and Society (3 credits)
EDHE 700: Models of Inquiry and Literature Review (3 credits)
EDHE 721: Recent Developments in Educational Practice (3 credits)
EDHE 702: Program Planning and Assessment in Higher Education (3 credits)
EDRS 703: Advanced Methods of Applied Research (3 credits)
EDRS 733: Special Topics in Educational Research (3 credits)
EDRS 704: Foundations of Qualitative Research (3 credits)
EDHE 729: Leadership and Organizational Theory (3 credits)
EDHE 730: Multi-Disciplinary Perspectives on Leadership (3 credits)
EDHE 797: Dissertation in Practice (15 credits total)

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

### Ed.D. COURSE SEQUENCE AND MILESTONES (Beginning Fall 2020)*

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*Students should be enrolled in six units each semester.

### DISSERTATION IN PRACTICE (DIP)

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

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

Please contact either of the following for additional information:

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