

# *Student Handbook*

## **DEPARTMENT OF HIGHER EDUCATION**

Program Leading to the Doctorate of Education (Ed.D)  
with an Emphasis in Higher Education



THE UNIVERSITY of  
**MISSISSIPPI**

School of Education

**Higher Education**

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## Welcome

Welcome to the Ed.D. program in the Department of Higher Education at The University of Mississippi. The Ed.D. program provides mid- and senior-level administrators with new skills and perspectives to help them move into increasingly senior roles. The Ed.D. program is distinctly different from the department's research-oriented Ph.D. program.

This handbook contains information about the department, course offerings, and program policies. In addition to the handbook, Ed.D. students should familiarize themselves with the university's [Graduate Catalog](#), [Policy Directory](#), [Graduate School Forms and Manuals](#), and [Thesis and Dissertation Manual](#). The Graduate Catalog contains specific information regarding admission policies, academic regulations, and requirements for degrees. Keep in mind that the Graduate Catalog establishes minimum university requirements, and it is within the right of a department or program to establish policies that exceed minimum standards.

### Higher Education Faculty and Staff

#### *Higher Education Faculty*

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

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

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

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

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

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

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

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

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Shannon Richardson, Ph.D. (University of Mississippi). Instructional Assistant Professor of Higher Education, Assistant Director, William Magee Center for AOD & Wellness Education

Brent Marsh, Ph.D. (Bowling Green State University). Assistant Vice Chancellor & Dean of Students, Division of Student Affairs, University of Mississippi

Kristina Phillips, Ed.D. (University of Mississippi). Executive Director of QEP & General Education, Jackson State University

Tara Dunn-Ross, Ph.D. (Jackson State University). Vice President for Student Affairs, LeMoyne-Owen College

Earnest Stephens, Ph.D. (University of Mississippi). Assistant Director, Mississippi NASA Space Grant Consortium, University of Mississippi

***Higher Education Staff***

Kim Chrestman, Administrative Coordinator I

## **Doctor Of Education (Ed.D.) With An Emphasis in Higher Education**

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

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.

### **Equity, Ethics, Inclusion, and Social Justice**

Consistent with CPED principles, the Higher Education Department notes the following definitions as informing its curricular and co-curricular offerings:

- Equity – Our programs seek to develop higher education leaders who are dedicated to equality of opportunity for all students, staff, and faculty as they engage in their educational and employment activities; who are aware of the ways in which societal, socioeconomic, cultural, familial, staffing, programmatic, instructional, assessment, and linguistic inequalities play themselves out in inhibiting that equality; and who call out and seek to address those inequities and to advocate for and promote fairness.
- Ethics – Our programs seek to develop higher education leaders who engaged in their professional responsibilities in ways that are congruent with the established ethical values of their chosen field and which are aligned with their commitment to equity and social justice.

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<sup>1</sup> [https://www.cpedinitiative.org/assets/CPED\\_Documents/Marketing\\_Promotion/CPED%20InfoGraphic2019\\_v1.pdf](https://www.cpedinitiative.org/assets/CPED_Documents/Marketing_Promotion/CPED%20InfoGraphic2019_v1.pdf)

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

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

### 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*)

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

Course descriptions are available at the following link:

<https://catalog.olemiss.edu/education/courses>

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

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

\*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 review the [Graduate School's Multipart Thesis Dissertation Template](#) for formatting.

### **Processes for Faculty Review of Thesis/Dissertation Drafts**

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

### **Program Milestones: Descriptions, Sequence, And Timing**

#### ***DiP Prospectus Defense – Fall of Year 2***

A student must receive approval from the chair of the graduate advisory committee prior to scheduling a prospectus defense. A defensible prospectus includes a full draft of the first part of the DiP and a memo proposing a specific context for the evaluation or assessment portion of the DiP (i.e., the second part of the DiP). During the prospectus defense, students should be prepared to discuss how what they have read (e.g., empirical findings, conceptual or theoretical frameworks) informs their ability to identify and analyze problems of practice. The prospectus

will be orally defended before a full graduate advisory committee, including an external member. The student is responsible for addressing feedback received from the graduate advisory committee in future drafts of the DiP. Doctoral students advance to candidacy (i.e., they are considered a “doctoral candidate”) after successfully defending the prospectus.

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

### ***Comprehensive Exam – Fall of Year 3***

A student should not schedule a comprehensive exam without prior approval from the chair of the graduate advisory committee (i.e., the DiP adviser). The comprehensive exam is a written assessment embedded in your third year EDHE 730 course. Students who pass the comprehensive exam milestone are considered by the department as having ABD status (“all but dissertation-in-practice”). Students who do not pass the comprehensive exam are permitted to re-take the examination once (that is, they may complete the examination a second time). Following a failed first attempt, the student must take the comprehensive exam in a subsequent semester. A second failure on the qualifying exam will result in dismissal from the Ed.D. program.

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

### ***DiP Final Defense – Spring of Year 3***

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

During the final DiP defense, students will orally present and defend each portion of the DiP before their graduate advisory committee, including an external member. Students should complete the DiP final defense in the spring of the third year (i.e., eighth semester in the



program) to complete the program in three years. Most faculty are not on contract to work during summer months, so students should not expect that the chairs or members of their graduate advisory committees will be available for defenses between the end of the spring semester and the start of the subsequent fall semester. The final version of the DiP must be formatted to meet the Graduate School’s guidelines for multi-part theses and dissertations <https://gradschool.olemiss.edu/thesis-and-dissertation-manual/thesis-dissertation-manual-4/#multiparttheses>

Anticipated Graduation	Fall	Spring	Summer
DiP Final Draft and Defense Date	Final Draft must be submitted by September 1 <sup>st</sup> and Defense must occur by November 15 <sup>th</sup>	Final Draft must be submitted by January 31 <sup>st</sup> and Defense must occur by April 30 <sup>th</sup>	Final Draft must be submitted by June 15 <sup>th</sup> and Defense must occur by July 31 <sup>st</sup>

### Individual Development Plan (IDP)

The Graduate School requires that all doctoral students complete an annual Individual Development Plan (IDP). The goal of the IDP is to assist students in identifying their professional and academic goals. It also allows advisors and dissertation chairs to best assist their students throughout their pursuit of a doctorate degree. The IDP Policy for the Graduate School can be found here:

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11916678> The plan must be submitted at the end of each academic year and submitted, after review by your advisor or chair, to the Graduate Studies Office. The process for submission is outlined on the IDP and a copy is attached to this handbook for your review.

### Establishing A Graduate Advisory Committee

A student should login to [myOleMiss](#) to establish a Graduate Advisory Committee *at least* three weeks before they plan to defend their DiP prospectus (with prior approval from their DiP adviser). 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. After establishing a graduate advisory committee, the student should distribute a complete, defensible draft of the prospectus to the members of the Graduate Advisory Committee (again, with prior approval from the DiP adviser).

Here is the navigational path for establishing a Graduate Advisory Committee 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 defense of the DiP proposal, the student will need to submit a copy of the DiP prospectus (either in person or via email) and a memo from the committee chair stating the proposal was successful.

### **Continued Enrollment, Time Limitations and Graduation Requirements**

After admission to candidacy, enrollment course work or dissertation must be continuous. This means that a student must be enrolled in at least 3 semester hours during two of the three terms in the calendar year (1 hour of summer enrollment will suffice if the student will graduate in the summer). If a doctoral student fails to maintain continuous enrollment, they will be assessed a fee equal to 3 hours of tuition for each semester of suspended enrollment. Students will be required to apply for re-admission into the program if they do not maintain continuous enrollment.

In addition to the policies outlined in the Graduate School catalog, students must (a) maintain an overall B average in all graduate courses; (b) earn a C or better in each graduate course; (c) not earn a C in more than one graduate course. Otherwise stated, students will be dismissed from the program for earning lower than a C in any course, a C in two or more courses, or having less than a B average (i.e., B-) in all graduate courses.

All required formal course work and the comprehensive exam should be completed within five calendar years of initial enrollment into degree seeking (conditional or full-standing) status, whether a student begins the doctoral program following completion of a bachelor’s or a master’s degree. After passing the comprehensive exam, a student becomes a candidate for the doctoral degree and must complete all remaining requirements, including the written dissertation and its defense, within five calendar years. If a candidate does not complete all requirements within this time, then the Graduate School will change the student’s status to nondegree seeking. The Graduate School may grant a one-year extension to this time limit for serious, nonacademic hardships (e.g., military duty, pregnancy, illness, or problems within the student’s immediate family). Additionally, a student may petition his or her academic program for a limited extension for a reason unrelated to personal hardship. If an academic program grants an extension, it may also impose additional requirements, which may include passing another comprehensive

examination, more course work, and/or other appropriate remedies. Any extension plan accepted by the candidate and the academic program must be approved by the Graduate School.

### **Policy on Doctoral Hooding Eligibility**

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

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**

Students must complete and submit required forms with the University of Mississippi's Graduate School to defend the DiP, complete the Survey of Earned Doctorates, receive the doctoral degree (and participate in commencement).

- Schedule a final DiP defense (GS7)
  - o [https://gradschool.olemiss.edu/wp-content/uploads/sites/36/2020/03/g7\\_authorization\\_for\\_final\\_exam\\_rev2016.pdf](https://gradschool.olemiss.edu/wp-content/uploads/sites/36/2020/03/g7_authorization_for_final_exam_rev2016.pdf)
- Survey of Earned Doctorates
  - o <https://sed-nces.org/login.aspx?redirect=true>
- Application for Ed.D. degree (and participate in commencement) (GS8)
  - o [https://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/10/g8\\_application\\_for\\_degree.pdf](https://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/10/g8_application_for_degree.pdf)

### **Communication**

Students are required to consistently check their go.olemiss.edu email accounts for communications from the university, School of Education, and Department for Higher Education. Failure to check this account is not an excuse for missed deadlines or information. Please make necessary implementations to ensure your account is monitored.

## **Needs Security**

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

## **Information Technology Appropriate Use Policy**

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

## **Student Information and Privacy in Online Education**

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

## **Students with Disabilities**

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



## **Individual Development Plan (IDP) for Graduate Doctoral Students**

An Individual Development Plan (IDP) may be viewed as a customizable roadmap to assist with developing a clear pathway toward completing a doctoral program and a successful career. It includes formulating and establishing clear academic and professional goals, as well as action plans for achieving those goals. The IDP is intended to help the doctoral student or postdoc assess and develop their own strengths, create goals, explore career paths, and pursue opportunities that allow them to build skills needed for desired career outcomes, whether inside or outside of the academy. Each doctoral student or postdoc must make an IDP using a template that matches the requirements of their unit. **The student will initiate and update their own IDP on an annual basis.** ([Graduate IDP Policy](#))

### **Goals of the IDP:**

An Individual Development Plan is just one of the many ways that the University of Mississippi assesses the progress on their Doctoral students. The goals of the IDP are the following:

- Assist both students and dissertation chairs in annual progress monitoring
- Allow students to engage in metacognitive strategies (i.e., self-assessing, self-correcting, etc.)
- Help students outline their personal and professional goals
- Ensures that Doctoral students complete their course work within the desired time frame set forth by the Graduate School at the University of Mississippi ([Graduate Time-Limit Policy](#))

### **Benefits of the IDP:**

The IDP allows Doctoral students to actively track their progress through their program. This allows for both short-term and long-term goals to be set. The processes used in the Individual Development Plan will aid and prepare students for their careers. This instrument allows advisors/dissertation chairs to follow and monitor student progress and enables them to make evidence-based decisions pertaining to students' academic affairs.



**Overview of the IDP Process:**

<b>Phase</b>	<b>Task</b>	<b>Deadline</b>
Part I – Student	<ul style="list-style-type: none"><li>• Students will identify their professional goals and aspirations at the beginning of each academic year.</li><li>• Email or meet with your advisor/dissertation chair to discuss your plan.</li><li>• Act on your plan and check in with your advisor/dissertation chair to track your progress as needed.</li></ul>	Submit your plan by <b>Oct. 1</b> to the Graduate Studies Website Upload <a href="#">link</a>
Part II - Student	<ul style="list-style-type: none"><li>• Students will self-evaluate progress on goals and mentoring needs.</li><li>• Make an appointment to meet with your advisor/chair to discuss your plan, success of meeting your goals and your end of the year evaluation.</li></ul>	
Part III - Faculty	<ul style="list-style-type: none"><li>• Once the student schedules the appointment, faculty will complete evaluation of progress towards professional goals and dispositions.</li><li>• All collaborators will sign the document.</li><li>• Student will submit completed Annual IDP on the link for the Graduate Studies Website Upload link by April 30.</li></ul>	Submit your signed plan by <b>April 30</b> to the Graduate Studies Website Upload <a href="#">link</a>

**Note:** This is an individualized student evaluation. It is the **responsibility of the student** to complete this form in its entirety and obtain the required signatures. Remember, the purpose of this form is to help the student identify successes and areas of improvement.



**IDP**  
**Individual Development Plan**

**Academic School Year:**

**Student Name:**

**Student ID#:**

**Degree:**

**Emphasis:**

**Program Start Date:**

**Date of Comprehensive Exam (if applicable):**

**Begin Dissertation (if applicable):**

**Number of Dissertation Hours Completed (if applicable):**

**Intended Graduation Date:**

Part I: Beginning of the Academic Year

**Academic and Professional Goals:**

***\*\*Students must complete this at the beginning of the academic year.***

*What are your academic and/or professional goals for the academic year? If you are in dissertation phase, please include one goal for dissertation.*



*What are you doing to enhance your learning progress and/or engagement in your program?*

*How do you expect the work/life balance to change compared to the previous academic year? How will you manage these changes?*

### **Academic Meeting Approval**

**\*This meeting can take place virtually or in-person as a single or group**

I have examined the Individual Development Plan (IDP) in its entirety. Based on the annual goals outlined in this plan, I believe that the Doctoral student is making adequate progress on their program and/or dissertation. I have spoken with the student regarding their program and/or dissertation, and I knowingly approve the continuation of their pursuit in a Doctoral program within the School of Education.

**Student Signature:**

**Date:**

**Advisor/Dissertation Chair Signature:**

**Date:**





**\*\*Note:** This form must be completed by students and signed by advisor/dissertation chair above. Please submit Part I by *October 1* using this [link](#) which is also available on the Graduate Studies Office website under forms.

## Part II: End of the Academic Year

### **Student Self-Evaluation:**

**\*\*Students should complete this at the end of the academic year before the final evaluation meeting with their advisor/dissertation chair.**

*List all major accomplishments that you have achieved this year (i.e., publications, conferences, teaching, defending research, professional development, professional associations, etc.)*

*What challenges (if any) did you face this academic year? How did you overcome those challenges?*



**Mentoring/Opportunities:**

***\*\*Students should complete this at the end of the academic year before the final evaluation meeting with their advisor/dissertation chair.***

	<i>How often are you communicating (email, phone, meeting)?</i>	<i>Do you prefer to meet more often? If so, have you communicated this?</i>
<i>Dissertation Chair</i>		
<i>Advisor (if different)</i>		
<i>Additional Mentors/ Peer Collaborators</i>		

*Outside of the faculty identified in this IDP, are you collaborating with other faculty/staff/students or participating in other opportunities or professional developments?*

Part III: End of the Academic Year Faculty Evaluation

**Faculty Evaluation:**

***\*\*Faculty will complete this evaluation with the student in the End of Year Meeting. This meeting can take place virtually or in-person as a single or group.***

Professional Criteria	Exceeds Expectations	Meets Expectations	Less than expected	No response
Organization				
Professionalism				
Managing Expectations				



Leadership and Collaboration				
Effective Communicator				
Ethical ( <i>varies by program</i> )				

*Narrative Feedback Comments (optional):*

### **End of Year Evaluation**

I have examined the Individual Development Plan (IDP) in its entirety. Based on the annual goals outlined in this plan, I believe that the Doctoral student is making adequate progress on their program and/or dissertation. I have spoken with the student regarding their program and/or dissertation, and I knowingly approve the continuation of their pursuit in a Doctoral program within the School of Education.

**Note:** For Doctoral students who have completed and passed comprehensive exams, these candidates must be making progress on their dissertation in a 797 course.

### **End of the Year Evaluation:**

**Student Signature:**

**Advisor/ Dissertation Chair Signature:**

**Note:** This form must be completed annually by students and signed each year by advisor/dissertation chair above. Please submit entire plan by *April 30* using this [link](#) which is also available on the Graduate Studies Office website under forms.

# Doctoral Program

## PROCESS TO GRADUATE

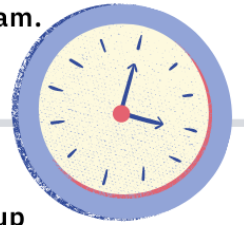


### STEP 1

- Once a committee is formed for a doctoral student, they must request a Graduate Advisory Committee. This is found on the Forms & Manual Library Page of the Graduate School website.

### STEP 2

- When a doctoral student is ready for their comprehensive exam, a form GS5 must be submitted to the Graduate School by the Department Chair or Graduate Program Coordinator indicating the date of exam.

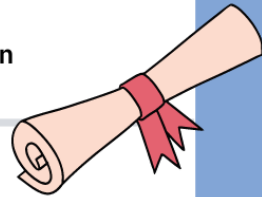


### STEP 3

- Once the exam is complete, a follow-up form, GS5.1, must be submitted to the Graduate School indicating whether the student successfully passed the examination. This can be completed by the Department Chair or Graduate Program Coordinator. At that time, the clock starts ticking for time for completion to graduation

### STEP 5

- Once a student defends their proposal, an email must be sent to the Graduate School, [[gschoolforms@olemiss.edu](mailto:gschoolforms@olemiss.edu)], by the student's chair. The email will indicate that the student successfully defended, and include a copy of their proposal.



### STEP 6

- When a student is ready for the final defense, form GS7 must be submitted to the Graduate School (at least 14 days prior to the defense).
- As a result of submitting the GS7, a Report of Final Oral/Written Examination will be emailed back to the committee chair. Upon completion of the defense, this form must be signed by all committee members, and sent back, indicating whether the student successfully passed the defense.

### STEP 7

- After a successful defense, the student will need to review the End Game-Preparing to Graduate page on the Graduate School Website to complete steps for graduation.

# 18 HOUR DISSERTATION & CONTINUOUS ENROLLMENT POLICY

## HOUR REQUIREMENT

Prior to graduation, every doctoral student must complete 18 hours of dissertation credit.

*(Ed.D requirements may vary slightly)*



## ENROLLMENT



- After admission to candidacy enrollment, in course work or dissertation, must be continuous.
- You must be enrolled in at least three semester hours during two of the three terms in the calendar year.

## CALENDAR

The calendar year includes the fall and spring semesters and the summer session.

- Fall
- Spring
- Summer Term 1 or Summer Term 2



## GRADUATION



- You must be enrolled in at least 3 hours in the term in which your degree will be granted.
- 1 hour of summer enrollment will suffice for graduation, if the summer semester is not being used to fulfill continuous enrollment requirement.

## INTERNSHIPS

- Departments that require an internship for the doctorate, continuous enrollment is not considered to be interrupted by enrollment in the internship.
- 18 hours of dissertation must still be presented, including 3 hours of enrollment during the Fall or Spring semester the degree is awarded.



## PENALTIES



Doctoral Students failing to maintain continuous enrollment will be assessed a fee equal to 3 hours of tuition for each semester of suspended enrollment.

## DISSERTATION

- There must be 4 months between a Proposal Defense and a Final Dissertation Defense.

