SETON HALL UNIVERSITY
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COLLEGE OF HUMAN DEVELOPMENT, CULTURE, AND MEDIA
DEPARTMENT OF EDUCATION LEADERSHIP, MANAGEMENT & POLICY

HIGHER EDUCATION PROGRAM
GRADUATE STUDENT HANDBOOK

AY 2024-2025

All correspondence regarding the contents of this handbook can be directed to the Program Director, or to:

Higher Education Graduate Program
Jubilee Hall, Room 407
400 South Orange Ave. South Orange, NJ 07079
Phone: (973) 761-9397

AY 2024-2025 Contact Information
- Department Chair: Dr. Randall Clemens (randall.clemens@shu.edu)
- Higher Education Program Director: Dr. Rong Chen (rong.chen@shu.edu)
- Higher Education Program Secretary: Ann Rodrigues (ann.rodrigues1@shu.edu)
- Higher Education Internship Coordinator: Dr. Susan Arrigoni (susan.arrigoni@shu.edu)

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HOW TO USE THIS HANDBOOK

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

The Higher Education Programs within the Department of Education Leadership, Management and Policy at Seton Hall University houses three distinct 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.

1. The **M.A.E. in Higher Education and Student Affairs** (30 credits) is a Master's program with 30 credits required for graduation. Currently, two concentrations are offered:
    a. The *Concentration in College Student Personnel Affairs* prepares practitioners for positions in student affairs administration at the post-secondary level. The program offers a balance of classroom-based academic learning and field-based experiential learning opportunities.
    b. The *Concentration in General Administration* offers a curriculum that broadens understanding of higher education in terms of organization and governance issues, policy analysis, legal issues, finance in higher education, and related fields. Combined, the Higher Education and Student Affairs programs support the mission of the higher education programs of preparing students to become competent student affairs professionals and leaders in higher education administration and management
2. The **Ed.D. in Higher Education Leadership, Management and Policy** (45 credits) is designed to equip practitioners with a variety of theoretical and research-based administrative and supervisory skills for potential and practicing administrators in higher education institutions as well as state Department of Education settings. The program focuses on training informed leaders through the utilization of scholarly research and theoretical models, which are applied to experiential situations.
3. The **Ph.D. in Higher Education Leadership, Management and Policy** (45 credits) is

designed to provide students with a broad understanding of the interrelated societal and organizational dimensions of higher education, in preparation for senior administrative, policy development and management posts in colleges and universities, as well as government agencies and foundations, or for careers in teaching and research.

    a. Through an ample offer of elective courses, the program offers the opportunity to focus in areas, such as administration and education policy, international and comparative higher education, and organizational culture and change.

    b. It also offers the opportunity to graduate with a **Concentration in Research and Evaluation** (48credits) 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.

These 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

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 (master's 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 HEGSA@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 in early December each year.

SETON HALL CAMPUS EVENTS AND SERVICES

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

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.

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/

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 Canvas regarding course information. See the SHU Campus E-mail Use Guidelines for more information: https://www.shu.edu/policies/campus- email-use-guidelines.cfm

Canvas
The majority of course materials (readings, assignments, syllabi, etc.) are available on Canvas for each course. As soon as a student registers for courses, the system will automatically enroll the student. Canvas can be accessed through PirateNet. Students should submit assignments and get all official correspondence regarding their coursework through Canvas, unless otherwise specified by the faculty.

Microsoft Teams
Since the COVID-19 pandemic, courses in our programs have been taught in a variety of ways in the last academic year including in person, HyFlex, and virtually. Expect that any virtual meetings with your instructors, mentor, and advisors will happen through MS Teams.

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 access log-in and password for the initial log-on session. Thereafter, students have the option of changing their originally assigned password. Please note that 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

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.

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

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

Holds

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

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 their program academic advisor.

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

1. The department 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), the department 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 (1)-(3) 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 complete and pass the [university's academic integrity module](#). Students will complete the module when taking the Directed Research course during your first two years in the program. At the end of the module, take a screengrab of the final page that notes successful completion. Save the screengrab for your records and submit it to the instructor.

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. This might include the use of undisclosed text generated by Artificial Intelligence (AI) through Large-Language Models (LLMs).
- *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). This might include the use of undisclosed text generated by Artificial Intelligence (AI) through Large-Language Models (LLMs).

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. 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
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 30 credit hours, as listed below.

I.   Core (18 credits)
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 7774 International and Comparative Higher Education
ELMP 7777 Diversity in Higher Education
ELMP 8982 Administrative Internship II
ELMP 8984 Leadership Institute for Administrators and Supervisors
ELMP 9995 Financial Administration of Higher Education

III. Research (3 credits)
ELMP 8891 Directed Research

Other Requirements:
- **Internship**: The internship component prepares graduate students 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 (within or outside Seton Hall). 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 their 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, and replaced by an elective course, 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 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 30 credit hours, as listed below.

I. Core (18 credits)
  ELMP 6102 American College Student
  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 7103 Selected 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

  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 their 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

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. Students must complete 45 credit hours, as listed below.

I.   Core (12 credits)
  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 Selected 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 (6 credits)
  ELMP 7000 Data Analysis
  ELMP 8986 Qualitative Research

IV. Advanced Research (6 credits)
  Choose two courses from the following:
  ELMP 8616 Intermediate Statistical Methods (required)

ELMP 8890 Survey Research
ELMP 8894 Applied Quantitative Research
ELMP 8895 Program Evaluation
ELMP 9962 Advanced Qualitative Research

V. Dissertation Seminar (3 credits)
ELMP 9979 Dissertation Seminar in Higher Education 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 details are in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More details are in the department dissertation handbook.

Ed.D. for Seton Hall Ed.S. (Law Enforcement) Graduates
Students who have graduated from Ed.S. (Law Enforcement) 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 21 credit hours, and should take at least two content classes (examples: Organization & Governance, Policy Analysis, Historical Development, Education Law), at least three methods classes (Data Analysis, Qualitative, methods course to best fit dissertation), , one elective, and Dissertation Seminar I. An example is listed below. Course selection should be made in consultation with the student's advisor. 69 valid credits must be transferred from previous degrees, including the Seton Hall Ed.S. degree.

I. Semesters 1-3 (18 credits)
Each semester, choose <u>one</u> core course <u>or one</u> advanced content course (3 credits)
ELMP 7765 Policy Analysis
ELMP 8891 Directed Research
ELMP 9993 Organization and Governance in Higher Education
ELMP 9997 Historical Development of American Higher Education
ELMP 7763 Education Law
ELMP 6102 American College Student
ELMP 6103 College Student Affairs Administration

ELMP 7774 Comparative Study of International Educational Systems
ELMP 7777 Diversity in Higher Education

...And choose <u>one</u> methods course (3 credits)
ELMP 7000 Data Analysis
ELMP 8616 Intermediate Statistical Methods
ELMP 8895 Program Evaluation
ELMP 8986 Qualitative Research
ELMP 9962 Advanced Qualitative Research

II: 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 45 credit hours, as listed below.

I.   **Core (12 credits)**
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 (12 credits)**
Choose four 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 8616 Intermediate Statistical Methods (required)
ELMP 8890 Survey Research
ELMP 8894 Applied Quantitative Research
ELMP 8895 Program Evaluation
ELMP 9962 Advanced Qualitative Research

V. Dissertation Seminars (3 credits)
ELMP 9979 Dissertation Seminar in Higher Education I

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. More information on the qualifying exam, as well as a sample question, can be found later in this document.
- **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 details are in

the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More details are 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 48 credit hours, as listed below.

I. Core (12 credits)
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 6101 Introduction to Higher Education as a Field of Study
ELMP 6102 American College Student
ELMP 6103 College Student Affairs Administration
ELMP 7103 Selected Topics in Administration
ELMP 7763 Educational Law
ELMP 7774 International Comparative Study
ELMP 7777 Diversity in Higher Education
ELMP 8984 Leadership Institute I
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 (15 credits)
Choose five courses from the following:
ELMP 8616 Intermediate Statistical Methods (required)
ELMP 8890 Survey Research
ELMP 8894 Applied Quantitative Research
ELMP 8895 Program Evaluation

ELMP 9962 Advanced Qualitative Research

V.   Dissertation Seminars (3 credits)
ELMP 9979 Dissertation Seminar in Higher Education I

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. More information on the qualifying exam, as well as a sample question, can be found later in this document.
- **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 details are in the department dissertation handbook.
- **Dissertation:** Students must complete a dissertation and successfully defend their work with their dissertation committee. More details are in the department dissertation handbook.

QUALIFYING EXAM

Ph.D. students are eligible to take the qualifying exam after successfully completing all core coursework (12 credits). 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 in this document.

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.

RESEARCH PRACTICUM

The term and course "Research Practicum" refer 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 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/CAPSTONE
Further details 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., 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

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 it 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 (including members external to the Seton Hall community). 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.

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.

<u>Thesis Continuation</u>: 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).

<u>Registration Continuation</u>: 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

Please choose to answer ONE of the two questions below. In your essay, you should synthesize relevant information using facts and scholarly empirical research literature to substantiate and support your claims. Be certain to address all four required elements.

<div align="center">Question 1</div>

In the last several decades, American higher education has experienced large and consistent annual increases in tuition and fees at both public and private institutions. Write an essay on the increasing costs of American higher education. In developing the essay, please address the following:

(1) From a historical perspective, how has higher education changed over time and how might these changes explain growing tuition and fees?
(2) Based on existing research, discuss the impacts increasing costs have had on higher education systems and stakeholders, including students.
(3) Given what you know about the organization and governance of U.S higher education and about public policy in the U.S., what suggestions would you propose to policy- makers and higher education administrators to maintain affordability in higher education?
(4) Given the current state of knowledge and research in this area, what research would you suggest that scholars should undertake to address the challenge of maintaining affordability in the face of increasing college prices in the future?

APPENDIX B: SAMPLE COMPREHENSIVE EXAM HANDOUT

Higher Education Doctoral Programs
Guidelines for the Comprehensive Exam
March 11, 2024 – April 10, 2024

Purpose: The main goal for this exam is for students to demonstrate:
1. their comprehensive knowledge and understanding of the field and topic, and
2. their ability to prepare a scholarly literature review.

Instructions: You are to conduct a critical, integrative literature review focused on a significant issue in higher education. The literature sources for the review may include theoretical and empirical books and articles. In the papers, students must:
a) Identify a significant problem in a topical area from practical and research perspectives.
b) Critically analyze and synthesize the higher education literature and scholarship in other disciplines on the topic.
c) Assess the strengths and weaknesses of the extant literature.
d) Identify questions or directions for further research that follow from the literature review.

The papers will be evaluated on content, clarity, quality of research, and style using the following criteria:
1. It focuses on a higher education issue of significant implications to the discipline and society.
2. It represents the student's original work
3. It demonstrates knowledge of both current and classic literature in the area of interest.
4. It is clearly organized, including the parts described above.
5. It must be well-written, following the scholarly tradition, and formatted in APA 7 style.
6. It does not exceed 40 pages (excluding tables, figures, and the references section).

All comprehensive exams will be graded anonymously by two faculty members, with only two possible grades 1) pass, or 2) fail. Both faculty members must agree for a grade to be awarded. If the two faculty readers do not agree, a third faculty member will be assigned to review the examination anonymously and their grade will be the determinant.

Instructions for Submission of Comprehensive Assessment Paper

1. **Due by 4pm NYC time on April 10th, 2024**. E-mail postmark will be determinative (late receipt will void assessment and require registration at next assessment session).
2. E-mail as a MS Word document to ann.rodrigues1@shu.edu
   - Make sure that your document is blinded (remove document properties and personal information).
   - Document has a 40-page limit excluding tables and references.

Questions? Email Dr. Chen (Rong.chen@shu.edu).

Academic Integrity
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.

Academic Requirement - 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.
***IMPORTANT: If you have not submitted your plagiarism certificate, you may not take the exam.**
https://plagiarism.iu.edu/mainLogin.php
Artificial Intelligence and Academic Integrity
The use of artificial intelligence tools to assist with academic work without proper permission, documentation, and attribution, is a violation of the academic integrity policy.
Breach of Academic Integrity
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.

1. 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. It also includes having another person—or an artificial intelligence software—write work that the student submits and claims 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).

2. 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.

    (c) Facilitating Academic Dishonesty – Students who allow their work to be used by other students are 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.

    (d) 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. Please refer to the program handbook for full policy information.

Writing a Literature Review: Tips for the Comprehensive Exam
By Drs. Castiello-Gutiérrez & Chen

Writing a literature review can be a daunting task, especially if you are not familiar with the process. However, with the right approach, it can be a rewarding experience. You'll find recommendations and steps for writing a literature review for your comprehensive exam in this document.

A literature review for the comprehensive exam **is not simply a summary of existing research on a topic**. Rather, it is an evaluation of the literature that has been published on a particular topic or research question. Your literature review should identify key themes, current and past debates among scholars in relation to your topic, and gaps in the literature. With a literature review, you are expected to provide a critical analysis of the strengths and weaknesses of the research that has been conducted. At the end of the comprehensive exam paper, you conclude with recommendations for future policy-making and new directions in this field of research.

A literature review is a critical component of academic research. It not only helps us gain an in-depth understanding of a research topic, but also allows one to situate one's work within the broader scholarly discourse. In the context of higher education, a well-structured literature review is essential for comprehensive examination and dissertation proposal development. This is a suggested approach to tackle your comprehensive exam:

Step 1: Define A Research Topic
- Begin by identifying a specific and significant problem or issue in higher education.
- Ensure that the chosen topic has relevance to the discipline and the contents you have learned throughout the program.

Step 2: Gather Relevant Literature
- Use academic databases (e.g., ERIC, JSTOR, Google Scholar) to search for peer-reviewed empirical research articles, books, and reports related to your topic.
- Talk to our librarians! They can help you narrow down the best keywords and databases to use!
  - It's important to use a variety of search terms and keywords to ensure that you find a diverse range of sources. You can use Boolean operators to help you refine your search. For example, you might search for "first-generation students" AND "engagement".
- Make sure to include both theoretical and empirical sources to provide a comprehensive view of the issue.

Step 3: Organize Your Sources
- Use a reference management system (e.g., Zotero) to organize and cite your sources efficiently.
  - SHU library has a lot of resources and workshops on using Zotero.
- Develop a clear system for categorizing and labeling your sources based on themes or key concepts.

Step 4: Read and Annotate
- Thoroughly read and annotate each source, taking notes on key findings, methodologies, and theoretical frameworks.
- Summarize the main points of each source and assess its strengths and weaknesses.
- Highlight or make notes of specific quotes that you might use.

Step 5: Analyze and Synthesize
- Analyze the existing literature critically, identifying trends, gaps, and contradictions.
- Synthesize the information to develop a coherent narrative that outlines the evolution of the research on the topic.

Step 6: Outline the Literature Review
- Create a clear and logical structure for your literature review.
- Once you have an outline, expand on it. Draft key ideas for each section and subsection so you can later transform an annotated outline into a narrative.
  - You should include an introduction that introduces the topic and identifies a problem.
  - The bulk of the paper is the actual review of the literature.
    - Make sure to use headings and subheadings to make reading easier.
    - Start by presenting existing literature in the topic.
    - Remember that you need to synthesize but not simply as a summary, but rather, as a critical analysis of the scholarship on the topic.
    - Assess the strengths and weaknesses of the extant literature.
  - Close by identifying the questions or directions for further research that follow from the literature review.

Step 7: Identify Gaps in the Literature and Research Questions
- Based on your analysis, identify research questions or directions for further research that arise from the literature review.

Step 8: Based on the literature review, provide recommendations for future policy-making.

Step 9: Write and Revise
- Write your literature review, making sure to follow APA guidelines.
- Revise your draft multiple times to improve content, clarity, and the quality of research presented.
- Ensure that your literature review should be within 40 pages (excluding tables, figures, and the references section).
  - Remember that a good literature review is thorough, but its effectiveness lies in the depth of analysis, synthesis, and critical evaluation, not necessarily its length. Focus on delivering a concise, well-structured, and insightful review rather than extending it unnecessarily. Quality and relevance should always take precedence over sheer volume of content.

Step 10: Cite and Reference
- Properly cite and reference all sources using APA style to give credit to the original authors and avoid plagiarism.

Resources

In other to be successful with this exam, please take advantage of the great resources offered by Seton Hall to support your academic writing!

The library provides both resources (in the form of guides and tutorials) as well as opportunities to chat with expert librarians that can help you conduct a successful search for relevant literature.
- o General services for graduate students: https://library.shu.edu/gradservices
- o Writing the Literature Review: Step-by-Step Tutorial for Graduate Students: https://library.shu.edu/c.php?g=834749&p=7049185

Other universities also have public resources that are useful when conducting research, especially when working on a review of the literature. Some good examples are:
- University of Connecticut: https://guides.lib.uconn.edu/literaturereview/intro
- Purdue: https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html
- UNC-Chapel Hill: https://writingcenter.unc.edu/tips-and-tools/literature-reviews/
- The University of Wisconsin: https://writing.wisc.edu/handbook/assignments/reviewofliterature/
- Walden University: https://academicguides.waldenu.edu/library/subject/education/edliteraturereview

You have made it this far in the program! You got this!