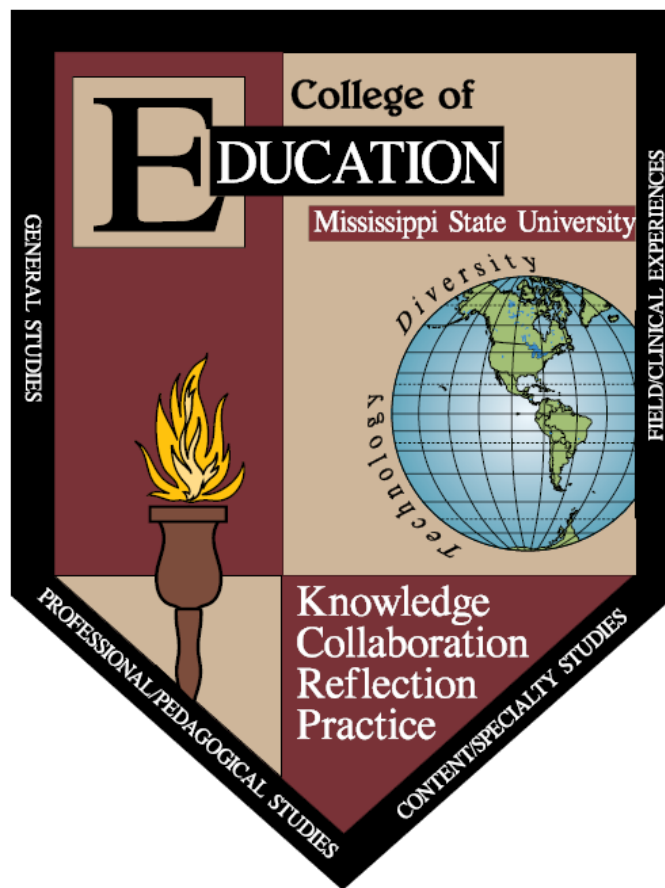


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DOCTORAL STUDENT HANDBOOK**



**2009**

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## PREFACE

The purpose of the *Doctoral Students' Guide* is to assist doctoral students (and graduate committee members) in the College of Education at Mississippi State University in the development and completion of a doctoral program of study as efficiently and satisfactorily as possible. Hopefully, much of the essential information needed to accomplish this task can be found herein. However, in some instances one will need to refer to the Mississippi State University *Graduate Studies Bulletin*, the *College of Education Graduate Program Handbook*, the *Office of Graduate Studies's Guidelines for Preparing Dissertations and Theses* or departmental handbooks or guides for assistance. This is a dated publication. Check with your major professor, with your department head and/or departmental graduate coordinator if in doubt.

College of Education  
2009

***Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, handicap/disability, or veteran status.***

## **I. GENERAL INFORMATION**

### **A. University Mission Statement**

The mission of Mississippi State University is to educate the workforce and leaders of the future, produce robust research for our state and nation, and provide expert services to our citizens, communities and businesses.

### **B. College of Education Mission Statement\***

As a Land Grant institution founded in 1878, Mississippi State University has a rich and distinguished tradition of providing leadership and service to the state and its people. Within this tradition of excellence, the mission of the College of Education at Mississippi State University is to prepare highly qualified professionals for the state and region to serve as teachers, administrators, supervisors, counselors, and other professionals in public schools, industry, and human service agencies. The College of Education values outstanding teaching and is dedicated to offering nationally accredited programs that are based on essential knowledge, sound practice, relevant research, and realistic clinical training. It is committed to providing professional development opportunities at the baccalaureate, master's, specialist, and doctoral levels. Through its leadership in teaching, service, and research, the College of Education prepares professionals who contribute substantially to the improvement of the lives of many individuals in our changing, technologically complex, and increasingly diverse society.

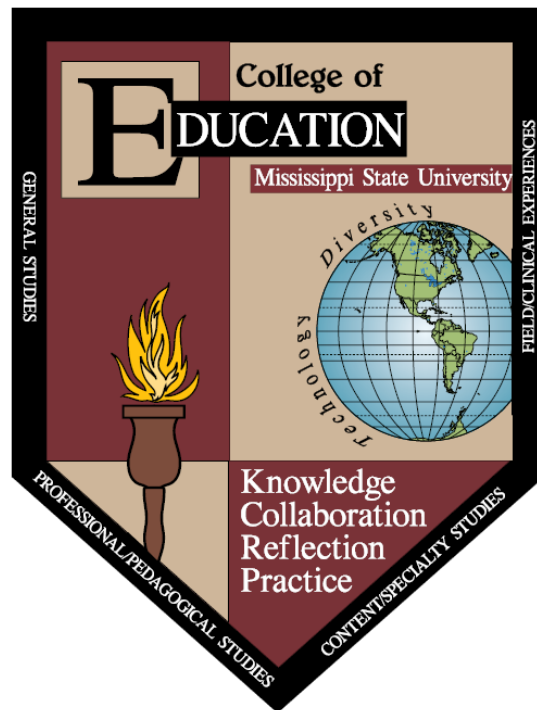
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*\*This statement is a result of faculty input beginning at the August 17, 1995 College Retreat and concluding at the May 2, 1996 College Round Table.*

## C. Conceptual Framework

The Doctor of Education and the Doctor of Philosophy degrees are offered with areas of program emphasis in Agricultural and Extension Education, Counselor Education, Curriculum and Instruction, Elementary Education, School Administration, Secondary Education, and Technology and Education. The Doctor of Philosophy degree is also offered in Educational Psychology with concentrations in School Psychology and Educational Psychology. These programs are developed and supported through the College of Education's Conceptual Framework:

The mission of the College of Education at Mississippi State University is to assure the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. Consequently, the faculty of the College of Education at Mississippi State University believe that their role is to prepare **Educators/Professionals** who possess the necessary knowledge, skills, behaviors, and attitudes to function competently and ethically and who are dedicated to continual improvement of all students' educational experiences.



The organizing theme for the conceptual framework for the College of Education at Mississippi State University is **EDUCATORS/PROFESSIONALS** - Dedicated to Continual Improvement of All Students' Educational Experiences

The visual symbol is a shield depicting a burning torch, a metaphor for the necessary knowledge, skills, behaviors, and attitudes of educators/professionals and a globe, symbolizing the dedication of educators/professionals to the improvement of **all** students' educational experiences. On the outside edges of the shield are the areas of study which constitute the components of the educative process and are essential underpinnings for development of knowledge, skills, behaviors and attitudes of educators/professionals: (1) **General Studies** assist educators/professionals in understanding themselves and the world around them and allow them to gain both a more integrated view of knowledge and authentic view of life; (2) **Professional/Pedagogical Studies** encourage educators/professionals to connect their knowledge of those areas of specialization to an understanding of how students or clients learn and think at various stages in their development; (3) **Content/Specialty Studies** enhance and build upon the general studies, allowing students the opportunity to learn to think about how knowledge in their discipline can contribute to educating a productive educator/professional; (4) **Field/Clinical Experiences** allow students the opportunity to participate in field/site-based experiences where they explore the issues involved in the setting and develop specific competencies through guided practice, both of which contribute to effective teaching/leadership and build reflective practice to help ensure that necessary skills have been mastered.

Contained within the shield are the words “knowledge”, “collaboration”, “reflection, and “practice”, identifying the essential characteristics of an effective educator/professional. The beliefs that guide program development include the following:

1. **KNOWLEDGE** - Educators/professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, the pedagogical content knowledge base and how these knowledge bases are complemented by proficiency in the use of technology.
2. **COLLABORATION** - Educators/professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educators/professionals must determine their strengths and weaknesses and possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educators/professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies and be able to focus that array of skills on promoting real-world learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## D. College of Education Administrative Staff

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\*Doctoral program jointly administered with the College of Agriculture and Life Sciences.

## **F. Sequence of Events for Completing Doctoral Programs in College Of Education (COE)**

<b>Event</b>	<b>Date Completed</b>
1. Gain admission. (Department and college recommends.)	
2. Department identifies major professor/advisor. Schedule appointment with major professor.	
3. Check on program requirements with major professor. Begin course work.	
4. Identify graduate committee; develop program of study (signed by Graduate Coordinator in major and minor areas). Should be submitted during second semester of course work.	
5. Program of study approved by the Office of Graduate Studies.	
6. Continue course work; consider area(s) of focus for dissertation.	
7. Take comprehensive exam in minor (Ph.D.) or supporting area(s) (Ed.D.).	
8. All changes in original program approved.	
9. Apply to take written preliminary exam in department. Must be within six hours of completing all course work. EPY 8223 and EDF 8313 must be completed (Ed.D. only). EPY 8223 and EDF 8313, HED course, and additional research/statistics course, minor examination, and research skill requirement must be completed (Ph.D. in Education only). Research skill requirement and minor examination must be completed (Ph.D. in EPY only).	
10. Take written preliminary examination. (If failed, must wait four months before retaking.)	
11. Schedule oral preliminary exam; must pass oral preliminary examination by June 1 for December graduation, by November 1 for May graduation, by February 1 for August graduation.	
12. Take oral preliminary examination. (If failed, must wait four months before retaking.)	
13. Do literature search, prepare dissertation proposal.	
14. Schedule dissertation proposal meeting.	
15. Dissertation proposal approved.	
16. Obtain approval from Committee for Protection of Human Subjects in Research.	
17. College residency requirements met.	
18. Work experience requirements satisfied.	

19. Admitted to candidacy.
20. Conduct research, write dissertation.
21. Apply for graduation at beginning of last semester/term.
22. Schedule final oral defense of dissertation. (Must be held no less than a week before the first submission of the dissertation is due in the Office of Graduate Studies {check academic calendar in current *Graduate Studies Bulletin*}; give committee members a copy of dissertation at least 10 working days before the defense.) (If failed, must wait six months before retaking.)
23. Have final oral defense of dissertation.
24. Make necessary corrections; get all necessary signatures on approval page.
25. Submit 150-word summary (a copy on diskette and a hard copy) to Assistant Dean for Faculty Services along with a Follow-Up Questionnaire for Graduates before obtaining the Dean's signature.
26. Submit dissertation for review to the Acquisitions Unit of Mitchell Memorial Library; make corrections, if needed.
27. Submit dissertation, abstracts, and other forms to Acquisitions Unit, Mitchell Memorial Library by deadline specified on academic calendar in current Graduate Studies Bulletin.
28. Reproduce and distribute a bound copy of dissertation to department, bound copies to each graduate committee member, and a bound copy to the Dean of the College of Education.
29. Commencement.
30. Continue life-long learning.

## **II. GRADUATE ADMISSION**

### **A. Admission Policy**

The decision to admit an applicant to pursue graduate study at Mississippi State University is based upon evaluations of both qualitative and quantitative information. All applicants must provide a completed application form, a statement of purpose for graduate study, letters of recommendation, and records of previous academic achievements. Some degree programs may require additional credentials, such as the results of the Graduate Record Examination or another standardized test score. All admission applications and supporting documents become the property of Mississippi State University upon receipt and will not be released.

Standardized test scores required by some degree programs represent only one element considered in the admission decision of an applicant. Scores are never used as the sole criterion, but rather are considered in conjunction with other factors such as the applicant's purpose of study relative to the opportunities in the proposed field, the number of positions available in the program, prior professional and employment activities, and/or recommendations of the faculty in the proposed field of study especially regarding the availability of faculty support for research. Consequently, an applicant who meets the required grade point average and/or whose standardized scores fall at or above a competitive level is not automatically granted admission. Admission is granted only to those students considered to have the potential to complete the program successfully and with the knowledge that there are sufficient and appropriate resources available to support the needs of the student.

The decision to admit is restricted to the degree program of study identified in the application and the student may not enroll in another degree program without formal admission. A student may request consideration for admission to an area of study or to a degree level different from the original application at the Office of Graduate Studies, P. O. Box G, Mississippi State, MS 39762-5507, 662-325-7400, 662-325-1967(fax), email: [student@grad.msstate.edu](mailto:student@grad.msstate.edu). However, once a student is admitted to a degree program he/she must remain in that program for one semester before admission will be approved to change to another degree program. Such a request will have the status of a new application for admission, subject to the current conditions.

Application is usually made to only one graduate program at a time. Admission to more than one degree program requires the approval of the Graduate Coordinators of all the degree programs.

The decision to admit has a time validity of 12 months (with departmental approval) for use in making initial enrollment. After the lapse of 12 months without enrollment, an applicant should inquire at the Office of Admission, P.O. Box 6305, Mississippi State, MS 39762, 662-325-2224, 662-325-7360(fax), email: [admit@admissions.msstate.edu](mailto:admit@admissions.msstate.edu) for procedural instructions.

The academic dean has the authority to grant admission to graduate programs. Then will be communicated to applicants, and to the Office of Graduate Studies. Only a written notice of admission is valid proof of admission. After applications and supporting credentials have been received, applicants for admission are usually notified within 30 days of the action taken on their

application. Admission to Mississippi State University for Graduate Study is open to qualified students regardless of race, creed, color, national origin, handicap, sex or veteran status.

### **B. Critical dates**

To be considered for admission, all supporting materials should be in the Office of Admissions, P.O. Box 6305, Mississippi State, MS 39762, 662-325-2224, 662-325-7360(fax), email: [admit@admissions.msstate.edu](mailto:admit@admissions.msstate.edu) according to the following schedule.

<b>Applying for</b>	<b>Initial Deadline</b>
Fall Semester	July 1
Spring Semester	November 1
First Summer Term	April 1
Second Summer Term	May 1

Completed applications received on or prior to the initial deadline dates above will receive priority consideration for the desired academic term. Completed applications received after the final deadline dates above will not guarantee admission consideration for the desired academic terms. It is the applicant's responsibility to ensure that all supporting materials are received. Some programs may have earlier deadlines for application that override those above. These may be found in the description of the specific programs.

### **C. Graduate Admission Procedure**

An individual who desires consideration for admission to the graduate studies and who possesses appropriate qualifications may request information and application materials from the Office of Graduate Studies, P.O. Box G, Mississippi State, MS 39762; telephone (662) 325-7400; e-mail: [grad@grad.msstate.edu](mailto:grad@grad.msstate.edu); home page: <http://www.msstate.edu/dept/grad/index.htm>. The packet of information and forms sent in response to a request will contain the specific instructions for completing the forms and making an application for admission.

The academic year comprises two regular semesters, beginning in August and January, and a summer session beginning in May or June. An individual who submits an application for admission to the Office of Graduate Studies should act promptly to see that all required supporting documentation also reaches of the Office of Graduate Studies. Applicants are advised that all documents needed to support an application for admission should reach the Office of Graduate Studies by the dates given in the Critical Dates chart, or dates specified by particular departments. An individual must have a valid admission status in the Office of Graduate Studies to secure enrollment. Admission to graduate study is limited to the pursuit of requirements for the degree and the field of study as specified in the student' application and statement of purpose.

The following individuals must apply for admission to graduate study by completing the application form from and supporting documentation:

- an individual, pursuing the requirements of one graduate degree, who desires to pursue the requirements of another graduate degree;

- an individual who has completed the requirements of one graduate degree and who desires to pursue the requirements of another graduate degree;
- an individual who desires to pursue the requirements for a graduate degree in a field of study different from one of a current admission; or
- an individual who has an admission certificate but who has not enrolled for graduate study in the previous six years.

#### **D. Graduate Readmission**

Once enrolled in Graduate Studies, students who subsequently fail to enroll for a semester or more during the academic year must complete an Application for Readmission before they will be permitted to continue their enrollment. This form may be obtained and completed in the Office of Graduate Studies, 116 Allen Hall, or at the Graduate Studies' web page: <http://www.msstate.edu/dept/grad/application.htm>.

#### **E. Graduate Admission Tests**

The Graduate Record Examination (GRE) and the Graduate Management Admissions Test (GMAT) are administered by the Computer Based Testing Center, 54 Magruder Street, Mailstop 9747, Mississippi State, MS 39762. Appointments may be set up by calling 662-325-6610.

#### **F. Nondiscrimination Policy**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. MSU conforms with Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Adjustment Assistant Act of 1974, and The Americans with Disabilities Act of 1990. The University Affirmative Action Office, P.O. Drawer 6199, Mississippi State, MS 39762, office telephone number (662) 325-2393, has been designated as the University office responsible for the coordination of efforts to carry out responsibilities and make investigations of complaints related to discrimination.

### III. DOCTORAL STUDIES REQUIREMENTS AND POLICIES

#### A. Graduate Committee

Each student's program of study is directed by a committee of graduate faculty. The graduate committee will be composed of the major professor as chairman who must be a full member of the graduate faculty and from the major field, the minor professor (if applicable), and at least three other members, two of whom are from the student's major field of interest. The committee is composed of five members if the student has a minor, four members if there is no minor. All committee members must be members of the graduate faculty. The major professor and at least one-half of the graduate committee must hold academic appointment and must be MSU employees; exceptions to this rule can be approved by the appropriate dean. When the major professor is not an MSU employee but is an adjunct faculty member, the majority of the graduate committee must hold academic appointment and must be employees (per Graduate Council, February 2005). A program of study form and a committee request form must be submitted to the Office of the Graduate School when the student submits an announcement of the comprehensive/preliminary examination. If applicable, change(s) to the program should be submitted at this time.

#### B. Development of the Program of Study

Once the student, major professor, and remainder of the graduate committee decide upon the specific courses to be included in the program of study for the *Doctor of Education* degree, the courses must be listed on the **Graduate Program of Study for Ed.D.** form (see **Appendix C**). Any courses taken at the master's or specialist level or transferred from another institution and accepted as part of the doctoral program of study should be listed on the **Program Attachment** (blue form) (see **Appendix D**). For the *Doctor of Philosophy degrees in Education and in Educational Psychology*, the courses must be listed on the **Graduate Program of Study for Ph.D.** prepared by the Office of Graduate Studies (see **Appendix E**); courses transferred from another institution and accepted as part of the doctoral program of study should be listed on the **Transfer Approval Sheet** prepared by the Office of Graduate Studies (see **Appendix F**). All of the student's graduate committee members should sign the program of study form(s). Additionally, the graduate coordinator in the major and minor/supporting areas must sign the forms.

Transfer credit hours from other domestic universities, international universities, or military educational programs may be used to fulfill requirements for the doctor of philosophy degree at MSU provided they meet the criteria established in the General requirements of the Graduate School. At the doctoral level, transfer credit may constitute up to one-half of the course work requirement. All dissertation credit hours must be taken at MSU. Up to one-third of the required hours for a minor (12 hours at the doctoral level) may be transferred to MSU. Transfer credit must be within the eight-year time limit for the current program at completion of the degree.

The departmental graduate coordinator should forward the original and one copy of the completed form(s) for the program of study to the Office of Graduate Studies. When the approved program of study is returned to the departmental graduate coordinator, a copy of the approved program of study should be put in the student's folder and a copy should be sent to each committee member. The

program of study is to be submitted **DURING THE SECOND SEMESTER OF FULL-TIME STUDY, OR NOT UNTIL THE COMPLETION OF AT LEAST 12 SEMESTER HOURS OF GRADUATE COURSE WORK.**

### **C. Changes in Program of Study**

Any changes in a student's program of study must be approved and signed by all members of the graduate committee. **THE MAJOR PROFESSOR OR DEPARTMENTAL GRADUATE COORDINATOR IS RESPONSIBLE FOR ENSURING THAT ALL NECESSARY CHANGES IN THE PROGRAM OF STUDY ARE MADE AND APPROVED BY THE OFFICE OF GRADUATE STUDIES.** Changes should be made via the form entitled "Change in Graduate Program" (see Appendix I). All changes should be made before the student enrolls in the substituted course. If this is impossible, then all changes must be made before the student will be approved to take the written preliminary examination. Changes in the minor supporting area must be approved by the minor/supporting area graduate coordinator before the minor comprehensive examination.

### **D. Residency Requirements**

Residency may be met (a) by taking a minimum load of nine hours per semester for two sequential regular semesters--Fall/Spring or Spring/Fall, (b) by taking a minimum load of nine hours per summer session for two consecutive regular summer sessions (a regular summer session is defined as the 10-week period that is separated into two 5-week terms), **OR** (c) by consecutively taking a minimum load of nine hours for a regular semester and a minimum load of nine hours for a regular summer session--Spring/Summer or Summer/Fall. The student must be in continuous residence for two periods of enrollment (as defined above) on the main campus of Mississippi State University following the completion of the master's and/or educational specialist degree(s). **ONLY THREE HOURS OF DISSERTATION RESEARCH MAY BE APPLIED TOWARD MEETING THE RESIDENCY REQUIREMENT IN ANY GIVEN SEMESTER OR SUMMER SESSION.** (The five-week terms and/or the ten-week term.)

**NOTE:** Students in some programs (e.g., Educational or School Psychology) cannot satisfy the residency requirement via the utilization of summer sessions or dissertation hours due to restrictions by accrediting agencies.

**NOTE:** Students seeking to satisfy residency requirements via the two consecutive regular summer sessions should be aware that all course requirements for the degree may not be offered during the summer session.

### **E. Scheduling of Courses**

#### **1. Normal Course Load for Students without Assistantships**

A normal (full) load is considered to be 9-13 semester hours of graduate study during a semester. The maximum load that a student may schedule during a regular semester is 16 hours (student must pay extra for all hours above 13 hours). The maximum load that a student may schedule during a term of summer school is seven semester hours. International students are expected to register for a minimum of six semester hours during the first regular semester of their enrollment and at least nine

hours each regular semester thereafter. A student may not schedule courses on the main campus and in external programs concurrently to exceed the maximum number of hours that may be earned during any regular semester or term of summer school.

## **2. Normal Course Load for Students with Assistantships**

Graduate assistants are required to be full-time students (registered for at least nine graduate credit hours) during the Fall and Spring semesters, and they may not enroll in more than 13 graduate credit hours in either of these semesters. The required nine graduate credit hours must be maintained throughout the entire semester. Therefore, no course may be dropped if the resulting course load would be less than the required nine graduate credit hours, nor may any courses constituting the nine hour load consist of or be converted to an audit status. Further, the course load may not be composed of undergraduate courses, unless the course is a program prerequisite in which case only one such course is permitted per semester. Graduate teaching assistants in the College of Education who serve as instructor for two courses during the Fall or Spring semesters may not enroll in more than 10 graduate credit hours. Graduate teaching assistants who serve as instructor in either of these semesters for one course during either of these semesters may not enroll in more than 13 graduate credit hours in either of these semesters. Graduate research and service assistants may not enroll in more than 13 graduate credit hours during the Fall and Spring semesters.

Students holding graduate assistantships during the summer months must be registered for a total of six graduate credit hours. However, a total of nine credit hours may be taken in any combination during the summer school sessions. During the intersession terms, no more than three hours may be taken. During the five-week terms, graduate assistants may not enroll in more than six semester hours.

### **F. Interim Courses**

Courses taken between semesters (interim courses) are not counted against the course load of the previous or subsequent semesters as long as they begin after the previous semesters has ended and end before the subsequent semester begins. Under no circumstances will one be allowed to accrue more than 15 credit hours during the summer months.

### **G. Transfer of Credits**

Graduate credit earned in other recognized institutions may be transferred to Mississippi State University. The amount of transferred credit may not exceed 45 semester hours, except that if one has an educational specialist degree, a maximum of 60 semester hours may be transferred if the courses fit curriculum requirements of the area of program emphasis. The foregoing is subject to the approval of the student's graduate committee. Courses not part of a degree program accepted for transfer credit should be less than eight years old at the time the degree is awarded. **Credits for courses in which grades of "C" or less were earned cannot be transferred.** The preliminary examination(s) must be taken at Mississippi State University and may cover any course(s) for which credits are transferred.

### **H. 8000 Level Courses**

Two-thirds or more of the hours on the doctoral program of study, exclusive of dissertation credits must be in 8000-9000 level courses or their equivalent. Approved 7000 Directed Individual Studies count toward 8000-9000 level requirements.

### **I. Workshops and Special Problem Courses**

Ordinarily no more than six semester hours of graduate credit earned in workshop courses or six semester hours of special problem courses may be included on the student's approved program of study. No more than nine semester hours of a combination of workshop and special problem courses may be included on the student's approved program of study.

### **J. Auditing Courses**

During registration and the first five days of class in the semester, students are not permitted to enter classes as auditors unless authorized by the dean of the student's college and by the Registrar, **upon recommendation of the instructor concerned**. A student may not change from credit to audit or audit to credit status after the fifth day of class. A course being audited counts as part of the regular load on the same basis as if taken for credit. Auditors are not required to take tests and/or examinations or to prepare other written assignments. Otherwise, conformity to regular classroom decorum is the same as that required for all students. At the time the request for audit is approved, the professor will inform the auditor of attendance expectations.

### **K. Academic Drop Policy**

1. Add/Drop without Penalty. During regular semesters, a student has up to 5 days into the semester to drop a course and 6 days to add a course without receiving a penalty.
2. Drop after 5 days through six weeks into the semester. All students who elect to drop a course during this period must receive the approval of their advisor, will be assigned a "W" on their transcript, and be assessed a fee of \$50 per course. The dean who permits the drop will validate the student's last day of class attendance.
3. Drop after six weeks into the semester. Students cannot drop courses after this six week period except in documented cases of serious illness, extreme hardship, or failure of the instructor to provide any assessment of their performance. This must be approved by the student's advisor and academic dean. The dean will specify its effective date. Students receiving permission to drop will receive a "W" on their transcript and be assessed a fee of \$50 per course. Poor academic standing is not justification for dropping a course.
4. **Faculty are expected to provide students with specific evidence or assessment of their class performance within the first six weeks of instructions. Students enrolled in only one course must process a withdrawal from the university rather than processing a schedule change.**

### **L. Readmission Application**

It is necessary for a student who has been admitted to graduate study to file an application for readmission in the Office of Graduate Studies, 116 Allen Hall, prior to each semester in which courses are to be taken, including the summer session. This application should be made at least 20 days before the beginning of the semester in which the student wishes to enroll. If a student completes a pre-registration form for the term involved, this takes the place of the application for readmission.

### **M. Continuous Registration**

All students who have completed their course work and/or have been admitted into degree candidacy must be continuously registered during at least two academic terms (summer is considered one term) per year. For students writing a dissertation, continuous registration will be achieved by their registering for at least one hour of dissertation credit. After accumulating the required 20 hours of dissertation credit, students will register by paying a continuous registration fee equivalent to taking one in-state credit hour; no credit hours will accumulate. Students will not be required to pay activity and registration fees. Students who fail to maintain a continuous registration will have to reapply for admission, pay tuition and fees for missed terms, and pay a penalty fee equivalent to one credit hour.

### **N. Grades**

No grade below "C" will be accepted for graduate credit. Doctoral students must have a quality point average (QPA) of 3.00 or higher to be eligible to take the preliminary examinations. A candidate for the doctoral degree must have a QPA of 3.00 or higher. It is not permissible to repeat a course in which a grade of "C" or higher was received.

#### **1. Repeat Policy**

With the approval of the departmental graduate coordinator and the Office of Graduate Studies a student may repeat one course per degree. This policy applies to all courses (even those not on the program of study) taken as a graduate student related to a specific program, and only to those courses taken at Mississippi State University.

A specific course may be repeated only once except for those approved for repeated credit (e.g., internships, special topics, individual studies, thesis, dissertation, etc.) Both courses will remain on the permanent transcript and both grades will be computed in final averages. No additional program credit hours will be generated from a repeated course.

#### **2. Satisfactory/Unsatisfactory Progress**

Continuous enrollment in the University or in a specific graduate program is dependent upon a satisfactory evaluation of academic performance and progress toward the completion of a specified degree. A student's progress is considered satisfactory unless judged to be unsatisfactory by the department offering the program, and/or the Office of Graduate Studies.

According to MSU policy, unsatisfactory performance may be defined as the failure to maintain a "B" average in graduate courses attempted, a grade of "U", "D", or "F" in any course, more

than two grades below a "B", failure of the comprehensive/preliminary examination, an unsatisfactory evaluation of a thesis or dissertation, failure of the research defense, or any other failure of a required component of one's program of study. Any one of these, or any combination of these, may constitute the basis for the termination of a student's graduate study in a degree program; **individual programs have the right to establish their own criteria.** Any student in the College of Education making more than two grades of "C" or lower in courses taken for graduate credit may be forced to withdraw from the Graduate School upon recommendation of the major professor, the Departmental Graduate Coordinator, and the Graduate School. **It is the major professor's responsibility to ensure that any student who has performed unsatisfactorily be recommended for termination from the degree program before the beginning of the subsequent semester.]**

The administrative authorities of the university will withhold the credits and readmission of any student who fails to pay all of his/her financial obligations to the university by the end of each semester and/or at the time of withdrawal. The student's records may be released when the indebtedness is paid in full.

### 3. Incomplete Grades

A grade of I (incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations. Graduate students who receive a grade of I must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to removed an I grade during the specified time will result in an automatic grade of "F". In case of students receiving VA benefits, all courses scheduled will appear on the permanent record and a final grade will be recorded for each course. If the student withdraws from school and/or drops a course, the last day of attendance will be recorded.

### **O. Work Experience**

Students in the *Doctor of Education* program must have a minimum of three years of acceptable teaching experience or the equivalent prior to being admitted to candidacy. Students in the *Doctor of Philosophy in Education* program must have a minimum of two years of acceptable work experience.

### **P. Time Limit**

After a doctoral program is begun, it must be completed within a period of eight years. The time limit begins when the first course on the doctoral program of study is taken. Courses taken as a part of the master's degree program or the educational specialist degree program are excluded, unless the student earned a degree in the area under consideration. The time limit policy will be vigorously enforced.

### **Q. Academic Integrity**

Adherence to the highest standards of academic integrity is vital to achieving the goals and objectives of the educational process. The exhibition of honesty in all areas of academic life is basic to maintaining this integrity. Dishonesty compromises and threaten the pursuit and acquisition of knowledge and therefore will not be tolerated. Academic dishonesty is the unauthorized giving, taking or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is to be considered in the determination of the course grade or completion of other academic requirements. Academic dishonesty includes, but is not limited to, deceptive acts such as the following:

- using unauthorized notes or materials (crib notes, books, etc.) as an aid during an examination;
- substituting the examination answers of another for the student's own; that is copying another person's examination paper;
- acquiring, receiving and/or possessing an examination or assignment or any part thereof, at any time or in any manner not prescribed by the instructor;
- submission by a student of any course materials or activities, not his/her own, to be evaluated by the instructor in determining the student's course grade, allowing such a submission to be made for the student, or making such a submission for another; and
- using the ideas, organization or words of others, whether it be from a book, article, paper or file, in any assignment to be evaluated by the instructor without giving proper credit following accepted rules of citation (plagiarism).

The instructor may supplement this definition as necessary to provide a more comprehensive definition of academic dishonesty. Any such supplements to this definition will be communicated to the student so as to give the student reasonable notice thereof.

### **R. Appeal of Grade**

Appeals associated with final grades must be received and processed by the department head or a designated representative within 30 days after the end of the term in which the grade is appealed. See "Appeal of Grade" in the section entitled "General Requirements of Graduate Studies" in Mississippi State University Graduate Studies Bulletin. (As part of the university's grade appeal procedure, faculty members are required to keep files on grades, examinations, projects, term papers, and other pertinent material not returned to the students for a period of six months.)

### **S. Appeal of Academic Status**

See "Appeal of Academic Status" in the section entitled "General Requirements of Graduate Studies" in the Mississippi State University *Graduate Studies Bulletin*. Appeals will be received by the department head who will review the appeal with a departmental committee and render a recommendation.

## **T. Other Important University Policies**

### **1. Dead Days Policy**

<http://www.msstate.edu/dept/students/deaddays.htm>

**2. Definition of a *Student***

<http://www.msstate.edu/dept/students/doas.htm>

**3. Disciplinary Process for Students and Organizations**

<http://www.msstate.edu/dept/students/dpfsso.htm>

**4. Disciplinary Suspended Students - Policy**

<http://www.msstate.edu/dept/students/dssp.htm>

**5. Grade Appeal Process Through Academic Review Board**

<http://www.msstate.edu/dept/students/grades.htm>

**6. Harassment and Discrimination Against Students - Policy and Sanctions**

<http://www.msstate.edu/dept/students/hardisc.htm>

**7. Policies and Procedures for Handling Academic Misconduct**

<http://www.msstate.edu/dept/students/amcsanct.htm>

**8. Privacy Act and Confidentiality of Information**

<http://www.msstate.edu/dept/students/privacy.htm>

**9. Sexual Harassment - Policy and Sanctions**

<http://www.msstate.edu/dept/students/sexharas.htm>

**10. Student Code of Conduct**

<http://www.msstate.edu/dept/students/scc.htm>

**11. Student Use of Computing Resources - Policy**

<http://www.msstate.edu/dept/students/compuse.htm>

## **IV. DOCTORAL DEGREE REQUIREMENTS**

### **A. Requirements for the Doctor of Education**

At least three academic years beyond the baccalaureate degree or a minimum of 90 semester hours are necessary to meet the course requirements for the *Ed.D.* degree. At least two-thirds of the hours must be at the 8000 level or above.

**Area of Program Emphasis** **24-36 Hours**  
(May be Elementary Education, Secondary Education, or Technology.)

**Core Requirements** (All core classes below are required) **16-19 Hours**

EPY 8214 - Advanced Educational and Psychological Statistics

(EPY 6214 or equivalent is a prerequisite)

EPY 8223 - Psychological Foundations of Education

EPY 9213 - Advanced Analysis in Educational Research

EDF 9313 - Philosophy of Education

EDF 8363 - Function and Methods of Research in Education (may have been taken at  
Master's level)

EDF 9373 - Educational Research Design

**Supporting Area(s)** **15-30 Hours**  
(May be outside of professional education or from related fields in professional education)

**Approved Electives** **12 Hours**

**Dissertation Research** **20 Hours**

### **B. Requirements for the Doctor of Philosophy**

At least three academic years beyond the baccalaureate degree or a minimum of 90 semester hours are necessary to meet the course requirements for the Ph.D. degree. At least two-thirds of the hours must be at the 8000 level or above. Check with departmental handbooks and the University Graduate Bulletin for specific requirements.

#### **Area of Program Emphasis**

(May be Elementary Education; Secondary Education; Educational Psychology; Instructional Systems & Workforce Development; Community College Leadership; Elementary, Middle, and Secondary Education Administration; Curriculum and Instruction; Counseling; or School Counseling)

## Minor Area

Course work for the minor may come from any academic department in the university. Any complementary set of courses with a prefix different from the major area of program emphasis may comprise the minor area. In many cases the minor area will be outside the College of Education. For example, students in the Secondary Education area of emphasis will typically select a minor in their teaching field; students in Counselor Education will typically select a minor in such areas as Psychology, Sociology, Management, Political Science, or Gerontology; and students in Agricultural and Extension Education will typically select a minor in a department in the College of Agriculture and Life Sciences. In other cases, the minor area will be within the College of Education. For example, students in Elementary, Middle, and Secondary Education Administration area may select a minor in Elementary Education; students in Counseling may select a minor in Educational Psychology; or students in Elementary Education may select a minor in Special Education.

### C. Research Skills Requirement for the Doctor of Philosophy

The research skills requirements must be satisfied before the student takes the written preliminary examination. Students working toward a Ph.D. degree program must fulfill the research skills requirements by completing any one of the requirements (which must be approved by the student's doctoral committee) listed below:

- (a) By demonstrating a reading knowledge of a foreign language (usually satisfied either by scoring at the 50th percentile or better on the ETS Graduate School Foreign Language Test or by passing two semesters of the Reading Course for Graduate Students offered by the Department of Foreign Languages with grades of "B" or better), **OR** by demonstrating a higher level of proficiency in a foreign language (in fulfilling this option, the student will be expected to satisfy an additional examination in reading and grammar which will be administered by the Department of Foreign Languages).
- (b) By demonstrating competency in the application of statistical and research techniques by:  
(a) writing, submitting (must be screened through a refereeing process), and presenting a scholarly paper (student must be principal author) to a regional or national professional convention or conference; **OR** (b) serving as the principal author of a scholarly paper published in a refereed journal. The completion of this requirement will be monitored by the student's doctoral committee.
- (c) By demonstrating competency in a special research/investigative skill not typically covered in a program of study for the Ph.D. An example of a special research/ investigative skill might be completing a quantitative methods course in history or political science or acquiring investigative skills through a systematic course of study which would make it possible to communicate effectively with other cultures.
- (d) By completing six hours of course work dealing with computing or microcomputing concepts and applications (an appropriate sequence of TKT courses) with grades of "B" or better.

**D. Research Skills Requirements for all Doctor of Philosophy and Doctor of Education Students in the Department of Counseling and Educational Psychology**

Students in the Department of Counseling and Educational Psychology must fulfill Parts I and II of the following research skills requirements.

**PART I**

A. Completion of coursework:

1. Completing three of five (three of four for Ed.D.) required research and statistics courses at Mississippi State University;
2. Having a cumulative GPA of 3.40 on coursework in research and statistics; and
3. Having completed research/statistics coursework not taken at Mississippi State University within 8 years prior to completing the Doctoral Research Skills Requirements.

**OR**

B. Completion of a planned research project with major professor:

1. Demonstrate competency in application of research and statistical skill by completing a planned quantitative or qualitative research project that must be approved by the student's major professor and the student's doctoral committee; and
2. The project will conclude with a final document containing an analysis and interpretation of original data. The final document will be submitted to the student's major professor and doctoral committee for evaluation.

**OR**

C. Completion of doctoral minor in research:

1. Complete all coursework required for a minor in research; and
2. Pass a minor exam in research.

**AND**

**PART II**

A. Competency in the application of research and statistical techniques:

Demonstrate competency in the application of research and statistical techniques by either:

1. authoring, submitting (must be screened through a referee process), and presenting a scholarly paper to a regional or national professional convention or conference; or
2. serving as the principal author of a scholarly paper published in a refereed journal.

*The completion of this requirement will be monitored by the student's major professor and the student's doctoral committee.*

**OR**

B. Competency in the application of computing concepts:

Completion of the courses, CS 6813: Applied Computer Concepts I and CS 6823: Applied Computer Concepts II (or equivalent computer courses) with grades of *B* or better in each course.

## OR

C. Demonstrate reading knowledge of a foreign language:

Demonstrate a reading knowledge of a foreign language, or by demonstrating a higher level of proficiency in a foreign language (In fulfilling this option the student will be expected to satisfy an additional examination in reading and grammar that will be administered by the Department of Foreign Languages).

*Note: Students must complete a category in BOTH Part I and Part II.*

## V. COMPREHENSIVE EXAMINATIONS

Doctoral students in the College of Education are required to satisfactorily complete the following comprehensive examinations prior to admission to candidacy: a supporting area(s) (*Ed.D.* candidates) or minor (*Ph.D.* candidates) examination, a written preliminary examination, and an oral preliminary examination. The purposes of the doctoral examinations are for the student to demonstrate: (a) thorough mastery of the current state of the art in the field of study supported by literature and/or related research; (b) understanding of the relationships among the various areas of the field of study and/or related fields of study; (c) the ability to apply, analyze, synthesize, and evaluate knowledge gained in relation to problems encountered in the field(s) of study; and (d) the ability to present answers in an organized and grammatically acceptable fashion. Additional information relative to each of these examinations is provided in the remainder of this chapter.

### **A. Supporting Area(s) Examination for Ed.D. or Minor Examination for Ph.D. in Education or Educational Psychology**

*Doctor of Education* students must demonstrate mastery of the supporting area(s). Mastery will usually be demonstrated on a separate written examination in the supporting area(s). The supporting area(s) examination may be administered after all course work in the supporting area(s) is completed, or it may be administered in conjunction with the written preliminary examination. The committee member(s) representing the supporting area(s) will be responsible for the preparation and scoring of the examination. The major professor or departmental graduate coordinator will coordinate the administration of the examination if the examination is taken prior to the written preliminary examination. The committee member(s) representing the supporting area(s) will notify the major professor (in writing) of the results of the examination. The length of the examination in the supporting area(s) should be approximately four hours. Depending upon the student's background and career objective(s), the supporting area course requirements may have been fulfilled at the master's or specialist level. In such instances, the student's graduate committee will determine how the student must demonstrate mastery of more recent developments in the supporting area(s). **THE STUDENT MUST BE ENROLLED DURING THE SEMESTER IN WHICH THE EXAMINATION IS ADMINISTERED.**

*Doctor of Philosophy* students in *Education and Educational Psychology* are required to pass a written examination in the minor area. The minor examination may be taken whenever the course work in the minor area is completed. The minor examination will be administered according to the policies and procedures of the minor department. **THE STUDENT MUST BE ENROLLED DURING THE SEMESTER IN WHICH THE EXAMINATION IS ADMINISTERED.** The

**minor examination must be satisfactorily completed before the student can take the written preliminary examination.**

### **B. Written preliminary examination Eligibility Requirements**

The student must be enrolled the semester in which the exam is administered.

#### (1) Ed. D. Students

To be eligible for the written preliminary examination, *Ed.D.* students must: (a) be within six hours (see below for further explanation of "within six hours") of completing all course work; (b) have completed EDF 8313: Philosophy of Education and EPY 8223: Psychological Foundations of Education (or the equivalents); (c) have on record in the office of the departmental graduate coordinator a letter from the major professor describing how mastery of the supporting area(s) has been demonstrated (unless the supporting area(s) examination is to be administered in conjunction with the Written preliminary examination); (d) have a "B" average on all course work completed, and (e) be enrolled during the semester in which the examination is administered.

#### (2) Ph. D. Students

To be eligible for the Written preliminary examination, *Ph.D.* students in Education must: (a) have successfully completed the minor examination (and have on record in the office of the departmental graduate coordinator a letter from the minor professor reporting that the student has done so); (b) have successfully completed the research skills requirements; (c) be within six hours (see below for further explanation of "within six hours") of completing all course work; (d) have completed either EPY 9263, EDF 9443, or EDF 9453; (e) have completed either HED 8123 or HED 8133 (or AEE 8243 if in Agricultural and Extension Education); (f) have completed EPY 8223 and EDF 8313; (h) have a "B" average on all course work completed; and (g) be enrolled during the semester in which the examination is administered.

\* Students in COE?EPY can take either EDF 8313 or EPY 8223.

#### (3) Ph. D. in Educational Psychology

To be eligible for the Written preliminary examination, *Ph.D. students in Educational Psychology* students must: (a) have successfully demonstrated competency in the application of research and statistical techniques; (b) have successfully completed the minor examination (and have on record in the office of the departmental graduate coordinator a letter from the minor professor reporting that the student has done so); (c) have successfully completed the research skills requirements; (d) be within six hours (see below for further explanation of "within six hours") of completing all course work; (e) have a "B" average on all course work completed; (f) have the dissertation topic approved; and (g) be enrolled during the semester in which the examination is administered.

### **C. Explanation of "Within Six Hours"**

A student enrolled in more than six hours of course work during the spring term but who will have completed all course work (excluding dissertation and internship hours) by the end of the spring term will be eligible to take the Written preliminary examination during the spring administration of the examination (assuming that all other prerequisites for eligibility have been satisfied).

Internship hours for doctoral students in Counseling and Educational Psychology may be excluded when determining whether a student is within six hours of completing all course work to be eligible to take the Written preliminary examination.

#### **D. Application for the written preliminary examination**

The Written preliminary examination will be scheduled by department. The student must contact the student's departmental graduate coordinator to ascertain the date of the examination and then apply to take the preliminary examination through the major professor. **[The major professor completes the form for requesting permission to administer the preliminary examination (see Appendix J) and sends it to the departmental graduate coordinator at least four weeks before the date of the examination.]**

#### **E. Content of the written preliminary examination**

The Written preliminary examination for the *Ed.D.* and *Ph.D.* will be prepared and scored according to the procedures used by the department in which the area of program emphasis is located. The examination will be between 8-16 hours in length. Students should contact their major professor, members of their committee, and their graduate coordinator for more specific information concerning the schedule and content of the examination.

##### (1) Doctor of Education Degree Program

The Written preliminary examination for the *Ed.D.* will be an examination primarily over the student's area of program emphasis. Psychological and philosophical foundations of education (EPY 8223 and EDF 8313) will be incorporated into the examination.

##### (2) Doctor of Philosophy in Education Degree Program

The Written preliminary examination for the *Ph.D.* in Education will be an examination primarily over the student's area of program emphasis. **Both** psychological **and** philosophical foundations of education (EPY 8223 and EDF 8313\*) will be incorporated into the examination. In addition, **questions covering higher education issues/concepts and the fifth research or statistics course will be included as part of the examination.**

\* Students in COE/EPY will have a choice.

##### (3) Doctor of Philosophy in Educational Psychology Degree Program

The Written preliminary examination for the *Ph.D. in Educational Psychology* will be an examination over APA's core content areas and the area of program emphasis.

#### **F. Failure on the written preliminary examination**

A student who fails the written preliminary examination cannot apply for another examination until four months from the time of the first examination have elapsed. The student must retake only the parts of the examination that were failed. Two failures on the written preliminary examination will result in the student being recommended to the Office of Graduate Studies for termination from the degree program. The parts of the written preliminary examination are determined by the department administering the exam. For example, a department may ask four questions in a Foundations section of the exam. The part may refer to an individual question or to the entire section. The department procedures will address this issue.

#### **G. Report of the Results of the written preliminary examination by the Major Professor**

The results of the written preliminary examination will be reported separately from the oral preliminary examination. **The appropriate form (see Appendix K) should be signed by the major professor and departmental graduate coordinator and forwarded to the Office of Graduate Studies.**

#### **H. Oral Preliminary Examination**

The oral preliminary examination should be scheduled immediately after the student is notified by the major professor that the student has passed the written preliminary examination. **THE STUDENT MUST BE ENROLLED DURING THE SEMESTER IN WHICH THE EXAMINATION IS ADMINISTERED. [The major professor or the departmental graduate coordinator should request (via the appropriate form -- Appendix L) from the Office of Graduate Studies, permission to schedule the oral preliminary examination at the specified time and appointment of a Graduate Studies representative to attend the oral preliminary examination. This form must be received by the Office of Graduate Studies one week prior to the scheduled date of the examination, in order to allow sufficient time to obtain a Graduate Studies Representative.]** The function of this representative is to ensure that the examination is conducted in a fair, impartial, and professional manner; the representative may be invited to ask questions, but is not allowed to vote on whether or not the student passes the examination. After all questions have been asked, the committee members will vote to determine whether the student has passed the oral preliminary examination. The outcome of the vote is determined on a majority basis.

The oral preliminary examination for admission to candidacy for the degree must be passed by **June 1** if a student intends to graduate in **December**, by **November 1** to graduate in **May**, and by **February 1** to graduate in **August**.

#### **I. Content of the Oral Preliminary Examination**

The oral preliminary examination will be conducted by the student's graduate committee. Each member of the committee will be given an opportunity to question the student. Any weakness or

questions from the written exam that need to be clarified should be asked by committee members at this time. The student is expected to demonstrate: (a) thorough familiarity with the literature in the field of study; (b) understanding of the relationships among the various areas of the field of study and/or related fields of study; (c) general knowledge and training (including the use of oral English); and (d) the ability to apply, synthesize, and evaluate knowledge gained in relation to problems encountered in the field(s) of study. Adequate performance in the oral preliminary examination requires the ability to think quickly, orally express ideas and thoughts fluently and competently, and express opinions in a well-articulated, logical, and comprehensible manner.

#### **J. Regulations Concerning Absence of Graduate Committee Members at Oral Preliminary Examinations and Dissertation Defenses (Final Oral)**

No oral preliminary examinations are to be held in the absence of the major professor and no dissertation defenses are to be held in the absence of the dissertation director. Neither oral preliminary examinations nor dissertation defenses are to be held with fewer than five committee members present (a maximum of two of whom may be substitutes). Individual departments may have more stringent regulations concerning substitutions.

#### **K. Report of the Result of the Oral Preliminary Examination by the Major Professor**

The result of the oral preliminary examination will be reported on the appropriate form (see Appendix M) and signed by the major professor; the form will be forwarded to the Office of Graduate Studies.

#### **L. Feedback on Performance on Oral Preliminary Examination**

If the student fails the oral preliminary examination, *each committee member* at the student's request will provide specific feedback concerning the student's performance and give suggestions on how to improve this performance.

If the student passes the oral preliminary examination, *the major professor* should provide the student with feedback relative to points/concepts/issues on which the student's answers appeared confused. The purpose of this feedback is to ensure that the student does not remain misinformed or uninformed on important concepts/issues covered in the oral examination.

#### **M. Failure on the Oral Preliminary Examination**

A student who fails the oral preliminary examination cannot apply for another examination until four months from the time of the first examination have elapsed. Two failures on the oral preliminary examination will result in the student being terminated from the degree program. Some program areas allow students to apply for readmission one year after dismissal from the program. Check with the relevant department.

## **VI. DISSERTATION HOURS AND DISSERTATION PROPOSAL**

### **A. Scheduling of Dissertation Hours**

A dissertation is required of all candidates for the doctoral degree. A minimum of 20 semester hours of dissertation research must be scheduled.

### **B. Limitation on Number of Dissertation Hours That May Be Scheduled**

Students are encouraged to explore a possible dissertation topic early in the doctoral program. Therefore, doctoral students may enroll in a total of six hours of dissertation research before satisfactorily demonstrating competency in the application of research and statistical techniques. Students may enroll in a total of ten hours of dissertation research prior to successfully completing the doctoral Preliminary Examinations. Exceptions to the above are possible, but must be approved by the student's major professor and/or dissertation director.

### **C. How To Enroll in Dissertation Research Hours**

Research/dissertation hours bear the prefix of the student's major and the number 9000. The student should register for their major professor's section which will be listed in the master schedule. Students must be enrolled in a minimum of one semester hour during the semester in which they graduate. (Research/Dissertation hour is recommended.) While a student must take a minimum of 20 hours of Research/Dissertation, the student may (and in some instances must [see page 8 for **Course Load for Students with Assistantships**]) enroll in more than 20 hours of Research/Dissertation.

### **D. Grade Assignment for Research/Dissertation Hours**

The only grades assigned for Research/Dissertation hours are "S" for Satisfactory or "U" for Unsatisfactory. Other letter grades, including I, are not permitted.

### **E. Scheduling a Formal Dissertation Proposal Meeting**

With the approval of the dissertation director (and major professor, if different from the dissertation director), a student may schedule a formal graduate committee meeting for the purpose of presenting the proposal for the dissertation once the student has passed the oral and written preliminary examination.

### **F. Format for the Dissertation Proposal**

Generally speaking, there is no college-wide format or specified length for the dissertation proposal. The student should contact the dissertation director/major professor for departmental guidelines concerning format and length. Some departments (e.g., Counseling and Educational Psychology) require a pre-proposal committee meeting. If there are no specific departmental guidelines, the student may find it helpful to use as a guide items I, II, and III of the "Chapter by Chapter Description for Theses and Dissertations" found in Chapter VI.

### **G. Dissertation Proposal Meeting and Procedure for Formal Approval of the Proposal**

After the student and the dissertation director decide that the dissertation proposal is ready for submission to the full committee, the proposal meeting should be scheduled. The student should provide all committee members an unbound copy of the proposal at least 10 working days prior to the scheduled date of the meeting, in order to give them ample time for careful review of the proposal. The student will be expected to summarize orally and explain the essential aspects of the proposed study and to answer questions from the committee members regarding the proposal. The committee formally votes on the acceptability of the student's dissertation proposal. The committee may select to make any of the following decisions concerning the proposal: (a) accept the proposal as presented, (b) accept the proposal with minor changes, (c) accept the dissertation topic as a legitimate area for study, with major revisions to the proposal, or (d) reject the proposal as unacceptable as an area of study for the dissertation.

If the committee votes to accept the proposal, the following points should be covered during the proposal meeting: (a) the changes that are deemed necessary (endorsed by a majority of the committee members), and (b) the sorts of changes that may be made with only the dissertation director's approval during the data collection and analysis stages. If major revisions in the proposal are deemed necessary before the student can start collecting data, the committee should decide whether or not another formal proposal meeting is required. The degree to which the student may expect to incorporate the material in the proposal into the dissertation depends upon the thoroughness of the proposal required by the department or area of program emphasis. Generally, students can expect to make extensive revisions. That is, the proposal should not be viewed as the final version of the first three chapters of the dissertation. The student should also recognize that the dissertation director is entitled to require additional data analyses if the results of the preliminary analyses so warrant. **The signed approval sheet with conditions specified (see Appendix K) and a revised copy of the proposal (incorporating the committee's changes) should be placed in the student's folder by the dissertation director.**

#### **H. Approval of the Research Proposal by the Institutional Review Board (IRB)**

If the dissertation research involves the use of human subjects the student must request permission to conduct the research from the Mississippi State University Institutional Review Board for the Protection of Human Subjects in Research ([www.msstate.edu/dept/SPA/index.html](http://www.msstate.edu/dept/SPA/index.html)). The student submits the request/application to the MSU Office of Research and Economic Development. This application should not be submitted until the dissertation proposal has been approved by the student's graduate committee or until the student has the approval of the dissertation director to submit the application. The student must receive notification that the application has been approved before beginning the collection of research data.

#### **I. Admission to Candidacy**

Once the student has satisfactorily completed the written and oral preliminary examinations and has the dissertation proposal approved by the committee and dissertation director, the major professor or departmental graduate coordinator completes the "Admission to Candidacy" form (see Appendix O) and sends it to the Office of Graduate Studies.

## **J. When to Apply for Graduation**

### (1) Fall or Spring Graduation

The student must apply for graduation at the beginning of the semester in which he or she intends to graduate, (see the current *Graduate Studies Bulletin* for deadlines) and pay all necessary fees (to include graduation and binding fees, microfilming, and copyright fees).

### (2) Summer Graduation

If the student anticipates graduating during the summer session, he or she must apply for graduation during the registration for the first term of the summer session.

## **VII. WRITING THE DISSERTATION**

In terms of scheduling one's time to meet the necessary deadlines for graduation, the student must anticipate that each chapter will have to be revised and retyped at least three times before submitting the final draft to the full committee. The student should allow the dissertation director at least ten (10) working days to read and return each chapter and the same amount of time for each chapter revision. After all chapters have been revised, the entire dissertation should be submitted to the dissertation director for approval or further revision **before** submitting the final draft to the full committee. The student should plan on having the experimentation and/or data analyses completed at least nine weeks before the deadline for submission. An unbound copy of the dissertation must be presented to each committee member at least ten (10) working days **prior to the defense**.

### **A. Helpful Hints on Dissertation Preparation**

Do not use previous dissertations as guides.

Consult the current edition of the *Guidelines for Preparing Dissertations and Theses* which can be obtained from the Office of Graduate Studies, 116 Allen Hall.

Use the *Publication Manual of the American Psychological Association* (latest edition) as the source for form and style of text and references.

The authority for spelling is *Webster's New Collegiate Dictionary* (latest edition).

The authority for grammatical correctness is *The Little, Brown Handbook* (latest edition).

### **B. Chapter by Chapter Description for Theses and Dissertations**

#### **1. Chapter I - Introduction**

(a) Introduction

The introduction section serves to introduce the reader to the general topic or problem to be investigated. It should include the historical background of the problem (e.g., educational trends related to the problem, unresolved issues), explanation(s) of the general topic(s) or problem(s) and the importance/usefulness of the topic or area. If the degree sought is the *Ph.D.*, the theoretical underpinnings of the problem under investigation can be introduced here. The introduction will also begin to focus the problem on the population to be studied.

(b) Statement of Problem

This section is to be relatively brief—approximately one or two paragraphs that describe the gap in knowledge, the area of concern, or the felt need that has become apparent from the review of literature. This section should conclude with **one concise** statement which defines the specific research problem; that is, a statement of exactly what has been investigated or studied.

(c) Hypotheses (if the study is experimental or ex post facto in nature) or Questions To Be Answered (if the study is descriptive or historical in nature)

The hypotheses may be stated in null form if there is not a really good foundation upon which to make directional hypotheses. If the researcher does have a good idea about the outcome(s) of study, alternate hypotheses in directional form may be used. (Most writers of theses and dissertations use the null form only.) The hypotheses should be stated clearly and precisely. For example: "There is no significant difference between mean posttest scores on the Cognitive Exam between the students functioning at the concrete-operational level on the pretest and the students functioning at the transitional formal-operational level on the pretest;" or, "There is no significant difference on the paired-associates task between subjects who are exposed to repeated failure on an academic task and subjects who are not exposed to this treatment." Include only (but all of) those hypotheses that the study will address.

If the study is descriptive, qualitative, or historical in nature, questions rather than hypotheses should be used; e.g., Why are public school superintendents in Mississippi occupying the position for less time than previously? Included here are the questions for which the study is designed to find answers. Include only (but all of) those questions the study will answer.

(d) Rationale or Justification for Study or Need for Study

In this section the value or significance or importance is to be defended by building and documenting a case for it. Given this gap in knowledge, why is it worthy of investigation? How will closing this gap be beneficial? How will the research inform existing theory?

(e) Limitations

In this section any limitations of the study should be discussed. These may involve such things as nonrandom selection of subjects which reduces the external validity (generalizability) of the results. It may also include any threats to internal validity for which control is not possible.

(f) Definition of Terms

All terms or concepts that are used repeatedly in the study or that are defined in specific or special ways should be defined in this section.

## 2. Chapter II - Review of Literature

The review of literature typically begins with a general, theoretical overview of the topic(s) followed by brief summaries of the articles or studies related to the topic(s). The literature review should be organized by subject areas related to the general topic. If several topics are to be reviewed, divide the review according to these topics. If a pilot study was conducted, it should be described either in the review of the literature or in the procedures section of Chapter III. Typically, the review of literature will cover the essential variables or concepts presented in each hypothesis or question.

The following contain recommendations related to the review of literature:

- (a) Describe existing studies relative to the study; when and where latest research studies were completed; and brief details related to design and results.
- (b) Include various theoretical positions relevant to bases for the hypotheses or research questions.
- (c) Establish a rationale or need for the study.
- (d) Paraphrase most of the literature review, and quote sparingly.
- (e) In general, the literature review provides the depth of knowledge needed to fully understand the problem developed in Chapter I.
- (f) Finally, the literature review sets the stage for the introduction of the methodology in Chapter III. The design and methodology of the study is to flow logically from other studies in the literature. All items to be included in a survey or questionnaire(s) must first be developed through existing literature.

The following are suggestions concerning sources for the literature review:

- (a) Computer-assisted search of databases, such as ERIC, *Psychological Abstracts*, *Dissertation Abstracts International*, *Sociological Abstracts*, *Social Sciences Citation Index*, and *Education Index*;

- (b) General integrative reviews that relate to the problem situation or research problem, such as those found in *Review of Educational Research*, *Encyclopedia of Educational Research*, or *Psychological Bulletin*;
- (c) Specific books, journal articles, monographs, bulletins, and reports (preference shown, in most instances, for literature of the last 10 years and for primary, rather than secondary sources, i.e., studies referred to in other sources);
- (d) Unpublished materials (e.g., dissertations, theses, papers presented at recent professional meetings not yet in published form, but possibly available through ERIC, etc.)

### 3. Chapter III - Methods and Materials

Begin this chapter with an introduction which describes the content and organization of the chapter. This chapter is critical to future replication and should be the most thorough and precise of the dissertation. The chapter includes the following:

#### (a) Research Design

First the research methodology or approach (e.g., experimental, quasi-experimental, correlational, causal-comparative, or survey) is described. The particular type of experimental or quasi-experimental design should be specified. The advantages and limitations of this particular design should be noted. A diagram of the design is very useful. The independent and dependent variables must be clearly described. Attention should be given to how all extraneous variables are to be controlled. Note that the research design and the statistical design are **not** identical. This section should be limited to the **research** design. Threats to internal and external validity should be discussed.

#### (b) Participants

This section should include a demographic description of the participants used, including the number of subjects. The description of the subjects should include information on the sample and the population. Methods used to select subjects and solicit participation should be described. If parental consent was required, how it was obtained should be explained. The type of institution with which the subjects are associated (if applicable) should be described.

#### (c) Instrumentation

This section includes a description of all instrumentation or tasks for which quantitative data are obtained (e.g., tests, measures, observations, scales, and questionnaires). These instruments may be used as measures for the independent, dependent, or organismic variable(s).

The description of each instrument must include the following: a discussion of what the instrument is designed to measure, a description of the scales or subtests on the instrument,

a discussion of how the items were derived, how the instrument is scored, the norms (if any) for the instrument, and the reliability and validity data concerning the instrument.

Depending upon the type of study, why this particular instrument was selected may need to be explained. If a pilot study was done to establish either or both the validity and reliability of the instrument, it should be described and the results given.

Any survey or questionnaire developed for specific use in the research must be justified. For example, categories or items included on a questionnaire should be based on the review of literature.

(d) Materials

This section includes a description of any materials used in the course of the study, such as laboratory apparatus, tape recordings, and drawings. Usually these are materials used as part of the experimental treatment.

(e) Procedures

This section includes a detailed account of what was done with (or to) the participants, where it was done, the order in which it was done, and any other relevant information. Procedures used to control for extraneous variables should be discussed. This section is essentially a description of data collection methods and procedures. If assistants were used, these should be discussed as well as substantiation of their ability to carry out the appropriate procedures. Post-experimental explanations or debriefing sessions should be explained in this section.

(f) Data Analysis

All data processing and analyses should be discussed in this section. The appropriateness of statistical analyses should be covered. Any *post hoc* comparisons should be described. The level of significance should be given in this section. If packaged computer programs are utilized, describe and reference these. If analytic procedures other than statistical analyses are used, they should be described and justified. All analytic procedures must be appropriate for the hypotheses or questions under investigation.

#### **4. Chapter IV - Results and Discussion**

(a) Results

This section provides a description of what was found. The first part includes any descriptive data collected on the subjects. Results or findings may be presented in tables or charts, which should be integrated into the narrative portion of the chapter rather than appended. If you choose to include raw data they should be appended at the end of the thesis or dissertation. Adhere to the format recommended by APA for presentation of summary tables of analyses of data.

The reported findings should be organized according to each research question or hypothesis posed, with corresponding headings. Include factual information only in the results section.

(b) Discussion

The discussion section of the chapter should consist of what these results or findings mean. That is, this section ties together findings in relation to theory, review of literature, or rationale. Discussion of whether results support previous research or literature should be included. If the results differ from previous findings, speculation about why this occurred should be attempted. For example, are there variables that were not accounted for or controlled for by your design that could explain your results? Were there confounding variables? Were there problems in your experimental procedures? Was the experimental treatment too short? Was the experimental treatment powerful enough? Were the dependent variables inappropriate?

## **5. Chapter V - Summary, Implications (or Conclusions), and Recommendations**

(a) Summary

At this point, summarize everything covered in the first four chapters. Each chapter should be succinctly summarized in one to two paragraphs.

(b) Implications (or Conclusions)

This section deals with the “so what?” of the findings, that is, the conclusions or implications that can be made on the basis of the results. Conclusions or implications should be related to the field of study. How can this information be used by practitioners? Do these results have theoretical implications? Are they generalizable?

(c) Recommendations

Recommendations should provide practical suggestions for implementation of findings, additional research, or follow-ups. What is the next logical step(s) for research or implementation of these findings?

### **C. Description of Dissertations Using Qualitative Methods**

The following is intended as a guideline for dissertations primarily based on qualitative methods. It may vary from dissertation to dissertation, particularly relating to Chapter IV – Findings.

#### **1. Chapter I – Introduction**

One of the most important yet difficult parts of a dissertation is a clear statement of a research problem or purpose (e.g., an unresolved or emerging issue, topic, or question). A thorough formulation of the problem or purpose typically attends to the following questions:

- (a) Is the stated problem or purpose significant, clear, and researchable?
- (b) Has relevant background information been provided (e.g., historical, social, cultural, and educational contexts)?
- (c) Is the rationale for studying the problem or purpose clearly presented?
  - (1) How does the study address an important gap(s) in the literature, based on what existing research has done and what it has missed or inadequately addressed?
  - (2) Do you provide justification for the theoretical, conceptual, and methodological choices made in addressing the identified gap(s) in literature?
  - (3) Do you show how the results of the study would have important implications for theory, practice, or both (i.e., the potential benefits of addressing or closing the identified gaps)?

Other questions to be attended to in this section include:

- (d) Are major terms clearly defined? If not, are they clear in context?
- (e) Is the introduction logical? Is it convincing? Is it concise yet sufficient?

## **2. Chapter II – Review of Literature**

This chapter includes a review of the relevant scholarship that bears directly on the topic of your study (i.e., firmly grounding your work in relation to existing research). The major purpose is to build an argument for addressing a particular problem. In addition, it may provide useful information as well as justification about how to conduct the present study. Typical questions include:

- (a) Is the study informed and guided by relevant theoretical frameworks (e.g., Vygotskian learning theory, self-efficacy, class reproduction theory, and social capital)?
- (b) How, if any, have other researchers applied the theory to research in your field?
- (c) Does the review include a clear statement of the criteria used to identify and select the relevant scholarship in which the study is grounded?
- (d) Are the majority of sources primary (i.e., actual studies, rather than other review articles or opinions)?
- (e) Has previous work on the topic been covered adequately (e.g., up-to-date and opposing theories and contradictory findings also presented)?
- (f) Is each study reviewed adequately described (e.g., how was the study conducted and what were the findings related to its research questions)?
- (g) Is the review well organized among different studies reviewed?
- (h) Is the review critically examined? Are the results of cited studies compared and contrasted (i.e., not just merely a listing of summaries)?
- (i) Does the review help establish the importance of the research?
- (j) Is the review comprehensive, clear, and coherent?

It is critically important to sum up what you have learned from the literature review at the end of this chapter. This is followed by discussing how your study is informed by and built upon the existing literature, with the following questions in mind:

- (a) How does the literature review, taken as a whole, argue for the importance of your study?
- (b) Does the problem statement or question follow logically from the literature review?
- (c) Is it appropriate for the study?
- (d) Is it clearly set within a particular context?
- (e) Is it open-ended enough to allow inductive exploration of a pattern/theme?

### 3. Chapter III – Method

The design of a study should flow directly from the statement of the problem, the literature review, and the research questions. While a study with qualitative methods typically taps into the following aspects as listed below, there should be a coherent presentation of these aspects of the study (i.e., how these different aspects are related to each other):

- (a) Rationale
  - (1) Are the research design and procedures appropriate for investigating the research questions (e.g., how research questions can be better answered by qualitative methods)?
  - (2) Are the decisions with respect to research design fully described and justified?
- (b) Context
  - (1) Are relevant characteristics of site (e.g., location and size of the school), group, and participants (e.g., grade level and ethnicity) or events described in detail?
  - (2) Are related justifications provided for site and sampling selection (e.g., selecting participants for the insights they can provide in investigating the research problem)?
- (c) Researcher's Role
  - (1) Is researcher's role and status within the site explicitly described (e.g., entry, rapport, reciprocity, and ethics)?
  - (2) Has the researcher been explicit and as self-aware as possible about personal assumptions, values, biases, and affective states?
    - How may they have come into play during the study?
    - How are they dealt with in the study?
- (d) Data Collection
  - (1) How does your theoretical or conceptual framework influence your data collection (e.g., interview questions asked and focus of your observations)?
  - (2) Is a rationale provided for each technique, data source, and/or instrument (e.g., How do interview questions help to answer your research questions?)?
  - (3) Is a rationale provided for using a variety of data gathering techniques (i.e., Why do you incorporate multiple data sources? How will the use of multiple data sources enhance your understanding?)?
  - (4) Is a thorough description given for each data collection technique, data source, and/or instrument (e.g., observations, interviews, and document analyses)?
    - Are examples provided to illustrate types of interview questions asked, observation conducted, or documents collected?

- Under what conditions is each technique used (e.g., when, where, how often, and for how long)?
  - How is one data source (e.g., observations) informed by another data source (e.g., interviews)?
- (5) During the course of your study, do you make any adjustment relating to focus and types of data sources? Why?
- (6) Is any step taken to enhance the quality of qualitative data (e.g., detail, depth, vividness, nuance, richness, and thoroughness)?

(e) Data Analysis

- (1) How are the data organized for analysis (e.g., by settings, events, times, or participants)?
- (2) How are the data analyzed?
- How does your theoretical framework influence your data analysis (e.g., focus and an initial list of codes)?
  - What specific procedures do you use to make sense of you data sources (e.g., constant comparative method, matrix display, and computer programs such as Nvivo)?
  - How do you apply or adapt these procedures to your study (i.e., instead of discussing these procedures in general terms, closely linking these procedures to your data with illustrative examples)?
  - Are these procedures described detailed enough to be followed as an “audit trail” (e.g., coded interview transcripts and observations, along with memos, links, and annotations made during coding, and data matrices and queries)?
- (3) Are analyses adequate, appropriate, valid, and justified against alternatives? Do you use relevant tactics for addressing potential analytic biases (e.g., checking for researcher effects, checking the meaning of outliers, following up surprises, and checking rival explanations)?
- (4) Are limitations on analysis (e.g., researcher’ roles/biases and assumptions related to theoretical frameworks) reported and discussed?
- (5) Are techniques/procedures to assure trustworthiness discussed (e.g., credibility, transferability, dependability, and confirmability)? Are these techniques explicitly linked to your study with illustrative examples?

#### 4. Chapter IV – Findings

The section in qualitative dissertation is often quite lengthy. It may be divided into several chapters (e.g., by research question, by case, or by event). Typical questions include:

- (a) Are findings organized and reported appropriately (e.g., by pattern/theme through the use of headings, subheadings, and transitional sentences or paragraphs)?
- (b) Are findings appropriately illustrated the complexity of the phenomenon with rich and thick descriptive accounts (e.g., concrete examples through interview quotes, fieldnote excerpts, or narrative vignettes)?
- (c) Are findings warranted by evidence?
- (1) Are the sources, the strengths, and the variety of evidence provided?
- (2) Are attempts made to examine any counter-examples (i.e., searching for and discussing negative cases or disconfirming evidence)?

- (3) Are qualifications, conditions, and limitations (e.g., insufficient or conflicting evidence) relating to relevant findings specified?
- (4) Are sufficient details provided to make the process transparent and engender confidence that the findings are warranted?
- (d) Are findings internally coherent? Are important concepts systematically related?
- (e) Are attempts made to situate relevant findings within larger social, cultural, or historical contexts?
- (f) Are sufficient details provided to discern which parts of the study might be applicable / transferable to other settings/contexts?
  - (1) Are sufficient details provided that allow the researcher to draw explicit comparisons to published research that focuses on similar phenomena?
  - (2) Do findings include enough “thick description” for readers to draw appropriate comparisons to their own contexts of interest (e.g., assessing the potential transferability and appropriateness for their own settings)?

In addition, judicious use of charts, diagrams, maps, tables, and photographs can often provide valuable supplements to printed text and help condense and expedite the presentation of supporting details. Finally, the fact that you use qualitative research techniques does not mean that you can not use statistics; counting and measuring whatever warrants being counted and measured needs to be judged in terms of purpose, focus, and appropriateness.

## **5. Chapter V – Discussion and Conclusions**

Before beginning the discussion, a summary is typically provided. This summary is a review of what has accomplished in terms of the original statement of purpose (first surfaced in Introduction and later elaborated in Review of Literature). However, a summary is not the place to startle readers with important additional information that could, and should, have been introduced earlier.

- (a) Discussion
  - (1) Is the discussion based on the research problem and results, or is there a tendency to discuss unrelated material or ideas?
  - (2) How has the literature review informed the discussion of what was actually found in the study?
    - Is it clear what the connections are?
    - How does this research build on, extend, suggest questions about, and/or confirm/disconfirm existing literature?
  - (3) Any reasonable explanations provided for findings?
  - (4) Are interpretations relevant to the purposes of the study? How do they relate to (support or challenge) theory and findings from previous research?
  - (5) Does your research support the existing theory? Does it advance the theory in some meaningful and important way? Does it refute the theory?
  - (6) Are alternative interpretations discussed and, where possible, discounted?
  - (7) Have possible limitations of the study been discussed?

(b) Conclusions

- (1) Are conclusions stated clearly and followed logically on the findings and discussion?
  - Can readers follow the actual sequence of how data were collected, processed, condensed/transformed, and displayed for specific conclusion drawing?
  - Are the conclusions explicitly linked with exhibits of condensed and displayed data?
- (2) Are conclusions warranted by the data?
  - Are multiple sources of evidence used to support conclusions?
  - Are conclusions reasonable? Do they go beyond the interpretation of the findings (i.e., jump too high)?
- (3) Does the problem statement re-surface and become (or partially) resolved?
- (4) How do qualitative methods make a unique contribution to the findings? If qualitative methods had not been used would the results have been the same? Would they have been better? Why?

(c) Implication

- (1) Is attention paid to the “so what” issue that is important for any study?
  - What is said that is important?
  - How does the study speak to the larger issues in the field (or move us forward as a field)?
  - How does it contribute to scholarly conversation (e.g., documenting your contribution by carefully looking at the relationship between your study and the theoretical framework you have used)?
  - Does the study stimulate “working hypotheses” on the part of the potential readers as guidance for future action?
- (2) How do you place the study in a broader context (e.g., implications for educational practice and recommendations for future research)?

## **D. Alternate Chapter Format**

The following is an alternative chapter format which may be preferred:

### **I. CHAPTER I - INTRODUCTION**

- A. Review of Related Literature
- B. Statement of the Problem
- C. Justification for the Study
- D. Hypotheses or Questions To Be Answered
- E. Delimitations

F. Definition of Terms

## **II. CHAPTER II - METHOD**

A. Research Design

B. Subjects

C. Measuring Instruments

D. Materials

E. Procedure

F. Statistics

## **III. CHAPTER III - RESULTS AND DISCUSSION**

A. Results

B. Discussion

## **IV. SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS**

A. Summary

B. Implications

C. Recommendations

### **E. Guidelines for Preparing Dissertations and Theses**

Students should obtain a copy of the current edition of *Guidelines for Preparing Dissertations and Theses* from the Office of Graduate Studies (116 Allen Hall). This document contains critical information concerning format and appearance of the dissertation, paper quality, the arrangement of contents, and sample pages demonstrating the appropriate format.

## **VIII. FINAL ORAL EXAMINATION (DISSERTATION DEFENSE) AND SUBMISSION OF DISSERTATION**

### **A. Scheduling of the Final Oral Examination**

The current *Graduate Studies Bulletin* lists the date by which the final oral examination must be given if the student intends to graduate in a particular semester. For students in the Ph.D. program in Educational Psychology who anticipate an August graduation date, the final oral examination

cannot be scheduled later than the second week of the second summer term. Committee members should receive an unbound copy of the dissertation for review at least 10 working days prior to the scheduled date of the defense. **Request for permission to hold the final examination must be made to the Office of Graduate Studies via the Departmental Graduate Coordinator 10 working days prior to the scheduled date of the examination. (See appropriate form in Appendix P.)**

### **B. Content of the Examination**

The examination should consist of a brief presentation by the student of the results of the dissertation research and formal questioning of the student by the committee members. The purpose of the questions should be to determine whether the student understands the procedures used, the design of the study, the analytic techniques used, the meaning of the results, the implications resulting from the findings, the direction future research on the topic might take, possible weaknesses or limitations of the research methodology, and any other pertinent aspects of the dissertation. Corrections (such as format changes, reference errors, etc.) should be handled after the examination.

### **C. Vote on the Results of the Examination**

After all questions have been asked, the committee members will vote to determine whether the student has passed the final examination. The outcome of the vote is determined on a majority basis.

### **D. Report on the Result of the Final Oral Examination**

**The major professor is responsible for insuring that the report (with two copies) of the result of the examination (see Appendix M) is submitted to the Office of Graduate Studies via the Departmental Graduate Coordinator.**

### **E. Failure on the Final Oral Examination**

Should the student fail the final examination, it cannot be retaken until six months have passed from the date of the original examination. A student who fails the examination twice will be recommended to the Office of Graduate Studies for dismissal from the doctoral program.

### **F. Preparation and Submission of the Final Copy of The Dissertation**

After the defense is successfully completed, the student should collate all corrections or suggestions for revision of the committee members and go over these with the director of the dissertation. If the student receives conflicting suggestions for revision, the director of the dissertation should help the student decide how to best resolve the conflicts. The corrections should be incorporated into a final copy; the dissertation director should proof read this copy and the necessary corrections should be made before submitting the dissertation to the committee members, the departmental graduate coordinator, and the Dean of Education for their signatures. **The student is responsible for checking with each of these individuals regarding their office schedules during the last 10 working days before the deadline for submission of the dissertation to Mitchell Memorial**

**Library, so that all necessary signatures may be obtained by the deadline for graduation.** The current *Graduate Studies Bulletin* lists the deadline for submission of dissertations for each semester.

### **G. Copy to be Processed by Library Staff**

Margins and format will be checked by personnel in the Mitchell Memorial Library. Therefore, the dissertation must be submitted to the Technical Services Department in Mitchell Memorial Library by the dates listed in the *Graduate Studies Bulletin* or Graduate Calendar. The steps to follow for submission of the dissertation are contained in the *Guidelines for Preparing Dissertations and Theses*.

A final manuscript must be presented to the Technical Services Department in Mitchell Memorial Library. The manner in which these copies are to be presented is described in the *Guidelines for Preparing Dissertations or Theses*.

### **H. Special College of Education Regulations Concerning Dissertations**

- A hard copy of the dissertation should be brought to 320 Allen Hall for review before the Dean signs the pages. Under no circumstances will the Dean sign any pages unless the review has been completed (and any necessary revisions made). Unfortunately, the Dean's office will not review electronic copies of the dissertation. Do not submit the electronic copy of your abstract at this time - we do review the abstract, and any changes we request would result in having to resubmit the electronic abstract.
- When a dissertation is submitted to the Dean's Office, it must be accompanied by a signature page, signed by all except the Dean. We will no longer accept unsigned or partially signed dissertation signature pages. This page must be separate from the dissertation, and there must be a blank, unsigned copy of it within the dissertation itself. Note that the Dean's Office will not review a dissertation unless it has been approved by each of the dissertation committee members, as indicated by their signatures.
- The dissertation must be accompanied by the dissertation abstract. Students should include a hard copy of the abstract with the dissertation. The abstract will be reviewed with the rest of the dissertation.
- Students must include their contact information. The student will be contacted when the dissertation review has been completed.
- If revisions are necessary, the student (or a proxy) may pick up the dissertation, make any revisions, and re-submit it to the Dean's office. If there are no revisions necessary, the signature pages will be immediately presented to the Dean for his signature.
- After the revisions have been made, the student should re-submit the dissertation, by including the new, revised copy and the original copy, as well as an electronic copy (on CD or diskette) of the abstract (which should be turned in at the Dean's office front desk, in 309 Allen Hall), so that the Dean's office can verify that all requested revisions have been made. At this time the *Follow-Up Questionnaire for Graduates* should also be completed in the Dean's Office.

- After the revisions have been verified (or if no revisions were requested), the signature pages will be presented to the Dean for his signature. Once the Dean has signed the pages, the student will again be contacted, and will pick up the dissertation and signature pages and take them to Thesis and Dissertation Services, in Mitchell Memorial Library.

The dissertation review takes a minimum of 2 working days. The student is responsible for the transportation of the dissertation and signature pages to and from the Dean's office. The Dean's office will not mail or ship any dissertation. Students who are out-of-state or unavailable should confer with their dissertation directors to make arrangements to have someone transport and/or ship their dissertations as necessary.

### **EXAMPLE**

#### **VARIABLES THAT AFFECT THE SCIENCE FAIR EXPERIENCE: PROFILE OF SCIENCE FAIR WINNERS**

Jane Smythe, Ph.D.

Department of Curriculum, Instruction, and Special Education (Secondary Education)

Dr. John J. Smith, Major Professor

Dr. William Jones, Dissertation Director

Graduation Date: August 1998

Summary: (no more than 200 words)

#### **I. Copies of Dissertation for College of Education**

Bound copies of the manuscript must be presented to the Dean of the College of Education, the department in which the area of emphasis is located, and each graduate committee member.

#### **J. Completed Forms Required by Mitchell Memorial Library**

The student is required to complete microfilming and copyright (optional) applications at the time the dissertation is submitted.

#### **K. Microfilm and Binding Fees**

Candidates for doctoral degrees are responsible for arranging for the dissertation to be typed, reproduced, and bound. In addition, a fee is charged by MSU for microfilming and binding a copy for the library. This fee must be paid in order to graduate.

#### **L. Attendance at Commencement**

A candidate for a degree should be present at commencement for the official conferring of the degree. A candidate for a degree must pay the graduation fee and file application on or before the final date set by the Registrar each semester.

## **M. References**

*American heritage dictionary of the English language*. (3<sup>rd</sup> edition). (1996). Boston, MA: Houghton Mifflin.

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

*Guidelines for preparing dissertations and theses*, Mississippi State University (May 1999)

Issac, S., & Michael, W. B. (1981). *Handbook in research and evaluation: For education and behavioral science* (2nd ed.). San Diego, CA: EdITS.

Kramer, M., Leggett, G. S., & Mead, C. D. (1995). *Prentice-Hall handbook for writers*: New Jersey: Prentice-Hall, Inc.

*The Office Encyclopedia*. (1981). Pocket Books.

*Webster's ninth new collegiate dictionary*. (1988). Springfield, MA: Merriam Company.

## **IX. AUXILIARY SERVICES**

### **A. The Learning Center**

The major purpose of The Learning Center is to help students improve their academic performance. The services are available to all students. Assistance is available in grammar and punctuation, study methods, writing effective essay exams, spelling, outlining techniques, writing research papers, vocabulary improvement, reading effectiveness, critical reading, technical writing, English as a Second Language, and mathematics. Any student may receive these services free, simply by going to The Learning Center to request assistance. Courses are also available in reading and study skills. The Center additionally offers a course for graduate students in effective writing skills.

The Learning Center also serves as a resource to faculty and students in the College of Education in the selection, preparation, distribution and utilization of instructional resource materials. Educational materials, textbooks, and software are available for use by students. In addition, audio-visual equipment, microcomputers, and copying services are available for use by students.

### **B. Career Center**

Job placement and career planning services are provided for Mississippi State University students and alumni through the Career Center located at 300 Montgomery Hall. Individual employment counseling is available for graduating students seeking full-time employment. Career counseling and employment services for alumni are provided through the Alumni Placement Service, a joint effort of the Career Services Center and the Alumni Association. In addition, seminars on various topics (including resume-writing, interviewing, etc.) are offered throughout the year.

### C. Financial Aid

In addition to work study and student loans, there are a number of assistantships available to students in the doctoral programs in the College of Education. Each department has a limited number of assistantships available at various times. Applications should be obtained from the department or unit offering the assistantships. Other units in the College of Education that offer assistantships are:

<b>Unit</b>	<b>URL</b>
Center for Educational Partnerships	<a href="http://www.educ.msstate.edu/cep/">http://www.educ.msstate.edu/cep/</a>
Rehabilitation Research and Training Center on Blindness and Low Vision	<a href="http://www2.blind.msstate.edu/">http://www2.blind.msstate.edu/</a>
The Learning Center The Early Childhood Institute	<a href="http://www.tlc.msstate.edu/">http://www.tlc.msstate.edu/</a> <a href="http://earlychildhood.msstate.edu">http://earlychildhood.msstate.edu</a>

Other units on the MSU campus periodically offer assistantship positions for which students in education may qualify.

<b>Unit</b>	<b>URL</b>
Career Center	<a href="http://www.career.msstate.edu/">http://www.career.msstate.edu/</a>
Mitchell Memorial Library	<a href="http://library.msstate.edu/">http://library.msstate.edu/</a>
Social Science Research Center	<a href="http://www.ssrc.msstate.edu/">http://www.ssrc.msstate.edu/</a>
Office of the Graduate School	<a href="http://www.grad.msstate.edu/">http://www.grad.msstate.edu/</a>

(The Office of Graduate Studies offers a limited number of Graduate Workstudy/Plan of Compliance Graduate Assistantships; for additional information contact the Dr. William Person, Office of Graduate Studies, Box G, Mississippi State, MS 39762; (601) 325-7400.

The Division of Student Affairs offers assistantships in the following units. An application for a graduate assistantship in the Division of Student Affairs can be obtained from Mrs. Susan Waldrop, P.O. Drawer DS, Mississippi State, MS 39762; (601) 325-3045.

<b>Unit</b>	<b>URL</b>
Counseling Center	<a href="http://www.health.msstate.edu/scs/">http://www.health.msstate.edu/scs/</a>
Dean of Students Office	<a href="http://www.students.msstate.edu/">http://www.students.msstate.edu/</a>
Office of Admissions and Scholarships	<a href="http://www.admissions.msstate.edu/">http://www.admissions.msstate.edu/</a>
Holmes Cultural Diversity Center	<a href="http://www.hcdc.msstate.edu/">http://www.hcdc.msstate.edu/</a>
Housing and Residence Life	<a href="http://www.housing.msstate.edu/">http://www.housing.msstate.edu/</a>
Student Affairs	<a href="http://www.saffairs.msstate.edu/">http://www.saffairs.msstate.edu/</a>
Longest Student Health Center	<a href="http://www.health.msstate.edu/">http://www.health.msstate.edu/</a>
Recreational Sports	<a href="http://www.recports.msstate.edu/">http://www.recports.msstate.edu/</a>
Student Life and Colvard Student Union	<a href="http://www.futurestudents.msstate.edu/whystate/stulife/">http://www.futurestudents.msstate.edu/whystate/stulife/</a>
Student Support Services	<a href="http://www.sss.msstate.edu/">http://www.sss.msstate.edu/</a>

## X. APPENDICES

Appendix A .....	Committee Request Form
Appendix B .....	Committee Request Change Form
Appendix C .....	Graduate Program of Study for Ed.D.
Appendix D .....	Program Attachment
Appendix E .....	Graduate Program of Study for Ph.D. Form
Appendix F .....	Transfer Approval Sheet
Appendix G.....	Supporting Areas of Gifted Education, Research, and Gerontology
Appendix H.....	Description of EPY 9263, EDF 9443, and EDF 9453
Appendix I .....	Change in Graduate Program Form
Appendix J .....	Request for Permission to Administer the Doctoral written preliminary examination
Appendix K.....	Report of written preliminary examination Results
Appendix L .....	Request for Permission to Schedule the Doctoral Oral Preliminary Examination
Appendix M .....	Report of Oral Preliminary Examination Results
Appendix N .....	Dissertation Proposal Approval Form
Appendix O .....	Admission to Candidacy Form
Appendix P .....	Request for Final Oral Examination (Dissertation Defense)

**APPENDIX A**

MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES

**Please Type**

**COMMITTEE REQUEST FORM**

NAME: \_\_\_\_\_ SSN: \_\_\_\_\_  
                  (Last)                   (First)                   (Middle)

ADDRESS: \_\_\_\_\_  
                  (Box - Street)                   (City)                   (State)                   (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR: \_\_\_\_\_

SIGNATURE OF:

Major Professor

Minor Professor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

APPROVED:

Program Graduate Coordinator

Date

**APPENDIX B**

MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES

**Please Type**

**COMMITTEE REQUEST CHANGE FORM**

NAME: \_\_\_\_\_ SSN: \_\_\_\_\_  
(Last) (First) (Middle)

ADDRESS: \_\_\_\_\_  
(Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR: \_\_\_\_\_

**ADD:**

SIGNATURE OF:

Major Professor

Minor Professor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

**NAME OF COMMITTEE MEMBER TO BE DELETED:**

SIGNATURE OF:

Major Professor

Minor Professor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

APPROVED:

Program Graduate Coordinator

Date





**APPENDIX E**  
 MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES (Please Type)  
**GRADUATE PROGRAM OF STUDY FOR PH.D.**

NAME: \_\_\_\_\_ SSN: \_\_\_\_\_  
 (Last) (First) (Middle)

ADDRESS: \_\_\_\_\_  
 (Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ HOURS IN MAJOR: \_\_\_\_\_

MAJOR: \_\_\_\_\_ HOURS IN MINOR: \_\_\_\_\_

MINOR: \_\_\_\_\_ TOTAL HOURS ON PROGRAM: \_\_\_\_\_  
 (Please denote MINOR courses with asterisk.)

COURSE SYMBOL AND NUMBER	COURSE TITLE	This space for Graduate Studies use only		
		CFV	SEMESTER	GRADE

(For continuation please use second page.)

RESEARCH SKILL REQUIREMENTS (Indicate if none required.)	
Skill 1.	Skill 2.

Major Professor \_\_\_\_\_ Date \_\_\_\_\_ Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Committee Member in Area of Program Emphasis \_\_\_\_\_ Date \_\_\_\_\_ Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Committee Member in Area of Program Emphasis \_\_\_\_\_ Date \_\_\_\_\_ Minor Area Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Departmental Graduate Coordinator \_\_\_\_\_ Date \_\_\_\_\_ Minor Area Graduate Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**(PLEASE SUBMIT ORIGINAL, A COPY FOR STUDENT AND EACH ADDITIONAL AIGNATURE.)**





## APPENDIX G

### SUPPORTING AREAS OF GIFTED EDUCATION, RESEARCH, AND GERONTOLOGY

#### Gifted Education

The courses that comprise a supporting area of Gifted Education should be selected from the following:\*

EPY 8523 - Psychology of the Gifted

OR

COE 8173 - Counseling Gifted Students

EDX 8163 - Teaching Strategies for the Gifted

EDX 8133 - Readings and Research in Exceptional Education

COE 7003 - Directed Individual Study: Special Problem in the Gifted

COE 8730 - Internship: Gifted

#### Research

The courses that comprise a supporting area of Research should be selected from the following:

EPY 6313 - Measurement and Evaluation

EPY 8933 - Psychometric Theory

EPY 9213 - Advanced Analysis in Educational Research

PSY 6123 - Quantitative Techniques in Psychology Using Computers

EPY 7003 - Internship in Research and Evaluation

#### Gerontology

The courses that comprise a supporting area of Gerontology are listed below:

ABE 6513 - Dynamics of Aging

PSY 6983 - Psychology of Aging

SO 6413 - Aging and Retirement in American Society

Research/Internship in Gerontology

Two of the following courses:

COE 6713 - Issues in Aging

COE 8813 - Counseling Elderly Clients

HE 6863 - Consumer Aspects of Aging

PE 8153 - Wellness and Aging

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\*Students are encouraged to check with the Office of Clinical/Field-Based Instruction to determine which courses apply toward Gifted Education.

## APPENDIX H

### Description of EPY 9263, EDF 9443, and EDF 9453

Two general comments: First, Ph.D. in Education students will, hopefully, take more than the five required research/statistics classes. This is especially important for students desiring to teach at the university level and conduct research. Also, students may be better served if their Academic Committee would list 'to be decided' for the fifth required research/statistics class on the degree plan. Hopefully, students would be in a better position to make an informed choice of course after having taken the first four courses and after having worked on their problem statement, literature review, and proposal.

**EPY 9263. Applied Research Seminar.**(3) (Prerequisites: EPY 6214, EDF 8363 or PSY 8513, and EDF 8373). Three lectures. Study of advances in thought on research approaches and doing research in education.

There are two principal aims of the seminar. First, many loose ends that cannot be given due attention in the basic and advanced research and statistics courses are addressed. Second, going beyond the stage of planning or proposing a study students gain hands-on experience conducting research, analyzing data, and writing up their findings. This course is especially valuable for students who are nearing their dissertation but who have little or no practical research experience. Course requirements include assigned readings, homework assignments keyed to research process, a major project, and an examination. Some students have run pilot studies for their intended dissertation research as their project; others have executed studies as varied as single subject/interrupted time series designs, surveys, research syntheses, traditional experimental studies, *ex post facto* research, and instrument development and validation.

**EDF 9443. Single-subject Research Designs for Education.** (3) A detailed examination of single-subject research designs and their associated research methods including data collection and data evaluation techniques.

Single-subject research is an accepted experimental design most useful to counselors, to those working in clinical settings, and to those working in the areas of behavior modification and applied behavior analysis. Topics covered include: designs (AB, ABAB, changing criteria, etc.), data collection (self-reporting, observation, scales, etc.), statistical analysis (time-series analysis, etc.), special concerns (serial dependency, etc.), and interpretation of results (effectiveness, continuance, generalizability, etc). Students are presented case descriptions and data, use computers to conduct statistical analyses, and write-up the results of the study. Students spend much time developing critiques of available research articles which use single-subject designs. The critiques involve design, data collection, analysis, validity and reliability, conclusion, and adherence to APA style. Classes are small to meet the needs of students. Lecture time is very limited, as these advanced graduate students are expected to demonstrate proficiency through performance, not testing. Single-subject design is most appropriate for those who work with special populations, with individuals, or with very small groups.

**EDF 9453. Qualitative Techniques in Educational Research.** (3) (Prerequisites: EPY 8214; EDF 8363; EDF 9373). Theoretical considerations and applied methods, techniques, and analysis of field based education research.

Qualitative research is based in the traditional ethnographic research of anthropology. It is intended to present the perspective of the subjects being studied, not the perspective of the researcher. Class time is spent initially in assisting students in becoming aware of their cultural blinders and biases. Extensive time is spent in the field developing skill in using qualitative research techniques, such as observation (direct, unobtrusive, etc.) and interviewing (structured, unstructured). Various data analysis techniques (matrix, content, etc.) are presented and used by the students. The majority of time is spent conducting field assignments, and in writing and presenting results. A completed research project is required. Qualitative techniques is most appropriate for those highly motivated students whose research seeks to tell the story of those being researched.

**APPENDIX I**  
**MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES (Please Type)**  
**CHANGE IN GRADUATE PROGRAM FORM**

NAME: \_\_\_\_\_ SSN: \_\_\_\_\_  
 (Last) (First) (Middle)

ADDRESS: \_\_\_\_\_  
 (Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR: \_\_\_\_\_

ADD:

COURSE SYMBOL AND NUMBER	COURSE TITLE	CFV

DELETE:

COURSE SYMBOL AND NUMBER	COURSE TITLE	CFV

REASON FOR CHANGE:

Major Professor	Date	Committee Member	Date
Committee Member in Area of Program Emphasis	Date	Committee Member	Date
Committee Member in Area of Program Emphasis	Date	Minor Area Committee Member	Date
Departmental Graduate Coordinator	Date	Minor Area Graduate Coordinator	Date

**PLEASE SUBMIT ORIGINAL, A COPY FOR STUDENT AND EACH ADDITIONAL SIGNATURE.**

**APPENDIX J**

(Date)

TO: Director of Graduate Studies

FROM: Department of \_\_\_\_\_

SUBJECT: Request for Permission to Administer the Doctoral Written preliminary examination

It is requested that permission to administer the doctoral written preliminary examination to

on \_\_\_\_\_ be granted.

Approved:

Major Professor

Departmental Graduate Coordinator

Student's Mailing Address and Phone Number

**DUE 10 WORKING DAYS BEFORE EXAM**

**APPENDIX K**

MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES  
**(Please Type)**

**REPORT OF WRITTEN PRELIMINARY EXAMINATION RESULTS**

NAME: \_\_\_\_\_ SOCIAL SECURITY NO.:

ADDRESS:  
(Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR:

The above student has successfully (or unsuccessfully) stood the examination required of him as checked below.

Date Held Passed Failed

1. WRITTEN/ORAL COMPREHENSIVE EXAMINATION:
2. DEFENSE OF MASTER'S THESIS:
3. DOCTORAL PRELIMINARY: (WRITTEN)
4. DOCTORAL DEFENSE:
5. SIGNATURES OF THE EXAMINING COMMITTEE:

Major Professor

Minor Professor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Remarks or Conditions:

(PLEASE SUBMIT ORIGINAL AND ONE COPY.)

**APPENDIX L**

(Date)

TO: Director of Graduate Studies

FROM: Department of

SUBJECT: Request for Permission to Schedule the Doctoral Oral Preliminary Examination

It is requested that the oral examination of the doctoral preliminary for

be held on \_\_\_\_\_ at

in \_\_\_\_\_.

Approved:

Major Professor

Date Approved

Departmental Graduate Coordinator

Date Approved

**DUE FIVE WORKING DAYS BEFORE EXAM**

**APPENDIX M**

MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES(Please Type)

**REPORT OF ORAL PRELIMINARY EXAMINATION RESULTS**

NAME: \_\_\_\_\_ SOCIAL SECURITY NO.:

ADDRESS: \_\_\_\_\_  
(Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR:

The above student has successfully (or unsuccessfully) stood the examination required of him as checked below.

Date Held Passed Failed

1. WRITTEN/ORAL COMPREHENSIVE EXAMINATION:
2. DEFENSE OF MASTER'S THESIS:
3. DOCTORAL PRELIMINARY: (ORAL)
4. DOCTORAL DEFENSE:
5. SIGNATURES OF THE EXAMINING COMMITTEE:

Major Professor

Minor Professor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Remarks or Conditions:

---

(PLEASE SUBMIT ORIGINAL AND ONE COPY.)

**APPENDIX N**

**DISSERTATION PROPOSAL APPROVAL FORM**

Name of Student:

Tentative Dissertation Title:

Committee's Decision: (Circle one of the following)

- (1) Accepted proposal as presented
- (2) Accepted the proposal with minor changes.
- (3) Accepted the dissertation topic as a legitimate area for study, but proposal needs major revision
- (4) Rejected the proposal as unacceptable as an area of study for the dissertation

Date of Meeting:

Signatures of Committee Members:

Director of Dissertation

Committee Member

Committee Member

Committee Member

Committee Member

\*To be attached to dissertation proposal and filed in student's folder.

## APPENDIX O

MISSISSIPPI STATE UNIVERSITY OFFICE OF GRADUATE STUDIES(Please Type)

**ADMISSION TO CANDIDACY FORM** for the degree of

Doctor of Philosophy  
Doctor of Business Administration  
Doctor of Education

NAME: \_\_\_\_\_ SOCIAL SECURITY NO.: \_\_\_\_\_  
(Last) (First) (Middle)

ADDRESS:  
(Box - Street) (City) (State) (Zip)

DEGREE: \_\_\_\_\_ MAJOR: \_\_\_\_\_ MINOR: \_\_\_\_\_

DATE:

- \_\_\_\_\_ Date of admission to degree program.  
\_\_\_\_\_ Date graduate program approved.  
\_\_\_\_\_ Number of course hours completed to date.  
\_\_\_\_\_ Number of dissertation research hours completed to date.  
\_\_\_\_\_ Date preliminary exam passed.  
\_\_\_\_\_ Date exam passed in \_\_\_\_\_ for research skill 1.  
\_\_\_\_\_ Date exam passed in \_\_\_\_\_ for research skill 2.  
\_\_\_\_\_ Date proposed dissertation title approved by Director.  
(If the dissertation title changes, please notify the Office of Graduate Studies in writing.)

Proposed Title of Dissertation:

Major Professor	Date
Director of Dissertation	Date
Program Graduate Coordinator	Date

**APPENDIX P**

(Date)

TO: Director of Graduate Studies

FROM: Department of

SUBJECT: Request for Final Oral Preliminary Examination (Dissertation Defense)

It is requested that the final oral examination (dissertation defense)

\_\_\_\_\_ a candidate for the doctoral  
degree be held on \_\_\_\_\_ at  
in \_\_\_\_\_.

Approved:

Major Professor

Date

Departmental Graduate Coordinator

Date