# SETON HALL UNIVERSITY
## 1856

Department of Education Leadership,
Management and Policy

College of Human Development, Culture, and Media

# PreK-12 Programs
# Graduate Student Handbook

# 2025-2026

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# I.  DEPARTMENT OVERVIEW

## DEPARTMENT CHAIRPERSON WELCOME

Dear student,

Welcome! As a representative of the department and my colleagues, I want to welcome you to the university. Our department consists of diverse and accomplished staff and faculty members, from proven administrators to innovative scholars. Our aim is to help you realize your goals as a leader in education. To this end, we provide dedicated mentorship supported by meaningful learning opportunities and experiences.

The Handbook is designed to provide graduate students with information, resources, and policies and procedures for the Department of Education Leadership, Management and Policy at Seton Hall University. For doctoral students, in partnership with this handbook, please reference the ELMP Doctoral Dissertation Handbook.

I wish you all the best along your academic journey. Please know that we in the Department are here to support you.

Onwards and upwards,

Dr. Clemens

## DEPARTMENT BACKGROUND

The Department of Education Leadership, Management and Policy (ELMP) is dedicated to developing aspiring and current leaders who support equity and justice through practice, research, and policy. Graduates pursue leadership roles in various organizations, such as public and private PreK-12 schools, higher education institutions, law enforcement agencies, and non-profit and policy organizations. The Department offers a robust portfolio of certificate, master's, education specialist, and doctoral programs. Each program is individualized to meet students' strengths and professional goals. Values like care, service, excellence, and visionary and ethical leadership are hallmarks of the programs. Seton Hall University, as a Catholic, research-focused institution, has a long-standing reputation for creating transformative leaders.

## DEPARTMENT PERSONNEL

### Faculty Members

David Backer, Ph.D., Associate Professor
Santiago Castiello-Gutiérrez, Ph.D., Assistant Professor
Rong Chen, Ph.D., Higher Education Director and Associate Professor
Randall Clemens, Ph.D., Department Chairperson and Associate Professor
James Corino, Contract Faculty
Kishon Hickman, Ed.D., Lecturer
David Reid, Ph.D., Ed.S.-Ed.D. Director and Associate Professor
Christopher Tienken, Ph.D., Associate Professor
Jennifer Timmer, Ph.D., Assistant Professor

### Doctoral Secretary

Ann Rodrigues, Secretary

## II. FAST FACTS AND RESOURCES

The following sections provide a quick guide to important information and resources for students.

### ADVISEMENT AND COURSE REGISTRATION

From semester to semester, your advisor will contact you to plan for upcoming semesters and discuss program progress. After identifying a registration plan, they will provide your registration PIN. They will also provide pertinent information regarding upcoming milestones. You may also receive registration information from the department secretary. Please note: If you have holds on your account, some may prevent registration until resolved.

To register for classes, in PirateNet, navigate to SHU Portal. At the top, click on "Academics." Under "Registration Tools," select "Registration Tools-New Look." On the registration page, click "Register for Classes." You will need an active PIN to register.

Please check your email and Canvas, the course management software, for announcements from your professors.

### APA GUIDELINES

Academic programs in the department follow APA guidelines for style and grammar. Students ought to reference the 7th edition of the APA Formatting and Style Guide.

### BILLING INFORMATION

Billing and payment information can be found on the Office of the Bursar's website. To pay, login to PirateNet. Follow the directions located on the Bursar's website. For additional information regarding your billing, email bursar@shu.edu.

### CAMPUS MAP

To navigate the campus, please reference the university campus map. For a printable map of the campus, please click here:

### COLLEGE OF HUMAN DEVELOPMENT, CULTURE, AND MEDIA (CHDCM)

Our department is housed within the [College of Human Development, Culture, and Media](#) (CHDCM), which includes important resources to support you. Throughout your program, you will receive communication from the College. Please take time to read the correspondence.

### COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

If you find yourself struggling with your physical or mental health this semester, please feel free to contact me. The university also provides confidential services via Counseling and Psychological Services (CAPS). Call (973) 761-9500 or [visit the website](#).

### COURSE MODALITIES AND CLASS TIMES

The department offers courses in hybrid and online modalities depending on the program. Hybrid courses include weekend meetings. Classes meet 9:00 a.m. to 5:00 p.m. Courses occur in two formats: either a Saturday and Sunday across two weekends or a Saturday or Sunday across four weekends . Online courses include asynchronous learning. Professors may include optional synchronous components. Please check University Portal for class times, meetings, and locations.

### DISABILITY SUPPORT SERVICES (DSS)

It is the policy and practice of Seton Hall University to promote inclusive learning environments. 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 for 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).

### ELMP BLOG

The [Department maintains a blog](#) with important information. Please take time to familiarize yourself with the site.

### FINANCIAL AID

For financial aid information, navigate to [the Office of Financial Aid's website](). If you plan on using financial aid, complete FAFSA as soon as possible. If you have questions, email [financialaid@shu.edu]() or call (800)-222-7183.

## GRADUATE CATALOGUE

The [Graduate Catalogue](), along with content in the Handbook, provide guiding policies, procedures, and guidelines for academic programs.

## GRADUATE AFFAIRS

The Office of Graduate Affairs partners with the department for admissions and provides important resources for students. The [website]() includes a wealth of information, including details about available scholarships and [graduate assistantships]().

## HEALTH INSURANCE

The university requires insurance for full-time graduate students, which would include students who register for three courses totaling nine credits during a semester. If you need insurance, please check with [Health Services]() to inquire about requirements and to follow the steps to opt in. If you qualify and do not need insurance, the university requires proof of coverage to opt out. In such cases, expect email communication from the university with instructions. The website includes instructions to waive coverage.

## PIRATENET AND EMAIL ACCESS

As a new student, please activate your SHU account via [PirateNet](), the university's student portal. You should have received an automated email from the university with your login information and directions. PirateNet provides a central location where you can register for classes, sign up for a parking permit, view and pay your tuition, review financial aid, and more. It also provides access to Microsoft 365, your University email account, and other productivity tools. The university uses Canvas as its learning management software.

Your University email account is your primary contact point to SHU-related communication. You will receive key information such as details about courses and correspondence from professors through your SHU email account. To access email, look for the Outlook icon after you have signed on to PirateNet.

## SETON HALL UNIVERSITY LIBRARIES

The university library, including the campus location and [website](), contains a wealth of resources including search tools and classes. The resources will be useful throughout your time at Seton Hall.

## STUDENT ID AND PARKING PASS

If you are taking courses on campus, it is important to obtain your student ID card and parking permit *before* classes start. For your ID, please see university instructions.

Manage your parking permit via NuPark through PirateNet. See Parking Services for more information.

## STUDENT SERVICES

Seton Hall's Division of Student Services provides a host of resources—some of which are listed in the Handbook. Take time to familiarize yourself with the various services provided to students.

## STUDENT TOOLKIT

The Division of Student Services maintains a webpage with a wealth of resources.

## TECHNOLOGY RESOURCES

The university uses Canvas, accessed through PirateNet, as its course management software. Please update your Canvas settings to receive email notifications. Check your Seton Hall University email regularly. Email and Canvas announcements are our primary modes of communication.

Teaching, Learning, and Technology Center (TLTC) provides resources and services to support technology in and out of the classroom.

Seton Hall uses Microsoft Office 365's suite of services, which students may access through PirateNet. Access email through Microsoft Outlook and attend virtual meetings through Microsoft Teams.

The university is an Adobe Creative Campus. Students have access to Adobe Creative apps as well as workshops through TLTC.

If you have questions about technology, please visit the Department of Information Technology's website or contact them via email, servicedesk@shu.edu, or phone, (973)-275-2222.

## WRITING SERVICES

The Online Writing Lab (OWL), courtesy of the Writing Center, provides writing assistance

for graduate students. Students may make online and in-person appointments.

## III. PreK-12 Program Descriptions

The Department offers PreK-12 certificate and graduate programs:

- New Jersey Department of Education Supervisor Certificate
- Education Leadership, Management and Policy M.A.E.
- Education Leadership, Management and Policy Ed.S.
- Education Leadership, Management and Policy Ed.D.

### NEW JERSEY DEPARTMENT OF EDUCATION SUPERVISOR CERTIFICATE (12 CREDITS)

The certificate program prepares students to meet New Jersey Department of Education (NJDOE) requirements for certification to be a school supervisor in the state of New Jersey.

The 12-credit strand includes four courses:

- ELMP 6665 Curriculum Development and Assessment
- ELMP 7772 Instructional Leadership
- ELMP 6666 Supervision of Instruction and Evaluation
- ELMP 7776 Culturally Sustaining Curriculum

Completion of the four courses leads, along with NJDOE requirements, leads to eligibility for the supervisor certificate

### EDUCATION LEADERSHIP, MANAGEMENT AND POLICY M.A.E. (30 CREDITS)

The M.A.E. degree program prepares education professionals for leadership positions in PreK-12 education. The program consists of coursework, a 300-hour internship, and an Assessment Center. Students complete the Assessment Center during the semester they enroll in ELMP 8981, Administrative Internship I. Completion of the program, along with NJDOE requirements, leads to eligibility for the supervisor and principal certificates.

**Course Schedule and Sequence**

| | |
|---|---|
| Fall I | ELMP 6665 Curriculum Development and Assessment |
| | ELMP 7772 Instructional Leadership |
| Spring I | ELMP 6666 Supervision of Instruction and Evaluation |
| | ELMP 7776 Culturally Sustaining Curriculum |
| Summer I | ELMP 6601 Organization and Admin of Education |
| | ELMP 6761 Finance in Administration |
| Fall II | EDST 7310 Ethical Leadership |

|         | ELMP 7763 Education Law |
|---------|-------------------------|
| Spring II | ELMP 8981 Administrative Internship I |
|         | ELMP 7150 Research for School Improvement |

## EDUCATION LEADERSHIP, MANAGEMENT AND POLICY ED.S. (33 CREDITS)

The Ed.S. degree program prepares education professionals who hold a master's degree for leadership positions in PreK-12 education. The program consists of coursework, a 300-hour internship, and an Assessment Center. Students complete the Assessment Center during the semester they enroll in ELMP 8981, Administrative Internship I. Completion of the program, along with New Jersey Department of Education requirements, leads to eligibility for the supervisor and principal certificates.

### Course Schedule and Sequence

| Fall I | ELMP 6665 Curriculum Development and Assessment |
|--------|------------------------------------------------|
|        | ELMP 7772 Instructional Leadership |
| Spring I | ELMP 6666 Supervision of Instruction and Evaluation |
|        | ELMP 7776 Culturally Sustaining Curriculum |
| Summer I | ELMP 6601 Organization and Admin of Education |
|        | ELMP 6761 Finance in Administration |
|        | ELMP 7110 Introduction to Research[1] |
| Fall II | EDST 7310 Ethical Leadership |
|        | ELMP 7763 Education Law |
| Spring II | ELMP 8981 Administrative Internship I |
|        | ELMP 7150 Research for School Improvement |

## EDUCATION LEADERSHIP, MANAGEMENT AND POLICY ED.D. (51 CREDITS)

The Doctorate in PreK-12 Education, a program designed for aspiring and current leaders, prepares scholarly practitioners for positions at a variety of levels including school, district, community, and state. The program develops equity- and justice-based leaders to plan and enact meaningful change across settings. Faculty members emphasize the intersections of theory, policy, and practice and encourage students to apply learning across contexts to solve complex educational issues.

### Coursework Requirements

| Core | ELMP 7773 Org Structures |
|------|--------------------------|
|      | ELMP 7765 Policy Analysis |

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[1] The department shifts Introduction to Research to align with doctoral program schedules. As a result, Ed.S. students ought to expect to take the course during the Summer I or Fall II semesters.

ELMP 8159 Curriculum Policy
ELMP 7780 Equity Practices

Research
ELMP 7110 Introduction to Research
ELMP 6005 Statistical Methods
ELMP 8616 Intermediate Stats
ELMP 8986 Qualitative Research
ELMP 9962 Advanced Qualitative Research

Specialization
ELMP 6664 Current Legal Issues
ELMP 7100 Selected Topics
ELMP 7761 Managing Fiscal Affairs
ELMP 8801 Interdisciplinary Studies
ELMP 8984 Leadership Institute

Dissertation
ELMP 8987 Dissertation Seminar I
ELMP 9981 Dissertation Advisement 1
ELMP 9982 Dissertation Advisement 2

## NEW JERSEY DEPARTMENT OF EDUCATION SCHOOL ADMINISTRATOR CERTIFICATE INTERNSHIP

ELMP 9000, Practicum Externship, is a 150-hour field-based internship at the district level. Aligned with professional standards in educational leadership, it fulfills the internship requirement for New Jersey Department of Education's School Administrator Certificate. The course prepares individuals seeking superintendent, assistant superintendent, or director positions in PreK-12 public school districts. To be eligible for the School Administrator Certificate, individuals must meet all New Jersey Department of Education requirements. Before registering for the course, students must communicate with the Office of Fieldwork and Certification to verify they meet state requirements for certificate eligibility.

## CERTIFICATION ACKNOWLEDGMENT

The Department includes programs that lead to state certification. In accordance with Title IV of the Higher Education Act, all students are advised that the College's programs leading to licensure, certification, and/or endorsement meet the requirements of New Jersey. Information on out-of-state reciprocity is available through the New Jersey Department of Education and Division of Consumer Affairs websites. Employment and certification requirements vary by state and students interested in out-of-state employment may need to pursue supplemental coursework.

For students in the supervisor certificate, M.A.E. and Ed.S. programs, and externship course, please complete the College's student acknowledgement form.

Students should contact the College's Office of Fieldwork and Certification for further information.

## IV. DEPARTMENT AND PROGRAM POLICIES

### ACADEMIC INTEGRITY

Academic Integrity is an important basic responsibility that is taken by all students in higher education.[2] 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.

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.

Academic Requirement - ELMP graduate students must complete and pass the university's academic integrity module. Students will receive instructions during coursework about when to complete the module. The timing will vary depending on 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 share it with the appropriate program administrator.

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-A - Cheating – Cheating is defined as use of inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material that

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[2] Portions of this policy are adapted from Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students, 2004.

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).

- 1-B – 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.
- 1-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.
- 1-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. For each level of offense, a corresponding set of sanctions and future steps is recommended. Sanctioning bodies are not bound by these illustrations, which are intended as general guidelines. Examples are cited below for each level of offense. These examples, too, are illustrations and are not to be considered all-inclusive.

**Low Level** - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infringements are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. The following are some examples:

- Working with another student on an assignment unless the instructor explicitly authorizes such work.
- Failure to cite or give proper acknowledgment in a limited section of an assignment.

Recommended sanctions for low level offenses are listed below; one or more of the following consequences may be chosen in each case:

- An assigned paper or research project on a relevant topic.
- Revision and resubmission of the original assignment with a penalty to the assignment grade.
- A make-up assignment at a more difficult level than the original assignment.
- No credit may be given for the original assignment.

Incidents of low-level offenses will be maintained in the student's record.

**Moderate Level** – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work. The following are some examples:

- Quoting directly or paraphrasing a moderate proportion of source material without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data, and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project. For more information see the *Doctoral Student Policy*.

The recommended sanction for moderate level offenses is one year of academic probation. One or more of the following consequences may be chosen in each case:

- The student will receive an F for the work.
- An assigned paper or research project on a relevant topic.
- Revision and resubmission of the original assignment with a penalty to the assignment grade.
- A make-up assignment at a more difficult level than the original assignment.

Incidents of moderate level offenses will be maintained in the student's record.

**High Level Offense** – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements. Multiple violations at a low or moderate level may be considered a high-level offense. Examples include:

- Copying on examinations.
- Acting to facilitate copying during an exam.

- Using prohibited materials, e.g., books, notes, or calculators during an examination without permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Using a purchased term paper or other materials.
- Removing posted or reserved material or preventing other students from having access to it.
- Citing sources that do not exist.
- Using unethical or improper means of acquiring data.

In the case of high-level offenses, the faculty must refer the case to Academic Standards Committee in order to determine appropriate consequences. The normal sanction to be sought for all high-level offenses or repeated violations of low or moderate offenses is a minimum of a <u>one semester suspension from the University and a failing grade for the course.</u> Notation of suspension will be placed on a student's transcript and remain permanently. The Academic Standards Committee may also consider expulsion from the program.

**Severe Level Offenses** – These offenses represent the most serious breaches of intellectual honesty. Examples of serious level offenses include:
All academic integrity infractions committed after return from suspension for a previous academic integrity violation.

- Infractions of academic integrity resembling to criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript).
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other graduate work.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of a canon of the ethical code of the profession (APA, AAMFT, ACA, NASP, etc.) for which a graduate student is preparing.

In the case of severe-level offenses, the faculty must refer the case to Academic Standards Committee in order to determine appropriate consequences. The normal sanction for all severe level offenses and a repeat infraction at high level offenses is permanent expulsion from the University. Notation of expulsion will be placed on a student's transcript and

remain permanently.

IV. Administration of the Academic Integrity Policy

If the instructor suspects evidence of a violation of a medium level offense or higher, the student will be notified, and the case and all supporting documents will be sent to the Department Chair and Academic Standards Committee. The instructor will write a report documenting the nature of the violation and provide supporting documentation. The committee will meet in a timely matter to review the allegations. The student reserves the right to be heard by the Academic Standards Committee. The Committee reserves the right to contact the student and instructor for follow up information. The decision of the Committee will be final, and the student reserves the right to appeal the process, which is described in the Student Handbook. Responsibility for administering the Policy on Academic Integrity rests with the Department Chair and the Academic Standards Committee of the Department.

The above sanctions are general recommendations. The Academic Standards committee will consider each case in context looking at all factors. The committee reserves the right to suspend or expel a student at any level of offense if the committee deems that consequence appropriate.

 Any member of the academic community may present evidence of academic dishonesty to the instructor. If a student reports a breach of the policy, the instructor of the course is expected to cooperate in the investigation. If a student reports a violation by another student, the student making the allegation is expected to cooperate fully and submit any evidence or written report to the committee. The identity of the student making the allegation will remain anonymous throughout the process except to the faculty on the Academic Standards Committee.

Students may continue to participate in a course or research activities until the case has been adjudicated. Under no circumstances should a student be offered a choice of either dropping a course or facing disciplinary action. A grade of I (Incomplete) should be assigned, pending resolution of this matter, and no penalties should be imposed until this complaint is resolved.

All disciplinary proceedings are confidential. Faculty members and students are cautioned not to discuss cases of academic dishonesty outside of the proceedings prescribed by the policy.

Adopted by ELMP Faculty March 11, 2020 and is effective summer semester 2020. This supersedes the previous policy that was adopted on January 15, 2013. On April 12, 2023, the Department approved the addition of language to address artificial intelligence and academic integrity.

## References

APA, American_Psychological_Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

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## ACADEMIC STANDING

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of coursework. Students must maintain a 3.0 GPA (or greater) to continue in the program. Any student earning an F in a specific course must retake that course. Students with a cumulative GPA below 3.0 at the end of a semester enter academic probation and must receive approval to register for subsequent semesters. The department includes procedures for students to develop an academic plan and receive registration approval for the upcoming semester.

## CLASS ATTENDANCE

Attendance is crucial to student success and a positive classroom environment. For in-person and hybrid courses, students must attend at least 75% of in-seat time requirements. A student who misses 25% or more of in-seat time will not receive credit for the course; they must retake the course or, in cases of electives, take an equivalent course based upon advisement.

For online asynchronous courses, while attendance operates differently, it is just as essential to student success and a positive learning environment. Attendance equates to actions such as engagement in the learning management system and with course content, participation in course activities, and submission of assignments per instructions. The syllabus and course requirements will detail activities necessary for active engagement and attendance verification.

Students ought to notify the instructor in advance or as soon as possible if they are unable to attend class or participate in the course. Students who are unable to meet attendance requirements due to extreme and documented situations such as severe illness, family emergency, or other circumstances deemed exceptional, may submit a written appeal to the instructor and department chairperson. If granted, upon arrangement with the professor, students must complete alternative assignments equal to the missed instructional time. Exceptions to the attendance policy are rare and at the discretion of the instructor and chairperson.

## CONTINUOUS ENROLLMENT

Candidates enrolled in a degree program are required to register each semester (fall and spring, and, in certain situations, summer) until all requirements for the degree are satisfied. Failure to register for more than one consecutive semester without being granted a leave of absence is interpreted as a resignation from the program.

Upon the completion of classes, students in doctoral programs must continue to enroll in Dissertation Advisement with their mentor until completion of their dissertation. Note: Candidates who expect to defend their completed dissertations at the beginning of the semester, and require no additional feedback from or meetings with their mentor prior to the defense, should inquire with their mentor about Thesis Continuation. Doctoral candidates may be eligible to enroll in THCN 8999 Thesis Continuation. Importantly, all doctoral students must be registered during the semester in which they complete each of the aforementioned program requirements, including the proposal defense and final dissertation defense.

### *Leave of Absence*

A student who is unable to attend the University during a regular semester because of illness, family emergency, extraordinary job requirements, military service, or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave to their program director and to the ELMP Department Chair.

Except in the case of military service, a leave of absence ordinarily will be limited to one year.

All students are responsible for ensuring they are registered for a given semester. Registration on the web is available for all students. Students are encouraged to use this convenient method of registration after consulting their program director for course selection and to get their PIN number.

### RIGHT OF APPEAL

Students have the right to appeal the policies above. All appeals must be submitted via email to the ELMP Department Chair. Appeals should include what specific policy is the subject of the appeal and rationale that should be considered by the chair. Submitting an appeal does not guarantee a change in ruling. Appeals are handled on a case-by-case basis.

### TIME TO DEGREE

Master's and Education Specialists students must complete degree requirements within six years following the start of the program. Doctoral students must complete degree requirements within 10 years following the start of the program. If a student fails to complete their program within that time period, they 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.

# V.  DOCTORAL GUIDELINES

## MENTOR ASSIGNMENT AND DISSERTATION COMMITTEES

For the PreK-12 doctoral program, at the start of the second year during the fall semester, students will be assigned a dissertation mentor. In the summer, the Dissertation Mentor Coordinator will request students to submit a potential dissertation topic and methodological approach which will help faculty pair students and mentors.

Students work with their mentors during Dissertation Advisement, a one-to-one course. During the course, students design, enact, and defend dissertation studies. The major stages include completing and defending a dissertation proposal; completing, submitting, and receiving approval for the appropriate IRB applications; conducting a study; and, writing, defending, and publishing a dissertation.

All dissertation committees are required to have a minimum of three members: one mentor (chair) and two other members. Students can have up to five individuals on their committee. Committees must meet the following requirements:

1. All committees must have at least one full-time Seton Hall University ELMP faculty member.
2. All members of the committee must have an earned doctorate.
3. All non-ELMP faculty committee members must be approved by the dissertation mentor and complete the "off-campus dissertation committee member" form found in the Doctoral Dissertation Handbook (this does not include approved external dissertation mentors).

## PORTFOLIO ASSESSMENT

In ELMP 8987, Dissertation Seminar, students complete activities to plan for and develop their dissertation studies. The course culminates in a portfolio assessment based on, first, a draft of the dissertation proposal and, second, a mock proposal defense. The course provides structured opportunities to receive faculty and peer feedback throughout the semester and to prepare students for Dissertation Advisement when they will work with their mentors.

## DISSERTATION PROPOSAL

All students must complete and pass a dissertation proposal defense prior to collecting and analyzing dissertation data and submitting to IRB. Students are allowed to defend their dissertation proposal only after passing Core, Research, and Specialization coursework requirements and pass Dissertation Seminar. Students work with their dissertation mentors in preparation for the defense. All members of the committee must

be present for the proposal defense. After the proposal defense, all committee members must sign the Dissertation Proposal Defense Form (see form in Doctoral Dissertation Handbook). Dissertation proposal defenses can occur between August 16 and May 15 during the fall and spring semesters. Proposal defenses cannot be held over the summer.

## INSTITUTIONAL REVIEW BOARD (IRB)

### *Internal Department Review*

Per university guidelines, all doctoral students must submit to and receive approval from Seton Hall University's (SHU) Institutional Review Board (IRB) to conduct dissertation research. Studies fall into one of two categories: human subjects and not-human subjects research. Research projects involving the use of human subjects (e.g., interviews, surveys) must be approved or marked as exempt from review by the university IRB. Research projects using not-human subjects data, such as publicly available de-identified documents or datasets, must receive verification from SHU's IRB.

To support students and ensure the conduct of ethical research, the department uses a two-stage review process before students submit to the university IRB. First, dissertation mentors review required IRB documents and approve submission to the department's internal reviewer. Second, the department's internal reviewer evaluates and, if necessary, suggests revisions to the required documents. After review at both levels, doctoral students, in consultation with their mentors, incorporate changes and submit the application to the university IRB. For more details, see the ELMP blog, Doctoral Dissertation Handbook, and the IRB website.

## DISSERTATION DEFENSE

The defense of the dissertation provides an opportunity for the entire dissertation committee to question the candidate about his/her work and to vote on the quality of that work.

The defense is public, meaning that it can be attended by other members of the Seton Hall faculty or student body and, where judged reasonable by the Committee, by others from outside the University. It is the responsibility of the Mentor to monitor the participation of any visitors to the defense in terms of the propriety of their questions or comments. Only members of the dissertation committee, however, vote in executive session on the success of the oral defense at its conclusion.

After the defense, the committee will decide on the outcome. Options include:

1. Pass with no revisions
2. Pass with minor revisions (modifications within one or more chapters)

3. Pass with major revisions (rewriting of entire chapters)
4. Fail

The first two categories above require that the student complete any changes under the supervision of the mentor only. The third category requires that the entire dissertation committee approve and supervise the changes.

Final defenses may be held between August 16 and May 15 during the fall and spring semesters. Students ought to confer with their mentors to identify university graduation and dissertation submission deadlines.