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COLLEGE OF EDUCATION & HUMAN SERVICES  
DEPARTMENT OF EDUCATION LEADERSHIP, MANAGEMENT & POLICY

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HIGHER EDUCATION PROGRAM  
GRADUATE STUDENT HANDBOOK

AY 2021-2022

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## HOW TO USE THIS HANDBOOK

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This handbook highlights the important policies and procedures governing the various higher education degree programs in the Department of Education Leadership, Management & Policy (ELMP) within the College of Education and Human Services at Seton Hall University.

Although the program faculty update this handbook periodically, students should also consult the latest version of Seton Hall's Graduate Catalog, the ELMP department doctoral dissertation handbook, the ELMP blog (<https://blogs.shu.edu/elmp/>) and the ELMP department bulletin boards for current forms and policies/procedures.

- In the event of any policy conflict between this Handbook and the most recent SHU Graduate Catalog, the latter shall supersede the former.
- In the event of any policy conflict between this Handbook and the ELMP department doctoral dissertation handbook, the former shall supersede the latter.

As such, the order of policy priority is as follows: SHU Graduate Catalog > Higher Education Program Handbook > ELMP Doctoral Dissertation Handbook.

## OVERVIEW

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The Higher Education Programs within the Department of Education Leadership, Management and Policy at Seton Hall University houses three degree programs: an M.A.E. degree in Higher Education and Student Affairs, and Ed.D. in Higher Education, and a Ph.D. in Higher Education.

The programs prepare students to be leaders in higher education institutions, government agencies, and nonprofit organizations, as well as careers in teaching and research. Our graduates hold a range of positions at colleges and universities around the tri-state area and beyond.

## HIGHER EDUCATION PROGRAM EVENTS AND SERVICES

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### New Student Orientation

At the beginning of each academic year, the Higher Education program and the Higher Education Graduate Student Association (HEGSA) sponsor a New Student Orientation for the higher education program (masters and doctoral level students). All new students are *required* to attend. This event is held at the beginning of the fall semester and provides all incoming graduate students the opportunity to meet colleagues, receive this Handbook, become familiar with the program requirements, meet program faculty, and prepare for the first semester of courses.

## Higher Education Graduate Student Association

The Higher Education Graduate Student Association (HEGSA) works to facilitate a fellowship of students enrolled in Seton Hall's Higher Education Graduate Programs. HEGSA serves Seton Hall Higher Education Graduate Students in three ways:

- **Social Focus:** The Association provides opportunities for social interaction with fellow student colleagues. This interaction is accomplished through established formal departmental events, as well as through more informal stand-alone Association events.
- **Academic Focus:** The Association exposes its members to student and faculty experiences so that students, in every phase of the program, can garner an enhanced understanding of success academically and through field of study.
- **Networking Focus:** In concert with the social and academic foci, the Association provides opportunities for members to gain broader understandings of career opportunities relevant to degree attainment. Additionally, to the extent feasible, the Association seeks ways to connect members directly with professional contacts in the field.

For more information about meetings, social forums, or activities sponsored by HEGSA, students should contact the HEGSA stewards at [saskia.brown@shu.edu](mailto:saskia.brown@shu.edu).

## Higher Education Programs' Annual Winter Social

The Higher Education Programs and HEGSA host an annual Winter Social on campus where students, staff, faculty, alumni, and loved ones can join outside of the classroom. This event is an opportunity for all in the Seton Hall University higher education program community to celebrate continued growth and successes. This event is normally held on the first Monday evening of December each year.

## SETON HALL CAMPUS EVENTS AND SERVICES

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### Student Services and Opportunities

Seton Hall provides a wide range of services to students, most of which can be found through the website for the Division of Student Services: <https://www.shu.edu/student-services/resources.cfm>

Here, we highlight just a few items related to these services and others.

### *Requesting disability accommodations*

Note the following from Seton Hall Disability Support Services: "If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office of Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For

more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).”

### ***Basic needs and security***

Any student who faces challenges securing their food, housing, or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students for support. In addition, references to resources that may be able to help can be found at this website: <https://www.shu.edu/providing-for-our-students-basic-needs.cfm>

### ***Online Writing Lab (OWL)***

The Seton Hall Writing Center is designed to assist students, faculty, and staff with their writing. Online writing tutoring is available through the OWL for graduate students at Seton Hall. Students wishing to use the OWL must first register using a valid SHU e-mail address. For more information, visit the OWL website: <https://academic.shu.edu/owl/>

### ***Research Help and Appointments***

The Seton Hall librarians offer research support through live chat, email, and one-on-one appointments. Students may request an appointment with a subject area librarian to receive assistance in using Library resources to locate existing research related to their topic of interest. For information about support with data analysis, see University Libraries Data Support Services below. For more information about accessing research help, visit: <https://library.shu.edu/library/reference-hours>

### **Technology Resources**

Seton Hall provides students with a wide range of technological resources, and we highlight some below. For new students, we recommend browsing the “Getting Started with Technology” website to get oriented to the resources available: <https://www.shu.edu/technology/getting-started-with-technology.cfm>

We highlight just a few resources here.

### ***Seton Hall University Student Email***

The Seton Hall University student, staff, and faculty email system is the preferred communication tool. Although many students maintain other email accounts via work, previous academic institutions, or social media sources, the graduate program will maintain all communication through the SHU email account. Students are responsible for regularly checking their SHU email account for program updates and information from Blackboard regarding course information. See the SHU Campus E-mail Use Guidelines for more information: <https://www.shu.edu/policies/campus-email-use-guidelines.cfm>

### ***Blackboard***

The majority of course materials (readings, assignments, syllabi, etc.) are available on Blackboard for each course. As soon as a student registers for courses, the system will automatically enroll the

student. Blackboard can be accessed through PirateNet. Students should submit assignments and get all official correspondence regarding their coursework through Blackboard, unless otherwise specified by the faculty.

### ***Microsoft Teams***

Because of the pandemic, courses in our programs have been taught in a variety of ways in the last academic year including in person, HyFlex, and virtually. We do not know what the future holds. If virtual learning is needed, faculty will use Microsoft Teams to teach. Please see the technology website to get started: <https://www.shu.edu/technology/getting-started-with-technology.cfm>.

### ***PirateNet System***

The online student management system is the university-student interface that provides information such as academics, personal information profiles, finance and billing, technology support, and career opportunities. The university calendar and university-wide announcements are also accessible from this portal. Registration for courses, checking grades, reviewing unofficial transcripts, reviewing student bills, and so forth are all accessible through PirateNet. Students will be given an access log-in and password for the initial log on session. Thereafter, students have the option of changing their originally assigned password. Please note, the system requires users' passwords to be changed every 180 days. Failure to do so will result in the user being locked out of the system. You can access PirateNet here: <https://www.shu.edu/piratenet.cfm>

### ***Campus Wireless Network***

Seton Hall University has a state-of-the-art campus wireless network that provides wireless network access from everywhere on campus - in the classrooms, residence halls, and all public meeting and study spaces. Many of the classrooms and public spaces are outfitted with power outlets at each seat. Each student automatically receives a network account and all common network services are available through the University's PirateNet portal.

### ***Public Computer Labs***

Seton Hall maintains public computer labs on campus the Walsh Library and Fahy Hall. All of the University's public computer labs are equipped with modern computers connected to the campus network, and public access printers and mobile ports for any student wishing to use a laptop in the lab. For more information about the hours of operation and the applications available in the labs, visit: <https://www.shu.edu/technology/public-computer-labs.cfm>

### ***University Libraries Data Support Services and Free Analysis Software***

The Seton Hall Library's Data Support Services offers regular workshops, one-on-one consultations, and a variety of technologies to support data management, analysis, and visualization. Seton Hall students may also use the Library's Data Services website to access datasets, data visualization tools, and may request free access to quantitative and qualitative data analysis software including Stata, SPSS, and Atlas.ti. For more information, visit: <https://library.shu.edu/data-services/home>. You can also request software access by visiting: <https://library.shu.edu/data-services/software>.



### **Graduate Assistant Program**

The University offers a limited number of graduate assistantships by separate application only (teaching, research and administrative) each year for full-time, matriculated graduate students. Assistantships draw on a variety of different skills and require a presence on campus 20 hours each week. Students can view information about graduate assistantships at the Graduate Affairs website: <https://www.shu.edu/graduate-affairs/graduate-assistantships.cfm>

### **Institutional Review Board**

Seton Hall University's Institutional Review Board (IRB) for Human Subjects Research has been established in accordance with federal regulations. The IRB reviews all proposed research involving human subjects in order to ensure that subjects' rights and welfare are adequately protected. You will receive more direct instruction about the Institutional Review Board in your coursework. For the most current information about the Institutional Review Board, please visit <https://www.shu.edu/institutional-review-board/index.cfm>

## **ADVISING AND REGISTRATION**

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### **Graduate Advising and Registration**

Each graduate student is assigned an academic advisor from the full-time, core program faculty at the point that they enter the program. This advisor will help determine the student's course selection and assist in planning the program of study. Students should consult with their advisors prior to registering for courses *each semester* to make sure the courses will fulfill their degree requirements. A student's academic advisor is also responsible for approving the students' entire program plan (see program plan section below). All students (new and continuing) should always consult academic advisors for course selection before online registration. A randomly generated PIN is required to register for each semester. Students *must* reach out to academic advisors to get their PIN and are not permitted to get their PIN through other means.

### ***Program Plan***

For newly accepted students, it is important to reach out to academic advisors and discuss academic program plans during the first semester. All students are required, in consultation with their academic advisor, to complete a Program Plan by the end of their second semester of coursework or the semester *prior* to taking the qualifying examination (whichever comes first). The purpose of this plan is not to lay out the student's definite future schedule, but rather to (a) provide a realistic sense of timeline that takes into account course offerings and workload, and (b) establish an initial list of courses, if any, that the student plans to transfer in.

### ***Transfer Credits***

Upon filling out a program plan, students will also specify those courses that they wish to be transferred into the program. Specific transfer credit allowances are listed before course

requirements in individual program descriptions in this Handbook. In order for courses to be transferred, students *must* be able to provide an official transcript from the previous institution.

Courses transferred to take the place of elective credits can be listed on the program plan form and assessed by the academic advisor. However, note that for all transfers, the department faculty and administrators are not authorized to formally approve the transfer credits. Program faculty and administrators will review students' proposed transfer credits for any major issues (e.g., grade too low, applied to an undergraduate degree) and submit them to the University, but the University Registrar Office assessed the formal transfer. Typically, this assessment is done after students complete core coursework and are proceeding in their internship (for masters) or dissertation (for doctoral) work.

Courses transferred to take the place of *required* courses should first be assessed by the course instructor for the course that the student wishes to waive. For example, if a student wishes to transfer a previous statistics course to waive the requirement for Data Analysis, the faculty member teaching Data Analysis (or another qualified faculty member, as identified by the Program Director) will need to be consulted. Students should be able to provide to said faculty member either a detailed syllabus from the previous course or the final product (e.g., a final paper, a full final exam) in order to provide detail on course content. The reviewing faculty member should provide their recommendation to the academic advisor on the basis of how redundant the waived course would be with the student's previous coursework.

### ***Non-Matriculated Student Registration***

Non-matriculated students are not able to register for courses until the week before the start of the semester, in order to allow matriculated students to be registered first. Students are allowed to take up to 12 credits non-matriculated at Seton Hall. Non-matriculated students who wish to register for higher education courses for a total credit amount that would, in addition with their previously taken non-matriculated coursework at Seton Hall, exceed 6 credits will need to obtain written approval from the Program Director before being allowed to register. In order to provide approval, the Program Director will ensure that the non-matriculated student is aware of the 12-credit cap imposed by the University and, if necessary, discuss and provide guidance on future steps.

## **IMPORTANT UNIVERSITY POLICIES AND PROCESSES**

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This section does not cover all university policies relevant to a student's academic journey and time at Seton Hall; a full list can be found here: <https://www.shu.edu/policies/>

A few important policy and process notes are included in this section.

### **Hold**

A hold may be incurred if a student does not submit immunization documentation, misses tuition payments, fails to submit loan documents, etc. Holds prevent the posting of grades, registration for

future semesters, issuing grade reports, processing IRB materials, and undergoing dissertation defense and graduation. Check your account via PirateNet to check for holds and resolve any pending issues.

### **Continuous Enrollment**

Students must maintain continuous enrollment during the duration of their time at Seton Hall, meaning that during *every* Fall and Spring semester between matriculation into the program and graduation, students must be registered for *something* (excluding Leaves of Absence, described below).

During semesters in which the student is not taking any coursework, the student may either register for Registration Continuation or, if they have been assigned a dissertation mentor, Dissertation Advisement or Thesis Continuation (as described in detail in the Dissertation Mentorship and Guidelines section).

If a student does not register during a Fall or Spring semester, they will need to be reinstated. If the student has been absent for only one semester, the reinstatement is reviewed by the Department Chair. If the student has been absent for more than one semester, the reinstatement will need to be submitted, including a formal request for reinstatement, to the Department Academic Standards Committee, which will review the request and propose a vote to the faculty.

### **Leaves of Absence**

Students may take up to two Leaves of Absence during their time at Seton Hall. Formally, a Leave of Absence means that a student will not register for any courses in a given semester, and this break will not count as a break in registration. In order to request a Leave of Absence, the student must write a formal request to the Program Director.

Leaves of absence do not count against a student's time-to-degree, as detailed in the department Time to Degree policy.

## **IMPORTANT DEPARTMENT POLICIES AND PROCESSES**

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This section does not cover all department policies relevant to a student's academic journey and time at Seton Hall. For any other policies, students should consult with their academic advisor or the Program Director.

### **Academic Probation Policy**

Any student who has a cumulative grade point average (GPA) below 3.0 at the end of a semester is automatically placed on academic probation per university guidelines. Consequently, a registration

hold will be put in place, and the probationary student will only be allowed to register for classes after meeting with his/her program academic advisor.

The department will take the following steps each semester to enforce the university's academic probation rules:

1. A department secretary will check the cumulative GPAs of all students after final grades are submitted and posted at the conclusion of each semester (Fall, Spring, Summer I & Summer II). The names of all students below a 3.0 cumulative GPA will be forwarded to the Department Chair and relevant Program Director.
2. All students with a cumulative GPA below 3.0 will be sent a letter from the Department Chair (with their advisor/mentor and Program Director copied) notifying them of their status on academic probation as well as the conditions for continued enrollment (see below). Students who are placed on academic probation must meet with the Department Chair before being able to register for any classes.
3. The Chair and Program Director will work with faculty advisors and the registrar's office to enforce registration holds. As students may register before they receive grades that would place them on academic probation (such as in November for spring semester courses), a department secretary should notify the academic advisor and Program Director of any student on academic probation regarding that student's status. The faculty in that program will then develop a remediation plan for that student to be approved by the Program Director. It is then the responsibility of the student's advisor (in conjunction with the Program Director) to work with the student and other instructors to make sure the remediation plan and registration conditions (as detailed below) are followed.
4. In cases where the probationary student also serves as a graduate assistant, the Chair and/or Program Director will notify the University's Graduate Assistantship Program Director that the student is no longer in good standing and note that the student's graduate assistantship must be terminated as per university guidelines.

Students who are on academic probation must abide by the following criteria in order to remain enrolled in the program:

1. Students must meet with their academic advisor and discuss their registration plans for the semester and how they intend to regain a 3.0 GPA as soon as possible. In order for the registration hold to be lifted, the student's advisor must contact the Department Chair to give approval.
2. Students are limited to taking a maximum of six credits per semester while their cumulative GPA is below 3.0. Exceptions to this six-credit limit will only be considered in cases where a student is a member of an executive cohort program or an international student whose visa status requires the student to take at least nine credits per semester. In these cases, the student's academic advisor will develop a plan with the student for ensuring adequate academic progress; this plan will then be reviewed by the Program Director and placed into the student's file upon approval.

3. Students who are on academic probation to begin a semester must either earn a 3.5 semester GPA or regain a 3.0 cumulative GPA by the end of that semester. Students who cannot meet at least one of these criteria are subject to dismissal from their program of study.
4. Students may register for up to two additional semesters while being on academic probation as long as conditions (a)-(c) are satisfied. A cumulative GPA below 3.0 for three consecutive semesters results in a student being subject to dismissal from their program of study.

### Academic Integrity Policy

The full text of the ELMP Academic Integrity policy includes both specific definitions of the actions that constitute academic dishonesty as well as full details of the procedures to be followed in the event of a suspected violation. Students are encouraged to review the policy in full, but an excerpt is provided here with the most important things to know.

First, all ELMP graduate students must take and pass Indiana University at Bloomington's plagiarism certification test and tutorial by following the below link in order to maintain academic integrity and avoid plagiarism problems in all required work. All students must provide evidence of success to the department by the end of the first semester to the program administrator. Students who have not submitted a certificate will not be registered the next semester. The link to the plagiarism tutorial is here: <https://plagiarism.iu.edu/mainLogin.php>

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. A breach of academic integrity constitutes a serious offense and members of the University community. The Department of ELMP will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized: students should understand that suspension or expulsion from the University is a possible result.

All ELMP faculty members are aware of and have provided input on the Academic Integrity Policy. Faculty are encouraged to express both orally and in written form the importance of academic integrity and to give the students clear guidelines and expectations of what is acceptable behavior regarding the use of someone else's work in course syllabi. Students must use the latest edition of the American Psychological Association's Manual of Style (unless another citation style is specified by the course instructor) to properly cite another author's work and to reference sources that do not come from the student directly.

Listed below are typical violations of academic integrity. The examples used are provided as illustrations. These violations are merely examples and do not cover the entire spectrum of offenses.

- Cheating - Cheating is defined as use of inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material that has not been authorized by the author or faculty member for use. This includes students using another person's work (or part of their work) and claiming it as their own. Cheating can take the form of use of cell phones or other electronic devices to convey information via text messaging, picture taking, or conversing

electronically while taking tests or exams. These acts are prohibited and are considered in violation of this document. Students must also have written permission to use another person's work or provide proper reference notation citing the original author(s).

- Fabrication – Fabrication is the falsification of information in the production of intellectual work. Fabrication also involves the invention of information without the permission of the author.
- Facilitating Academic Dishonesty – Students who allow their work to be used by other students either knowingly or out of negligence are also in violation of the academic integrity policy. Students who submit papers submitted in other courses are committing academic dishonesty. It is commonly referred to as self-plagiarism.
- Plagiarism – Plagiarism is the act of presenting the words, ideas or images of another as your own. Whether deliberate or intentional, credit must be given to creators or authors. In order to prevent plagiarism every direct quotation must be properly identified and cited in the paper with full reference to the author. Parenthetical notation must be used to cite another person's work. Paraphrasing should have a reference to the original author in the text and be referenced at the end of the student's paper. With the use of Internet sources, see the proper referencing of electronic media in the APA Manual of Style. A reference page or bibliography section of cited authors should be used in all written manuscripts. (APA, American Psychological Association, 2020)

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Violations are classified by severity according to the nature of the offense. For each level of offense, a corresponding set of sanctions and future steps is recommended (in the full text of the Academic Integrity policy). Sanctioning bodies are not bound by these illustrations, which are intended as general guidelines.

### **Class Attendance**

Student attendance in courses is crucial to academic success and maintaining a high-quality educational environment. As such, all students must attend at least 75% of the in-seat hours of all courses for which they are registered. Individual programs may choose to set more stringent attendance requirements. A student who is unable to attend 25% or more of a course must either:

1. take that course again in its entirety at another scheduled time; or
2. take another course if the course in question is an elective.

If a student is unable to attend at least 75% of the in-seat hours for a class and cannot meet the aforementioned conditions, the student will not receive credit for the course. Individual programs may choose to set more stringent attendance requirements. Rare exceptions to this policy will only be considered for severe illness, family emergency, extraordinary job requirements, military service or other circumstances deemed exceptional and/or extraordinary. In all cases, a student must submit in a timely manner (no later than one week after the missed class if at all possible) a written request for consideration of the exception to their course instructor and the ELMP Department Chair. The

decision of the Chair will be final. Failure to adhere to this policy can be considered grounds for dismissal from the program and/or failure of the course in question.

### **Time to Degree**

Students must complete their programs of study within the following number of years following their initial admission, excepting approved leaves of absence that meet Graduate Catalog requirements:

- Master's and EdS programs: Six (6) years
- EdD and PhD programs: Ten (10) years

If a student fails to complete their program within that time period, the student will be dismissed. The student will then have to reapply for admission as a new student (which is not guaranteed) and is subject to all current course requirements in the program of study. Students may be subject to retaking courses, examinations, and/or any parts of the program that the program's faculty deem necessary.

A student may not be reinstated without reapplying for admission if initial enrollment occurred long enough ago that the time to degree requirements either have already been broken or a path to completion is unlikely while meeting the timing requirements.

## **HIGHER EDUCATION MASTER'S PROGRAMS**

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The Master of Arts in Education (M.A.E.) programs in Higher Education prepare students for careers working in colleges and universities. The department offers one M.A.E. program in Higher Education, which has two possible concentrations: *College Student Personnel Affairs* and *General Administration*. While non-course requirements are the same for both concentrations in the program, they differ in the curricular offerings and outcomes for students after graduation.

### **Concentration in College Student Personnel Affairs**

The M.A.E. program in Higher Education and Student Affairs, with a concentration in College Student Personnel Affairs prepares practitioners for positions in student affairs administration at the postsecondary level.

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

#### **I. Core (21 credits)**

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 6102 American College Student

ELMP 6103 College Student Affairs Administration  
 ELMP 7763 Education Law  
 ELMP 8981 Administrative Internship I  
 ELMP 9993 Organization and Governance of Higher Education  
 ELMP 9997 Historical Development of American Higher Education

## **II. Foundations (9 credits)**

*Choose three courses from the following:*

CPSY 6003 Counseling Skills  
 CPSY 6102 Psychology of Human Development  
 ELMP 7765 Policy Analysis in Administration  
 ELMP 7777 Diversity in Higher Education  
 ELMP 8801 Interdisciplinary Studies for Administrators  
 ELMP 8982 Administrative Internship II  
 ELMP 8984 Leadership Institute for Administrators and Supervisors  
 ELMP 9995 Financial Administration of Higher Education  
 ELMP 9996 Community Colleges

## **III. Research (3 credits)**

ELMP 8891 Directed Research

## **IV. Electives (3 credits)**

*Select in consultation with advisor*

Other Requirements:

- **Internship:** The internship component prepares graduate student to manage various roles in student affairs administration and other functional areas at the postsecondary level through the opportunity to gain practical experience in higher education. This three-credit course includes internship participation, faculty advisement, and portfolio development. Additionally, preparation is required before course registration to ensure internship approval. The student is responsible for researching and securing the semester-long internship. Each student is required to complete approximately 150-180 hours of on-site internship work (10-12 hours per week). Due to the complexities within the higher education environment, each student is required to develop goals and objectives specific to his/her internship experience and initial expectations. These goals and objectives will serve as the structure for internship responsibility growth and the starting point for various writing assignments required throughout the course.

The internship requirement may be waived for students with a significant amount of full-time work experience in higher education. To seek a waiver, the student must submit a written request and explanation to the Program Director. If waived, the internship credits must be replaced by an elective course, approved by the student's academic advisor.

## **Concentration in General Administration**



The M.A.E. program in Higher Education and Student Affairs, with a concentration in General Administration, prepares for positions in financial management, alumni affairs, fundraising, accreditation, enrollment management, athletics administration, and institutional research.

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

### **I. Core (18 credits)**

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7763 Education Law

ELMP 8981 Administrative Internship I

ELMP 8984 Leadership Institute

ELMP 9993 Organization and Governance of Higher Education

ELMP 9997 Historical Development of American Higher Education

### **II. Required Foundations (6 credits)**

ELMP 7765 Policy Analysis

ELMP 9995 Financial Administration of Higher Education

### **III. Advanced Foundations (6 credits)**

*Choose two courses from the following:*

ELMP 6102 American College Student

ELMP 7103 Special Topics in Administration

ELMP 7774 Comparative Study of International Higher Education Systems

ELMP 7777 Diversity in Higher Education

ELMP 8982 Administrative Internship II

ELMP 8995 Institutional Research

ELMP 9994 Faculty Personnel Policies of Higher Education

ELMP 9998 Curriculum & Instruction

### **IV. Research (3 credits)**

ELMP 8891 Directed Research

### **V. Electives (3 credits)**

Select in consultation with advisor

### **Other Requirements**

- **Internship:** The internship component prepares graduate student to manage various roles in student affairs administration and other functional areas at the postsecondary level through the opportunity to gain practical experience in higher education. This three-credit course includes internship participation, faculty advisement, and portfolio development. Additionally, preparation is required before course registration to ensure internship approval. The student is responsible for researching and securing the semester-long internship. Each student is required to complete approximately 150-180 hours of on-site internship work (10-12 hours per week). Due to the complexities within the higher education environment, each student is required to develop goals and objectives specific to his/her internship experience and initial expectations.

These goals and objectives will serve as the structure for internship responsibility growth and the starting point for various writing assignments required throughout the course.

The internship requirement may be waived for students with a significant amount of full-time work experience in higher education. To seek a waiver, the student must submit a written request and explanation to the Program Director who will bring it to the faculty for review. If waived, the internship credits must be replaced by an elective course, approved by the student's academic advisor.

## HIGHER EDUCATION DOCTORAL PROGRAMS

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*NOTE: The academic requirements for doctoral students were changed at the end of AY 2019-2020, and thus the following requirements apply only to students entering Fall 2020 and later.*

### Doctorate of Education (Ed.D.) in Higher Education

The Ed.D. program in Higher Education prepares students for careers in leadership positions at colleges and universities. The department offers one Ed.D. program in Higher Education.

Students must complete a minimum of 90 credit hours, as listed below. Up to 45 credits may be transferred from prior degrees.

#### I. Core (15 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study  
 ELMP 7765 Policy Analysis  
 ELMP 8891 Directed Research  
 ELMP 9993 Organization and Governance in Higher Education  
 ELMP 9997 Historical Development of American Higher Education

#### II. Professional Cluster (18 credits)

*Choose six courses from the following:*

ELMP 6102 American College Student  
 ELMP 6103 College Student Affairs Administration  
 ELMP 7103 Special Topics in Administration  
 ELMP 7774 Comparative Study of International Educational Systems  
 ELMP 7777 Diversity in Higher Education  
 ELMP 8981 Administrative Internship I  
 ELMP 8982 Administrative Internship II  
 ELMP 8984 Leadership Institute I  
 ELMP 8985 Leadership Institute II  
 ELMP 8995 Institutional Research  
 ELMP 9994 Faculty Personnel Policies of Higher Education  
 ELMP 9995 Financial Administration of Higher Education

ELMP 9996 Community Colleges

ELMP 9998 Curriculum and Instruction in Higher Education

**III. Required Research (12 credits)**

ELMP 7000 Data Analysis

ELMP 8986 Qualitative Research

ELMP 9979 Dissertation Seminar in Higher Education I

**IV. Electives (45 credits)**

*Select in consultation with advisor*

Other Requirements:

- **Comprehensive Exam:** Students must pass a comprehensive examination, where the student submits an extensive literature review, typically 20 to 40 pages in length, appropriate for their dissertation topic of choice. Possible scores on the exam are either Pass or Fail. Students have up to two attempts to pass the comprehensive exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Dissertation Proposal:** Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

***Ed.D. for Seton Hall Ed.S. (Police) Graduates***

Students who have graduated from Ed.S. (Police) program in the Department of Education Leadership, Management, and Policy are eligible to apply to a specialized version of the Ed.D. program, in which their credits from the Ed.S. transfer into the program, and thus only 21 credits and other remaining doctoral requirements (e.g., comprehensive exam and dissertation) are required for completion.

Students must complete a minimum of 21 credit hours, and should take at least three methods classes (Data Analysis, Qualitative, methods course to best fit dissertation), at least two content classes (examples: Organization & Governance, Policy Analysis, Historical Development, Education Law), one elective, and Dissertation Seminar I. An example is listed below. 69 valid credits must be transferred from previous degrees, including the Seton Hall Ed.S. degree.

**I. Semester 1 (6 credits)**

ELMP 6101 Introduction to Higher Education

ELMP 8890 Survey Research

**II. Semester 2 (6 credits)**

ELMP 7000 Data Analysis

ELMP 9993 Organization and Governance

**III. Semester 3 (6 credits)**

ELMP 8986 Qualitative Research

ELMP 7763 Education Law

**IV: Semester 4 (3 credits)**

ELMP 9979 Dissertation Seminar I

Other Requirements:

- **Comprehensive Exam:** Students must pass a comprehensive examination, where the student submits an extensive literature review, typically 20 to 40 pages in length, appropriate for their dissertation topic of choice. Possible scores on the exam are either Pass or Fail. Students have up to two attempts to pass the comprehensive exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Dissertation Proposal:** Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

**Doctorate of Philosophy (Ph.D.) in Higher Education**

The Ph.D. program in Higher Education prepares students for senior administrative and policy development and management posts in colleges and universities, government agencies, foundations, as well as careers in teaching and research. The department offers one Ph.D. program in Higher Education, with the option of adding a concentration in Research and Evaluation.

Without the Research and Evaluation concentration, students must complete a minimum of 90 credit hours, as listed below. Up to 45 credits may be transferred from prior degrees.

**I. Core (15 credits)**

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7765 Policy Analysis

ELMP 8891 Directed Research

ELMP 9993 Organization and Governance in Higher Education

ELMP 9997 Historical Development of American Higher Education

**II. Advanced Content (9 credits)***Choose three courses from the following:*

ELMP 6102 American College Student

ELMP 6103 College Student Affairs Administration

ELMP 7103 Special Topics in Administration

ELMP 7763 Educational Law

ELMP 7774 International Comparative Study

ELMP 7777 Diversity in Higher Education  
ELMP 8984 Leadership Institute I  
ELMP 8985 Leadership Institute II  
ELMP 8995 Institutional Research  
ELMP 9994 Faculty Personnel Policies  
ELMP 9995 Financial Administration of Higher Education  
ELMP 9996 Community Colleges  
ELMP 9998 Curriculum & Instruction

### **III. Required Research (6 credits)**

ELMP 7000 Data Analysis  
ELMP 8986 Qualitative Research

### **IV. Advanced Research (12 credits)**

*Choose four courses from the following:*

ELMP 6005 Statistical Methods  
ELMP 8616 Intermediate Statistical Methods  
ELMP 8890 Survey Research  
ELMP 8894 Applied Quantitative Research  
ELMP 8895 Program Evaluation  
ELMP 8896 Multivariate Statistics  
ELMP 9962 Advanced Qualitative Research

### **V. Dissertation Seminars (3 credits)**

ELMP 9979 Dissertation Seminar in Higher Education I

### **VI. Electives (45 credits)**

*Select in consultation with advisor*

Other Requirements:

- **Qualifying Exam:** Students must pass a qualifying examination, in which they are given the choice of one out of two writing prompts concerning selected modern issues in higher education and asked questions drawing on content from the core courses. Possible scores on the exam are either Pass with Distinction, Pass, or Fail. Students have up to two attempts to pass the qualifying exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Comprehensive Exam:** Students must pass a comprehensive examination, where the student submits an extensive literature review, typically 20 to 40 pages in length, appropriate for their dissertation topic of choice. Possible scores on the exam are either Pass or Fail. Students have up to two attempts to pass the comprehensive exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Dissertation Proposal:** Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

### ***Concentration in Research and Evaluation***

The Research and Evaluation concentration is intended to produce graduates with a range of competencies, including the ability to implement an academic or applied research program from start to finish; assess the effectiveness of educational policies, practices, and programs; and integrate research findings into practical initiatives designed to improve the performance of students and organizations.

Students must complete a minimum of 90 credit hours, as listed below. Up to 36 credits may be transferred from prior degrees.

#### **I. Core (15 credits)**

ELMP 6101 Introduction to Higher Education as a Field of Study  
 ELMP 7765 Policy Analysis  
 ELMP 8891 Directed Research  
 ELMP 9993 Organization and Governance in Higher Education  
 ELMP 9997 Historical Development of American Higher Education

#### **II. Advanced Content (9 credits)**

*Choose three courses from the following:*

ELMP 6102 American College Student  
 ELMP 6103 College Student Affairs Administration  
 ELMP 7103 Special Topics in Administration  
 ELMP 7763 Educational Law  
 ELMP 7774 International Comparative Study  
 ELMP 7777 Diversity in Higher Education  
 ELMP 8984 Leadership Institute I  
 ELMP 8985 Leadership Institute II  
 ELMP 8995 Institutional Research  
 ELMP 9994 Faculty Personnel Policies  
 ELMP 9995 Financial Administration of Higher Education  
 ELMP 9996 Community Colleges  
 ELMP 9998 Curriculum & Instruction

#### **III. Required Research (9 credits)**

ELMP 7000 Data Analysis  
 ELMP 8986 Qualitative Research  
 ELMP 9799 Research Practicum

#### **IV. Advanced Research (18 credits)**

*Choose six courses from the following:*

ELMP 6005 Statistical Methods  
 ELMP 8616 Intermediate Statistical Methods  
 ELMP 8890 Survey Research  
 ELMP 8894 Applied Quantitative Research  
 ELMP 8895 Program Evaluation

ELMP 8896 Multivariate Statistics

ELMP 9962 Advanced Qualitative Research

#### V. Dissertation Seminars (3 credits)

ELMP 9979 Dissertation Seminar in Higher Education I

#### VI. Electives (36 credits)

*Select in consultation with advisor*

#### Other Requirements:

- **Qualifying Exam:** Students must pass a qualifying examination, in which they are given the choice of one out of two writing prompts concerning selected modern issues in higher education and asked questions drawing on content from the core courses. Possible scores on the exam are either Pass with Distinction, Pass, or Fail. Students have up to two attempts to pass the qualifying exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Comprehensive Exam:** Students must pass a comprehensive examination, where the student submits an extensive literature review, typically 20 to 40 pages in length, appropriate for their dissertation topic of choice. Possible scores on the exam are either Pass or Fail. Students have up to two attempts to pass the comprehensive exam. Failing the exam twice will result in dismissal from the doctoral program.
- **Dissertation Proposal:** Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

## QUALIFYING EXAM

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Ph.D. students are eligible to take the qualifying exam after successfully completing all core coursework. The purpose of the qualifying exam is to assess the students' ability to synthesize approaches and knowledge from the different content areas (e.g., History, Policy) to address modern issues in higher education. The exam is administered twice per year, typically in October and March. A sample qualifying exam question can be found as an appendix.

The exam will consist of two sets of questions, each about a different modern issue in higher education. Students must pick *one* and answer all listed questions for that issue. The exam is typically distributed, via email, around 4:00pm on a Wednesday and due at 4:00pm *sharp* one week later. Late responses will not be accepted, and electronic postmarks determine timeliness.

Exam results are usually completed and distributed three to four weeks following the end of the examination period. Each exam is assessed by two faculty members, and any exams for which the two faculty members disagree about the outcome are additionally assessed by a third, tie-breaking faculty member. There are three possibilities for the result of the qualifying exam:

- Fail: The student has failed the exam and cannot request a dissertation mentor or take dissertation courses (i.e., Dissertation Seminar I).
- Pass: The student has passed the exam and may continue as normal in their academic journey.
- Pass with Distinction: The student has passed the exam and may continue as normal in their academic journey.

After failing the first time, students are given one more chance to take the exam. If the student fails a second time, they will be dismissed from the higher education program. While students may appeal for a third (and final) attempt to the department Academic Standards Committee, a successful appeal is not guaranteed.

Students wishing to switch from EdD to PhD should talk to their academic advisor and/or the Program Director. With permission, the EdD student may take the qualifying exam without already being a PhD student. Students should pass the qualifying exam before they can attempt the comprehensive exam.

## INDEPENDENT STUDY AND RESEARCH PRACTICUM

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Students may choose, in consultation with their academic advisor, to take an independent study with a higher education faculty member.

The term and course “Research Practicum” refers specifically to the required course listed under the Ph.D. concentration in Research and Evaluation. The advising faculty member for a student’s Research Practicum must be one of the research-active faculty within the ELMP department. Students should consult with their academic advisor to identify Research Practicum options. As the purpose of this experience is to give students direct research experience within higher education, Research Practicum registration with faculty external to the department is discouraged. If a student requests an external project, they must submit a formal request for an exemption to the higher education Program Director, in which they must be able to articulate (a) the research project they will be working on, (b) a justification for why they would not be able to gain similar skills or perspectives by working with any of the current department faculty, and (c) an explanation of how those skills and perspectives are critical to the student’s development as a scholar.

For both Independent Study and Research Practicum registration, students and prospective faculty project mentors must fill out a separate request form (available from the department secretary) that documents the request and specifies the work to be completed and how adequate completion will be assessed. This request will need to be approved by the Department Chair.

## INTERNSHIP AND CAPSTONE

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Further detail about the Internship requirement for the M.A.E. programs can be found in the Internship Manual. Students who have a significant amount of experience in higher education (in the field in which they are concentrating) may request an exemption to the internship requirement. This formal request, which will be assessed by program faculty, must detail (a) the reason the student is requesting an exemption, (b) what the student plans to do in lieu of an internship (e.g., research independent study, an extra course), and (c) why that alternative plan will be more beneficial than the internship. Submit this request to the Program Director, who will bring it to the monthly program faculty meeting.

## **DISSERTATION MENTORSHIP AND GUIDELINES**

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### **Allowable Dissertation Topics**

The higher education faculty encourage students to identify research topics that are aligned with students' own interests and passions. However, being a higher education program, proposed topics must be connected to postsecondary policy, administration, social context, or organizations and institutions in some central way.

### **Dissertation Mentorship**

Ed.D. students are eligible to request a dissertation mentor after completing core coursework, ELMP 7000 Data Analysis and ELMP 8986 Qualitative Research. Ph.D. students may request a mentor following successful completion of the Qualifying Exam and after completing ELMP 7000 Data Analysis and ELMP 8986 Qualitative Research. The mentorship application is sent to students by the Program Director once each Fall and Spring semester, typically shortly after Qualifying Exam results are distributed to Ph.D. students. At that time, students should complete the application and submit to the Program Director for review by the faculty. The applications are primarily reviewed for (a) appropriateness of the timing of the request (i.e., has the student completed the above requirements?) and (b) clarity of the proposed dissertation topic. For the latter criteria, faculty typically want to see that the applicant has a clear and focused topic, and that they have already done the basic due diligence in reading research to identify how the proposed approach is a uniquely valuable contribution to the field. It is not, however, expected that the student will have a fully developed research proposal with a completed literature review and research design.

At the point of application, it is strongly advised that students have an informal conversation with their requested mentor about their research topic. The purpose of this conversation should not be to formally establish that the faculty member will be the student's mentor (as that decision is made as a group with the other faculty), but rather to broadly gauge interest and get initial feedback (though students may certainly express their desire to have the faculty member as a mentor).

While the faculty do their best to match students to faculty based on interest and direct expertise, students are not guaranteed to be assigned the faculty member that they requested. In some cases,

students may be assigned to faculty external to the higher education program. Our priority is making sure that during the dissertation process, students have access to a dissertation mentor who has the capacity to provide individualized attention to each student. As such, this may sometimes necessitate an external mentor, who is vetted by the faculty for both research expertise as well as potential mentorship quality. Students, however, should not enter the dissertation mentorship process with a plan to have an external mentor that they have already identified (e.g., they should not request an external mentor on the application) unless they have already discussed this option with the higher education Program Director and received permission to do so.

Note that at the time of mentor assignment, the student's *academic* advising is also transferred to the dissertation mentor or, as described below for students with an external mentor, the higher education faculty member on the committee. Students should from this point forward consult their dissertation mentor for program planning and course registration.

### **Dissertation Committees**

The dissertation committee is chaired by the student's assigned mentor and consists of the mentor and at least two other members (often referred to as "readers"). Typically, the second member will be a higher education faculty member, and the third member is either another higher education faculty member or someone external to the higher education faculty. Prospective committee members must hold a doctoral degree and have demonstrated expertise that will enhance the student's dissertation review process. All committee members must be approved by the dissertation mentor, the process for which includes providing the mentor with the CV of any proposed committee members that are not higher education faculty members.

Students who are assigned an external dissertation mentor (as described above) will also be assigned, at the same time, a higher education faculty member to be the second committee member.

The dissertation mentor—or, in the case of an external mentor, the assigned higher education faculty committee member—has the primary responsibility of providing oversight to ensure that the student's dissertation process aligns with program standards for quality as well as department and university guidelines.

### **Dissertation Advisement, Thesis Continuation and Registration Continuation**

At all points during their time in the program (as introduced in the Continuous Enrollment section), students must be registered in order to retain active status. In addition, once students have been assigned a mentor, students must be registered to work with their mentor. There are two courses used for registering students for mentor work (Dissertation Advisement and Thesis Continuation) and one course used when a student would like to work independently (Registration Continuation).

Dissertation Advisement: This is the most common course used to work with a mentor and is for students who are actively working on their dissertation. Most students take multiple semesters of

Dissertation Advisement; they typically begin when general coursework is completed and continue registering for this while making dissertation progress. Upon occasion students start Dissertation Advisement before coursework completion, for example the summer before they take Dissertation II, but it is not required.

Some examples of when to register Dissertation Advisement:

- During Fall and Spring semesters, students who wish to work with their mentor must register for Dissertation Advisement *if* they are not taking other coursework. For example, a student taking Program Evaluation during a Spring semester will not need to register for Dissertation Advisement to work with their mentor during that Spring. However, if they are taking no classes during that Spring, they will need to register for Dissertation Advisement.
- During Summer semesters, students who wish to work with their mentor must register for Dissertation Advisement *regardless* of whether they are enrolled in other coursework. For example, a student taking Program Evaluation during a *Summer* semester will still need to register for Dissertation Advisement to work with their mentor that Summer. Approval by the dissertation mentor must also be given for Summer Dissertation Advisement registration.

Thesis Continuation: This is for students who are in their final semester of their dissertation, working with a mentor, and are expecting to defend in that same semester. Thesis Continuation is much cheaper than Dissertation Advisement, so it is preferred over Advisement for the final semester. However, as per University policy Thesis Continuation may only be used twice, and as such, higher education students should only enroll when sure they are going to defend.

In any semester when students are enrolling in Thesis Continuation, their registration must be approved by their dissertation mentor in writing (typically in an email with the program secretary).

Note also that as per University policy a student must be registered for the semester in which they graduate, regardless of whether they are still working with their mentor. For example, a student defending their final dissertation between March 15 and May 15 will have missed the deadline to graduate in May, and thus will be graduating in August. As such, the student will be required to register for a course in Summer in order to graduate in Summer. It is for this reason as well that we reserve the use of Thesis Continuation for the final one or two semesters of a student's time in the program.

General guidelines for final semester before graduation registration:

- If the student defends before the start of the semester (but after the deadline to graduate the previous semester, thus why they are graduating this semester), they should register for Thesis Continuation or Dissertation Advisement if work needs to be done with their mentor before submitting dissertations to the library. If no revisions or guidance is needed the student can register for Registration Continuation.

- If the student defends before the deadline to graduate, the student must register for either Dissertation Advisement or Thesis Continuation (depending on if the student has already exhausted their Thesis Continuation attempts).

Registration Continuation: Sometimes students take a semester to work independently. This course is for students who are working on their dissertation but are not meeting with their mentor or getting feedback from faculty during that semester. This helps students stay continuously enrolled.

## APPENDIX A: SAMPLE QUALIFYING EXAM QUESTION

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In addition to reduced public support for higher education, one of the common explanations often given for the rising price of college is the growth in administrative positions within higher education. Write an essay summarizing the potential reasons behind possible changes in administrative spending, rationales for institutional behaviors, and potential future trends, answering the following questions:

1. What data and research exist on the growth of administrators in higher education? What does the body of literature say, and are you convinced by the evidence?
2. What are some possible explanations of why more administrative positions may be necessary? How could this have been influenced by the development of the modern “multiversity?” Also consider potential influences of the state and federal government, changes in faculty preferences and student demands, and any other factors.
3. How could the need for administrative positions differ across institutional types? Examine administrative structures either across different types of American higher education or between American and international institutions.
4. Have changes in administrative expectations affected institutional governance structures? If so, how?
5. How would key stakeholders in higher education, such as students, faculty members, presidents/trustees, and policymakers, react to increased administrative numbers and spending?