

**GRADUATE STUDENT HANDBOOK**

**HIGHER EDUCATION PROGRAM**

**2014-2015**



**DEPARTMENT OF EDUCATIONAL POLICY, RESEARCH  
AND ADMINISTRATION**

**COLLEGE OF EDUCATION**

**UNIVERSITY OF MASSACHUSETTS AMHERST**

EPRA Office..... 545-3610  
 EPRA Fax..... 545-1523  
 Dean's Office..... 545-0234  
 Academic Dean's Office... 545-0234

#### HIGHER EDUCATION FACULTY

**Benita J. Barnes**.....255 Hills S, barnesbj@educ.umass.edu  
**Joseph B. Berger** ..... 155 Hills S, jbberger@educ.umass.edu  
**Kate Hudson** ..... 257 Hills S, khudson@educ.umass.edu  
**Ezekiel Kimball** ..... 252 Hills S, ekimball@educ.umass.edu  
**Gary Malaney**..... 420 Hills N, malaney@educ.umass.edu  
**Chrystal George Mwangi**. 263 Hills S, chrystal@educ.umass.edu  
**Mary Deane Sorcinelli** ..... 301 Goodell, msorcinelli@acad.umass.edu  
**Ryan Wells**..... 256 Hills S, rswells@educ.umass.edu  
**Elizabeth Williams**..... 252 Whitmore, williams@acad.umass.edu

#### AFFILIATED FACULTY

**Kelly Gray**..... gray@umass.edu  
**Ethan Kolek**..... ekolek@amherst.edu  
**Shane Hammond**.....shammond@educ.umass.edu  
**John Lombardi**..... lombardi@jvlone.com  
**Martha Stassen**..... matassen@acad.umass.edu  
**Susan Wyckoff**.....swyckoff@educ.umass.edu

#### OTHER EPRA FACULTY

Jeff Eiseman..... 260 Hills S, jeiseman@educ.umass.edu  
 David Evans..... 283 Hills S, dre@educ.umass.edu  
 Ron Hambleton ..... 154 Hills S, rhk@educ.umass.edu  
 Ash Hartwell.....281 Hills S, ash@educ.umass.edu  
 Sangeeta Kamat ..... 254 Hills S, skamat@educ.umass.edu  
 Lisa Keller..... 150 Hills S, lkellera@educ.umass.edu  
 Katie McDermott ..... 258 Hills S, mcdermott@educ.umass.edu  
 Jacqueline Mosseleson.....264 Hills S, jmossleson@educ.umass.edu  
 Bjorn Nordveit.....279 Hills S, bjorn@educ.umass.edu  
 Sharon Rallis..... 252 Hills S, sharonr@educ.umass.edu  
 Jennifer Randall ..... 160 Hills S, jrandall@educ.umass.edu  
 Gretchen Rossman ..... 277 Hills S, gretchen@educ.umass.edu  
 Steve Sireci ..... 156 Hills S, sireci@educ.umass.edu  
 Cristine Smith ..... 264 Hills S. cristine@educ.umass.edu  
 Craig Wells.....158 Hills S, cswells@educ.umass.edu  
 Rebecca Woodland.....259 Hills S, rebecca.woodland@educ.umass.edu

## INTRODUCTION

The Higher Education graduate program is geared toward people who are interested in pursuing careers as administrators, faculty, researchers, policy analysts, and student affairs professionals in colleges, universities, and state or federal agencies devoted to post-secondary education.

The program offers the M.Ed. and Ed.D. degrees, and each program of study has structured course offerings as well as the flexibility to choose electives and design a plan of study that incorporates your personal interests while satisfying the program requirements. The M.Ed. program emphasizes preparation for a career as an administrator in student affairs or academic affairs, while the Ed.D. program stresses preparation for a career as an administrator, researcher or faculty member.

We also offer a graduate certificate in Higher Education Leadership and Management (HELM). The HELM graduate certificate is a 15-credit academic program focused on the study of leadership, management, and organization in higher education with a focus on the intersection of theory and practice. This graduate certificate is aimed at the many current and future leaders in higher education who would benefit from leadership training, but who do not need another advanced degree. The program is taught in a blended format with limited face-to-face meetings, making it convenient for busy professionals from a wide geographic area.

This handbook is intended to clearly lay out program requirements and provide information to assist you throughout your graduate program. If you have any questions, please consult with your academic adviser. Information is also available on the Higher Ed program Web site, <http://blogs.umass.edu/highered/>

## INFORMATION FOR NEWCOMERS

Many UMass Web sites have information that will help you get adjusted to life at UMass. These Web sites will enable you to do the checklist on the next page.

- **Higher Ed Program** (<http://blogs.umass.edu/highered/current-students/>) Info for current students, including projected course schedules, links to forms, and electronic versions of handbooks.
- UMass College of Education (<http://www.umass.edu/education/>) Information related to being a graduate student in the College and the Education Policy, Research, and Administration Department (EPRA).
- UMass Graduate School (<http://www.umass.edu/gradschool/>) Policies, procedures, and deadlines of the Graduate School as well as information on graduate student services. On the Graduate School home page, the “current student” link, has helpful links with several important .pdf documents, one of which is a page specifically for new students (the new student checklist). Much of the new student checklist has been reproduced below. You should check out this site as soon as possible to learn about such things as obtaining your university ID card (UCard) and your email account.
- UMass Student Life (<http://www.umass.edu/studentlife/>) Information about student life on campus, including links to parking services (<http://parking.umass.edu/>) and the regional free public transportation system, UMass Transit (<http://www.umass.edu/transit/>).

### New Student Checklist

- Obtain UCard (Student ID) from 168 Whitmore Administration Building
- Activate OIT account (for email, library access and more!)
- Open a bank account
- Activate and register for classes through SPIRE
- Check out area attractions
- For information regarding on- and off-campus housing, contact UMass Housing, and local newspapers such as the Daily Hampshire Gazette
- Pay tuition bill
- Apply for parking permit
- Learn free transit system
- Buy textbooks
- Attend orientation (dept. orientation, and Human Resources orientation for assistantship)
- Explore child care options
- Explore local schools in Amherst/Northampton
- Explore new area Amherst and Northampton
- Research Graduate Financial Aid Opportunities
- Apply for Assistantships
- Learn about health insurance plan
- Take a tour of the library facilities
- Get involved in a Graduate Student Organization
- Get to know the UMass-Amherst Campus
- Learn about the Graduate Student Employee Union (GEO) and the Contract
- Visit Center of Teaching for those interested in improving teaching skills
- For international students or those students looking to go abroad, visit the International Programs Office

## HIGHER EDUCATION PROGRAM COMPETENCIES

1. **History** – knowledge of key events, developments, and trends that have shaped American higher education over time and an understanding of how such events, developments and trends relate to current realities and future possibilities for higher education. Some of the important trends include the changes in and development of the curriculum, the evolution of different types of institutions, changes in the various roles of stakeholders, and the changing role of the student affairs profession.
2. **Leadership, Management, and Organization** – knowledge and ability to use skills necessary for establishing, prioritizing and achieving organizational goals; knowledge about the ways in which economic resources are developed and used by higher education systems, institutions, groups, and individuals; knowledge about the impact of emerging technologies in the classroom, in administration, and in social networking; an understanding of the ways in which enduring intentional change and development can be cultivated as a means for transforming higher education policy and practice. Students will learn the principles and practices of effective management in higher education, and they will study the transformation that has taken place in the definition of leadership and how this will help them to become better administrators and leaders.
3. **Law and Ethics** – knowledge of fundamental legal structures, concepts and issues as they relate to American higher education; knowledge of ethical principles of practice within academics and administration. Some of the issues surrounding higher education include affirmative action, speech codes, privatization, academic freedom, sexual harassment, FERPA etc. Students also will explore the basics of legal research and case analysis.
4. **Student Learning and Development** – an understanding of how postsecondary education impacts student learning and development. Students will be exposed to different student development theories including, psychosocial, cognitive-structural, typology, and college impact theories, and how these theories can be used to enhance the role of an administrator. Also, students will study current trends in pedagogy.
5. **Assessment, Evaluation, and Research Methods** – an understanding of the range of qualitative and quantitative methods and designs used to increase knowledge about educational practice and policy in higher education. Students will learn about research and evaluation design; when it is appropriate to use qualitative, quantitative, and mixed methods approaches; and the strengths and weaknesses of various methods. Students also have opportunities to develop skills and knowledge related to academic assessment as well as program evaluation relevant for higher education.
6. **Academic Affairs** – an understanding of the academic side of higher education including the evolution and history of the academic profession, stages of the academic career, faculty roles and rewards, academic culture, the process of teaching and curriculum development, research and outreach, faculty professional development, academic advising, and pedagogical issues (including critical theory).
7. **Social Justice, Oppression, and Diversity** – a critical understanding of justice and oppression and how these concepts relate to higher education, as well as an appreciation for the multiple aspects of human diversity and how such diversity contributes to higher education. By introducing many perspectives on different issues, from larger societal issues such as the economy, to higher education specific issues, such as students' rights on campus, students will learn to question their previously held perspectives.

8. **Policy, Politics, and Economics** - an understanding of how higher education functions within the larger context of public policy, and how political processes, structures and systems influence and are influenced by higher education.

### **HIGHER EDUCATION MASTER'S PROGRAM ACADEMIC REQUIREMENTS**

This master's degree in higher education prepares professionals for careers in the administration of colleges and universities. You complete a core of required foundation courses, a series of specialization courses, at least 120 hours of supervised practice, and a final integrative project. All coursework should help students develop an understanding of a set of core competencies (listed below), which represent the basis of the higher education master's program. A minimum of 36 credit hours is required for the master's program.

You are required to take the six core courses: Master's Seminar in Higher Education I, Master's Seminar in Higher Education II, "Practicum" course (a post-practicum course focused on professional practice), History of American Higher Education, Student Life Research, and Integrative Seminar (the capstone, final project course).

#### **Grading**

All coursework for higher education students must be taken for a letter grade. If a particular faculty member's general policy is to grade only on a Pass/Fail basis, you should request a letter grade. You should note that NO Incompletes are permitted in the six core courses without permission from the faculty as a whole.

#### **Practicum**

A minimum of 120 hours of approved practicum experience is required and provides an opportunity for you to obtain more experiential-based learning related to higher education. Most students choose to do their practicum during the summer months between the first and second year of the program, although for some it is more convenient to do it at a different time. The practicum includes at least 120 hours, and there is considerable flexibility in terms of sites and job descriptions, based on the interests of each student. You are responsible for locating your own practicum site – you should work closely with your academic advisers during this process.

After the practicum has been completed, there is a class in the fall that provides an opportunity to reflect upon your experiences with your classmates and an instructor.

A practicum handbook describes the process in more detail. The handbook is distributed to students in Master's Seminar II, and is also available on the Higher Ed program Web site (<http://blogs.umass.edu/highered/current-students/>).

Students who have had at least five years of full-time professional experience in higher education may request to waive the 120 hours of practicum experience (but not the course). To request a waiver, you must write a one-page statement describing your prior professional experience. This statement should be submitted to your adviser who will present the request to the faculty for approval.

**Independent Studies**

Independent work may receive credit as an Independent Study provided that the work is performed under the guidance of a graduate faculty member and the course is properly recorded as part of the student's registration. Students who are interested in doing an Independent Study must draw up a contract at the time of registration and have it approved by the faculty member supervising the study. The maximum number of independent study credits is 3, unless a petition is made and approved by the faculty as a whole.

**Research Courses**

All master's students are required to take Student Life Research. Students interested in pursuing additional research methods coursework should consult with their advisor, including whether the course Research in Higher Education is appropriate to achieve their academic goals.

**Integrative Seminar**

During the Spring semester prior to graduation, master's students must take the capstone course, entitled Integrative Seminar. No student with outstanding Incomplete grades is eligible for enrollment in this class. All incompletes must have grade changes submitted by the first Friday in January before the scheduled Integrative Seminar. As part of this course, students will demonstrate their proficiency with the higher education competencies (see below) through a capstone project and an oral defense, as designed by the course instructor.

**Adviser and Advising Forms (College of Education)**

The Higher Education Program assigns an adviser to each student during the admissions process, but each student should talk to the faculty during the first semester in order to select an adviser of choice. A Change of Adviser form should be filled out during the first semester. The College of Education requires students to complete a series of forms in pursuit of the M.Ed. degree. The first form (M-1) details an intended program of study and should be filed during the first semester. Information pertaining to these forms can be found under "Advising Guidelines" on the College of Education web site <http://www.umass.edu/education/students/current/forms>

**Higher Education Competencies**

The eight competencies (see above) represent the basis of professional knowledge our students must master in order to complete their M.Ed. degree. Knowledge of these competencies is gained through both in-class and out-of-class experiences, and the demonstration of the mastery of these competencies will be shown in the Integrative Seminar's capstone case study paper where students must use knowledge from five of the eight competencies in the construction of their case studies. Students must also explain why the other three competencies were not utilized in the paper.

## Sample Full Time Program Plan

### *First Year Courses (18 credits)*

Fall Semester	Master's Seminar in Higher Education, Part I (3 credits) <sup>a</sup> Student Life Research (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup>
Spring Semester	Master's Seminar in Higher Education, Part II (3 credits) <sup>a</sup> History of American Higher Education (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup>

### *Second Year Courses (18 credits)*

Fall Semester	Practicum Course (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup> Specialization Course (3 credits) <sup>b</sup>
Spring Semester	Master's Integrative Seminar (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup> Specialization Course (3 credits) <sup>b</sup>

<sup>a</sup> Course must be taken during the indicated semester.

<sup>b</sup> Six specialization courses are required and five out of the six courses must be taken from the higher education faculty.

## Summary of Requirements

To summarize, all master's students must complete the following:

<b>FOUNDATION (CORE)</b>	<b>18 credits</b>
<i>Master's Seminar I, II</i> (6 credits)	
<i>History</i> (3 credits)	
<i>Student Life Research</i> (3 credits)	
<i>Practicum Course</i> (3 credits)	
<i>Master's Integrative Seminar</i> (3 credits)	
<b>SPECIALIZATION COURSES</b>	<b>18 credits</b>
<b>TOTAL CREDITS</b>	<b>36 credits</b>



#### Possible Specialization Courses

- College Student Development Theory (EDUC 601)
- Impact of College on Students (EDUC 615T)
- Leading Higher Education (EDUC 674)
- Managing Higher Education (EDUC 621)
- Organizing Higher Education (EDUC 723)
- Assessment Practices in Higher Education (EDUC 691A)
- Critical Service Learning in Higher Education (EDUC 691U)
- Principles and Practices of Student Affairs (EDUC 642)
- Higher Education Finance (EDUC 615)
- Race, Class, and Gender in Higher Education (EDUC 615E)
- Women in Higher Education (EDUC 683)
- The Academic Profession (EDUC 846)
- Strategies for Institutional Change (EDUC 634)
- Contemporary Educational Philosophy (EDUC 542)

### **HIGHER EDUCATION DOCTORAL SPECIALIZATION ACADEMIC REQUIREMENTS**

Higher Education is one of the three concentrations (including Educational Leadership and International Education) within the program of study for the Ed.D. in Educational Policy and Leadership of the EPRA department. The purpose of this section of the handbook is to provide a guide for higher education policy and leadership doctoral students as they progress through their program of study. This guide presents requirements, curriculum, and the rationale behind them.

#### **First Year Courses: Intro to Inquiry and Doctoral Seminars**

During the first year of the doctoral program, students are required to take the following three core courses: Introduction to Inquiry, Doctoral Seminar in Higher Education I, and Doctoral Seminar in Higher Education II. Students should note that NO Incompletes are permitted in these core courses without permission from the faculty as a whole.

The Introduction to Inquiry Course (EDUC 739) provides a forum to engage in sustained discussion about and reflection on the assumptions, theories, and practice of inquiry relevant for policy and leadership studies. The course is structured as a seminar in which participants are exposed to selected genres of inquiry so that they become intelligently conversant with a variety of approaches to research; and so that they have the opportunity to examine research conducted through differing methods in the three concentrations within the doctoral program – Educational Leadership, Higher Education, and International Education.

Doctoral Seminar I and II are courses that have both content and process goals, and they are taken as a cohort. At the conclusion of these two courses, each student should have developed understanding regarding the following **content** areas:

- A survey of the history of American higher education
- The nature and organization of American higher education as a system
- The types and nature of diverse institutional forms found in American higher education
- The types of constituent stakeholders and the nature of their roles as participants in American higher education
- Higher education policy, organization, and governance
- Current issues and future trends within the higher education policy arena

Specifically, we explore foundational and current research in the areas of foundations/contexts, history, institutional types, external influences, students, faculty, organization and governance, diversity, equity and access, leadership and academic culture, local, state, and federal higher education policy issues and politics, and current trends in higher education.

The higher education program also has developed a list of core competency areas. Students in our master's program develop an understanding of each area through their course of study. Our doctoral students should also make sure they develop basic understanding of each of these areas as a foundation for the more specific area of expertise they are building and as the basis for their comprehensive examination and dissertation. The competency areas are: history, leadership/management/organization, law/ethics, student learning and development, assessment/evaluation/research methods, academic affairs, social justice/oppression/diversity, and politics/policy/economics (See pp. 6-7 for a description of each competency).

At the end of both Doctoral Seminars, each student should have made progress in developing the analytic, research, and communication skills necessary for informing and improving research, policy, and practice in higher education. The Doctoral Seminars will help students understand the existing sources of knowledge in the area of higher education and how to access them. Students will have reflected on the process and form of scholarly writing, and each of their strengths and areas for development as writers. Students will also develop a foundational understanding of research designs appropriate for the study of higher education.

Ideally students are exposed to major journals and research publications in higher education (e.g. *JHE*, *RHE*, *JCS*, *Higher Education: Handbook of Theory and Research*, *New Directions for Institutional Research*, *New Directions for Higher Education*), higher education research centers, national faculty and student surveys and datasets, the research of faculty members in the UMass Higher Education program that coincides with topics being discussed in class, and the annual conferences each year where higher education research is presented (e.g. ASHE, AERA, AIR, NASPA, ACPA).

Students are asked to reflect on their new role as students and how they will make time for reading and writing among other roles. Finally Doctoral Seminar I and II are a place for students to consider the areas of higher education research where they might be able to make their greatest contributions.

#### **Suggested History Requirement (EDUC 844)**

Students who do not have a Master's degree in higher education and/or have not taken previously History of American Higher Education are strongly encouraged to take this course in their first year. The higher education faculty feels strongly that this course is an essential foundation for understanding the origins of higher education and its current norms, traditions and challenges.

#### **First Year Portfolio Assessment**

At the end of the first year, students complete a portfolio. This portfolio is discussed in Doctoral Seminar II and consists of copies of the original papers with instructors' comments from each of the three core courses of the first year. Two copies of the portfolio are prepared by the student and turned in to the Doctoral Seminar II course instructor with the final assignment for that course. The portfolio is read by the student's adviser and one other faculty reader, and students will meet with at least the adviser in late May/early June to receive feedback on the portfolio and discuss their progress in the doctoral program.

### **Designing Your Program of Study (D-2)**

Students should try to complete their D-2 Program of Study with their adviser by the end of their first year. An important part of this process is developing a set of goals for the program of study, and a set of courses and experiences to meet those goals. Forms and advising guidelines are available at the following link: <http://www.umass.edu/education/students/current/advising-guidelines/doctoral-guidelines> Sample D-2's are available from advisers.

### **Research Requirements**

The higher education program requires doctoral students to have at least four research methods courses including Research in Higher Education, a course that must be taken after at least one other research methods course has been completed and preferably right before the comprehensive examination is to be completed. Research in Higher Education will be taught every Fall semester. Consultation with advisers is important to ensure that a rigorous, strong foundation in the methods students will be using for their dissertation will be covered prior to this course.

In addition, the Research in Higher Education course can also be taken for other purposes, for a variable number of credits, and more than once if appropriate (noting that the course can typically only count once as methods course). Starting with the Fall 2014 entering cohort, this course is required to be taken each fall by students who have completed coursework, but have not yet passed their comprehensive exams. This will allow a structured space with regular feedback to continue to make progress on program requirements. Other students may wish to enroll in this course after passing comprehensive exams, in order to have a structured space to work on a dissertation proposal or dissertation. Finally, there are other possible ways to utilize this course (e.g., working on getting an article written for publication), which students should discuss with their advisor. Though students entering the program prior to Fall 2014 are not required to enroll in the Research in Higher Education course each fall until passing their comprehensive exams, they are encouraged to do so.

Students considering writing a *qualitative* dissertation should take EDUC619 Qualitative Research Methods as early during their doctoral studies as possible. In addition, we strongly recommend that students arrange to take either courses or independent studies covering the following areas: qualitative data analysis, qualitative data management, and advanced methods (for example: interviewing, ethnography, etc.) appropriate to their area of greatest interest.

Students considering writing a quantitative dissertation should take EDUC 555, Statistics I, and EDUC 656, Statistics II, as early during their doctoral studies as possible, if they have not already taken the equivalent of these courses in prior graduate work. Beyond these courses, most students would be well served to take EDUC 660, Regression Analysis. In addition, we strongly recommend that students arrange to take either courses or independent studies covering the following areas: quantitative data management, survey research methods, and/or advanced statistical courses such as Structural Equation Modeling. .

### **Education, Policy, and Leadership Requirements**

Consistent with the EP&L doctoral program requirements, higher education doctoral students must satisfy both the Leadership & Management and Varieties of Educational Thought course “bins.” Thus, two out of the following six courses (one from each area) must be taken:

#### Leadership and Management

6150 – Project Management & Implementation

634 – Strategies of Institutional Change

804 – Cultural Perspectives on Educational Management

865 – Theory & Research in Educational Leadership

#### Varieties of Educational Thought

542 – Contemporary Educational Philosophy

622 – Theories of Educational Equity

626 – Social Theories of Education

881 – Comparative Education

### **Higher Education Specialization**

Students will fill out the remainder of their program of study with higher education specialization courses that provide context and expertise in areas they will pursue further in their dissertations. Students should discuss appropriate courses with their advisers, however examples of the courses are provided in the prior section of this handbook.

### **Comprehensive Exams**

The comprehensive examination is designed to provide you with an opportunity to demonstrate mastery of the knowledge, skills and expertise necessary for conducting dissertation research as a doctoral candidate in this multi-disciplinary applied field. You are required to demonstrate knowledge about the key issues and concepts within at least two specific areas of study within higher education (History; Leadership, Management, & Organization; Law & Ethics; Assessment, Evaluation, & Research Methods; Student Learning & Development; Academic Affairs; Social Justice, Oppression, & Diversity; and Policy, Politics, & Economics) while also demonstrating knowledge of the research design process. You also need to show the ability to apply theory in a rigorous and coherent manner that informs significant challenges in higher education. While this examination assumes some common knowledge within Higher Education as a field of study, we understand that you, and each student in the program, bring a unique set of perspectives, theories, concepts, and skills that have been developed through the core Higher Education courses and a unique broader program of study that you have developed with help from your adviser.

The examination consists of two components:

- An applied research paper (this paper will typically be developed as a required assignment in EDUC 717 and may be further embellished for the comprehensive exam) that includes a substantive review of literature (12-15 pages)
- Two applied analysis papers that respond to questions prepared by your committee. These questions will be created based on at least 3 potential questions per paper that you develop and submit to your adviser. (12-15 pages)

Once you have completed all of the coursework and requirements on your D-2 plan (with no incompletes), you should inform your adviser that you are ready to take the comprehensive exam. This may occur at any time during the academic year. First you meet with your adviser to finalize the composition of the committee, complete the D-3 form for the formation of the Comprehensive Examination Committee, and discuss the timing for the exam. You and your adviser then discuss possible questions for the two applied analysis papers. Based on this conversation, you will

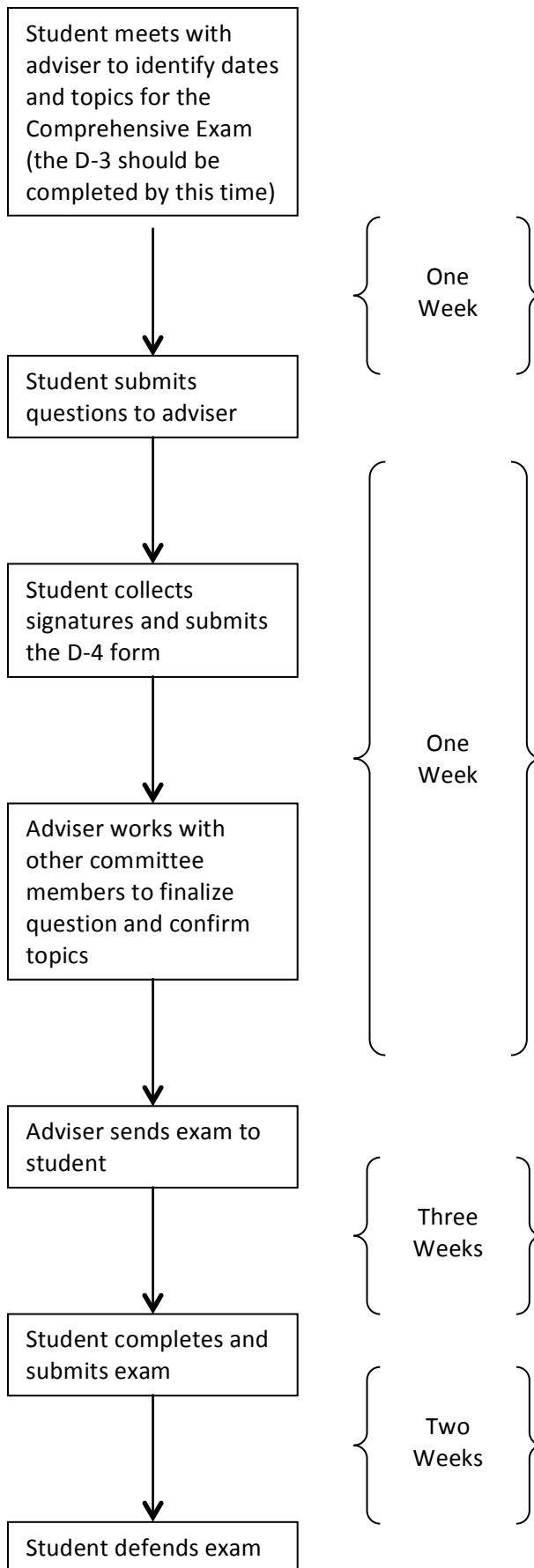
submit via email at least three questions in each of two distinct areas of study. You will propose the three-week exam period that will be approved in advance by the committee. At this time, you and your adviser will establish a date for the defense and work with the committee to complete the D-4 form. The adviser will then share the questions with the other committee members. Collectively, the committee will select one of the questions from each of the two sets (the committee may refine or enhance one or both of the questions) and will then send you the questions.

Once you receive the two comprehensive exam questions from your adviser, you will have three weeks to write the two analytic papers and submit all final versions of all three of the papers (including the research paper) to the committee. The date of the defense will have already been set for the D-4 form, and you must ensure that there are two weeks for the committee to read the papers.

All students taking the comprehensive exam must sign a formal statement declaring that the applied analysis papers were written totally independently. Students are not allowed to discuss or work on these two papers with *any* other individuals (including spouses/partners). They are not allowed to have *anyone* edit or read and give them feedback on their exam prior to handing it in (including spouses/partners). This is different from most assignments and exams completed for coursework - it is important to understand this facet of comprehensive exams. Although students' answers should be informed by coursework, students are also not allowed to include in their answers any verbatim material extracted from papers that they have previously submitted as course work. Comprehensive exam answers should be completely original writing. Students are provided with guidelines (see below) to help them understand the expectations for the written papers.

Approximately two weeks after the submission of all three papers, you will meet with the committee for a formal defense of the examination (the date will have been set on the complete D-4 form). You will be expected to make a presentation on the applied analysis papers and respond to questions from the committee about any of the three papers. The committee will then make a decision about the results of the exam.

The timeline for the comprehensive exam process is as follows.



**Doctoral Comprehensive Exam Expectation Guidelines  
Higher Education Administration**

<b>Criteria</b>	<b>In an ideal response...</b>
<b>Command and use of literature</b>	Writer includes many appropriate resources from various disciplinary perspectives that are appropriate to the topic.
<b>Synthesis &amp; Analytic Skills</b>	Writer integrates resources seamlessly and uses them to build and support a coherent argument.
<b>Conceptual coherence</b>	Writer applies appropriate conceptual and/or theoretical perspectives that add substantially to the argument.
<b>Writing organization, flow, and style</b>	Writing is very well organized with a logical flow, clear linking transitions, and a sophisticated yet understandable presentation throughout.
<b>APA style and basic writing mechanics</b>	Writing is very clear with no grammatical or APA formatting errors.

**Dissertation Proposal: Committee, Defense, and Credits**

In preparing the dissertation proposal, the student registers for dissertation credits the spring semester following the passing of the Comprehensive Exam. Each student works on developing a dissertation proposal (usually three chapters), which they defend before a dissertation committee of three or more faculty. At this time, each student must have one person from outside the College of Education serve as one of the three members. Each student must sign up for a total of 18 dissertation credits (usually nine credits in each of two consecutive semesters) and maintain continuous enrollment (pay student fees) from the time they complete comps to the point at which they defend their dissertation and graduate. It is each student's responsibility to sign up for dissertation credits through their adviser each semester and to decide how many credits they want to take in each semester.

**Summary of Credit Requirements**

To summarize, all doctoral students must complete the following:

INTRODUCTION TO INQUIRY	3 credits
DOCTORAL SEMINAR I, II	6 credits
EP&L CORE COURSES (two of eight courses)	6 credits
RESEARCH COURSES	12 credits
SPECIALIZATION COURSES	15 credits
DISSERTATION	18 credits
<b>TOTAL CREDITS</b>	<b>60 credits</b>

**HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)  
GRADUATE CERTIFICATE ACADEMIC REQUIREMENTS**

The HELM program is taught in an online format making it convenient for busy professionals from a wide geographic area. It can be completed in one year by taking two classes in each of the fall and spring semesters, and the final course in the summer. Alternatively courses can be spread out over more semesters. Contact Kate Hudson ([khudson@educ.umass.edu](mailto:khudson@educ.umass.edu)), Coordinator of the HELM program, with any questions about the HELM graduate certificate.

**Courses Included in the HELMs Graduate Certificate**

EDUC 601a – Foundations of Higher Education (Fall)

EDUC 674 – Leading Higher Education (Fall)

EDUC 621 – Managing Higher Education (Spring)

EDUC 689 – The Academic Profession (Spring)

EDUC 723 – Organizing Higher Education (Summer)

When you have completed all the courses for the HELM program, submit the HELM completion form (C-1) to Kate Hudson.