



**Higher Education Programs
Doctoral Student Handbook
2007-2008**

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Mission

The Higher Education (HED) graduate programs include the doctoral degree in Higher Educational Leadership which prepares mid-career professionals for programmatic and institutional leadership roles and the masters in Student Development in Higher Education preparing entry level professionals for work in student affairs in postsecondary institutions. While these programs have distinct goals as described below, they share in the mission to educate competent and visionary professionals and leaders working to support the academic missions of increasingly diverse, complex, and technologically intensive postsecondary institutions in Maine and beyond.

The HED graduate programs also share in the commitment to (1) developing both individual and professional skills and vision; (2) enhancing institutional capacities through more skilled leadership at all levels; (3) developing collaborative networks of professional resources and support through colleagues, faculty, and resource people with whom students have contact; and (4) providing a forum for analysis of regional and national problems in higher education and for advancing solutions to those problems.



Important Information

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Doctoral Degree Program Overview

Doctor of Education (Ed.D.) Program in Higher Educational Leadership

Program Overview

The doctoral program in Higher Educational Leadership prepares ethical, visionary, informed, and competent programmatic and institutional leaders for increasingly diverse and technologically advanced colleges and universities.

Through its structure and content, the doctoral degree in Higher Educational Leadership provides mid-career professionals with the theoretical and practical frameworks to understand colleges and universities as complex organizations within the American social context including foundations in leadership, law and policy, socio-cultural identity differences/diversity, ethical professional practice, historical context, research, and technological competence. Students develop advanced research skills to explore critical questions related to these areas through coursework, evaluating existing scholarship, and by conducting original research.

Learning Outcomes

To meet this mission, graduate students in the doctoral program will demonstrate:

- High-level analytic thinking
- Advanced research design and analysis skills
- Problem-solving skills
- Ethics-based decision making
- Understanding of the dynamics of socio-cultural identity differences
- Historical perspective
- Understanding of colleges and universities as complex organizations
- An understanding of professional responsibilities, networks/communities, and ethics in the field
- Effective, persuasive, and inclusive written and oral communication skills
- Understanding the social context and complexities of higher education
- Comprehension of the impact of social, economic, political, and legal trends
- Computer literacy and technological innovation
- Flexibility and confidence to provide leadership in times of change

Academic Framework

Student learning in the doctoral program occurs in three distinct phases under the guidance of a faculty committee: (1) coursework, (2) comprehensive examinations, and (3) the dissertation process involving the proposal and thesis itself. Following admission to the program, students typically pursue coursework to satisfy basic requirements (Higher Educational Leadership Core Courses, College of Education and Human Development research courses, and the individual specialization) and to prepare for a comprehensive examination. The comprehensive examination assesses mastery of core and specialty knowledge as well as writing and analysis skills appropriate for dissertation research. Upon passing the comprehensive exam, the student formally advances to candidacy after which she/he may proceed with the dissertation proposal and dissertation.

Students receive initial advice from an assigned faculty advisor. Before their fifth course, (1) a program committee consisting of three faculty should be invited – including the primary advisor and (2) the Program of Study should be finalized, approved by the program committee and filed with the Graduate School (see below).

A maximum of four years is allowed by the Graduate School for the coursework phase of the program (with additional time available by petition, if needed). At the completion of coursework phase of the program, the student takes the comprehensive examination.

Upon successful completion of coursework and the comprehensive examination, the student is admitted to candidacy for the doctoral degree. The student then invites a minimum of three faculty members to serve on the dissertation committee (if different from initial program committee).

The student then has four years to complete the final requirements which begin with the development of a dissertation proposal and its presentation to the committee. Typically, the student works with the primary advisor to develop the proposal so that it is ready for committee review and subsequent revision prior to the proposal defense. After public presentation and acceptance of the proposal, the student pursues the research and writing activities necessary to complete the dissertation.

Upon approval of the proposal, the student, in consultation with the advisor, will seek at least two additional faculty to complete the dissertation committee. A minimum of two of these five members must come from Higher Educational Leadership faculty at the University of Maine with a Higher Educational Leadership faculty member serving as chair of this committee. All members of the committee must be members of the Graduate Faculty at the University of Maine. Qualified faculty from outside the institution may be approved for Graduate Faculty status in order to serve on doctoral committees.

The dissertation is accepted after an oral defense before the full doctoral dissertation committee. This defense is also open to the College of Education and Human Development community and guests.

Program Policies and Regulations

Upon admission to the program, each student must become thoroughly acquainted with the [Policies and Regulations of the Graduate School](#) and the policies and regulations for Doctoral Study at the College of Education and Human Development (COEHD). Faculty members in Higher Educational Leadership will provide assistance in locating and clarifying regulations, if needed. The Graduate Records Administrative Assistant in Shibles Hall, Becky Libby, and the Graduate Coordinator for the College are also important resources for clarifying regulations.

Program Distribution Requirements

A minimum of 90 graduate credits of coursework is required beyond the undergraduate degree for the doctorate, including prior graduate work up to 45 credit hours. The selection of coursework, research, and dissertation experiences for the doctoral degree in Higher Educational Leadership is dictated by three goals:

- 1) To develop a comprehensive background. Within Higher Educational Leadership and related foundations, this will be met with the Higher Educational Leadership professional core courses taken by each admitted cohort of doctoral students;

- 2) To develop knowledge and skills in educational research; and
- 3) To develop thorough specialized knowledge in a specific professional and dissertation research area.

Educational Foundations

The College of Education and Human Development expects doctoral students to leave with an understanding of the historical, philosophical, psychological and sociological foundations underpinning the educational settings in which they will function. Within the Higher Educational Leadership program, these elements are integrated within the core courses required of each student and in the research sequence.

Research Foundations

The College of Education and Human Development requires a minimum of 12 credits of coursework in research to provide the basis for scholarly and professional analysis. All students are required to take Educational Research, Statistical Methods in Education and Qualitative Research and either advanced statistics or advanced qualitative research. The College, as well, strongly recommends at least one additional research course germane to the student's professional interests and research needs. Four of the following courses (or their equivalents) meet the research foundation requirement (at least one additional research course is strongly recommended):

EDG 595	Educational Research
EDS 521	Statistical Methods in Education
EDS 522	Advanced Statistical Methods in Education
EDS 571	Qualitative Research: Theory, Design, and Practice
EDU690	Advanced Qualitative Research

To ensure sufficient preparation for the comprehensives, the dissertation and professional practice at the doctoral level, courses earning a grade below a B- are subject to review by the area faculty in order to decide whether the course will be accepted or will require retaking. Students are required to have a minimum GPA of 3.0 for graduation.

Doctoral Core

Note: The doctoral coursework core including specialization courses must be passed prior to admission to candidacy.

Students in the Higher Educational Leadership concentration will be required to meet the following professional core requirements:

HED 676	Doctoral Seminar in Higher Educational Leadership
HED 677	Doctoral Seminar in Research in Higher Education
HED 650	Social Context of Higher Education

HED 652	Dynamics of Change in Colleges and Universities
HED 654	Higher Education Policy and Politics
HED 630	Higher Education and the Law <u>OR</u>
HED 580	History of Higher Education

Specialization Strand

Each doctoral student, in consultation with his/her program committee will include in the program a minimum of 18 credits in a specific area of specialization. Coursework can be drawn from upper level offerings in the College of Education and Human Development, including many in Higher Education and Educational Leadership, as well as other colleges.

Dissertation Credits

Students include in their Programs of Study a minimum of 6 credits for dissertation research and writing (EDS 699 Graduate Thesis).

Sample Program

<u>Curriculum Category</u>	<u>Graduate Credits</u>
Transferable master's credits	45
Research Foundations	12
HED Doctoral Core	18
Specialization	18
Dissertation	6
TOTAL	90 credits

Residency Requirement

The minimum residence requirement for doctoral programs is met by registering for courses or thesis research through the University of Maine for four semesters beyond the baccalaureate degree. Students entering doctoral programs with the master's degree must register for at least two semesters of course work or research at the university. For the purposes of satisfying residency, the summer session may count as a semester.

Courses Taken at Other Institutions

A student wishing to take a course offered by another campus of the University of Maine System or by another college or university must obtain advanced approval of the course from her/his advisor. If the course is offered by another campus of the University of Maine System, the student should complete an "Domestic Study Away Form," which arranges for the student's course grade to be automatically forwarded to the registrar at the Orono campus by the registrar of the campus offering the course.

Up to six credits of graduate course work taken from another institution may be transferred in upon admission on recommendation of the advisor. A total of 12 University of Maine graduate credit hours, taken within the prior 6 years, may be transferred in upon admission with permission of the advisor. Combined transfer courses should total no more than 12 credit hours.

Transfer Credits

In reviewing the Program of Study, the committee will assess transfer credits applied to the doctoral degree. Up to 45 credits may be awarded for the master's degree upon approval from the student's program committee.

The following process will be followed by the program committee in assessing transfer credit:

- Transcripts and stated goals submitted with admissions material will be examined;
- The candidate will have the opportunity to explain his/her preparation in any areas of concern and prepare, with the advisor, a tentative Program of Study for review by the program committee including proposed transfer courses;
- The program committee will make a final decision regarding transfer credits which will be communicated to the student prior to final approval of the Program of Study.

Specialization (minimum 18 credits)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Dissertation (minimum 6 credits)

EDS 699	Graduate Thesis (min. 6 credits)	Cr. Arr.	_____	_____
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Transfer credit for ___ hours is recommended (subject to approval by the Graduate School).

Include a list of courses to be transferred and institution(s) attended:

Institutional Unit Requirements (specify language and/or skill requirements and comprehensive examinations): _____ Comprehensive exams required for advancement to candidacy

Human Subjects Review Committee Approval

YES _____ NO _____ N/A

Topic of dissertation:

Statement of the scope and proposed plan of treatment of the dissertation:

Signatures of Advisory Committee:

_____	_____
(Chair's Signature)	(Please Print)
_____	_____
(Signature)	(Please Print)
_____	_____
(Signature)	(Please Print)
_____	_____
(Signature)	(Please Print)
_____	_____
(Signature)	(Please Print)
_____	_____
(Graduate Coordinator)	(Please Print)

Inquiries regarding progress of the student should be directed to:

Changes in this program may be made by filing a [*Change in Program of Study form*](#) in the Graduate School. It is the student's responsibility to obtain approval of major changes in his/her course of study at the time such changes are made. If you have questions call 581-3221.

The Comprehensive Examination

Purpose

The Comprehensive examination is a gateway experience between the coursework phase of doctoral studies and the dissertation. With coursework and the dissertation, it is one of the three major learning components of the doctoral education process. The comprehensive examination is an occasion for the student to demonstrate integrated mastery of coursework and readiness for dissertation research by exhibiting:

- a) A grasp of basic theories and issues related to colleges and universities as complex organizations, social and cultural dynamics in postsecondary education, leadership, policy, and research methods.
- b) An ability to analyze organizational, social and educational issues related to higher education and to bring theoretical knowledge to bear on these issues;
- c) An ability to write about complex ideas in a logical, coherent, clear, and well-documented manner; and
- d) An ability to converse meaningfully and comfortably with faculty to assess your readiness to move on to the intellectual, research, and writing challenges of the dissertation.

Preparation and writing the comprehensives represents the second of three major learning phases in the doctoral program bridging the other two: Course work and the dissertation. The student schedules the comprehensive examination with the doctoral committee upon completion of coursework.

Format

The student's doctoral program committee is responsible for administering the comprehensive examination. In order to adapt to different learning and working styles, the student will define the format with the committee and propose a range of possible questions. Students arrange to take the exam by consulting first with the advisor/program committee chair and developing a proposed format. With the approval of the committee, the student then schedules the exam, at a time convenient to the student and the committee. Students should consult with each member of the committee regarding the possible focus of questions. Typically, after this initial discussion, students prepare draft questions for review and modification by the committee chair and ultimately the committee. Thus it is important to begin the process with sufficient time for preparation appropriate for an exam of a comprehensive and analytic nature.

The student's committee, after consultation with the student, will pose four to six essay questions based on the larger number originally proposed by the student. At least one question will focus on research methods, ideally related to the direction of the dissertation. If the questions submitted by the student are insufficiently broad or analytic in nature, the committee may devise new, more appropriate questions (see the folder on FirstClass for sample questions).

Limitations include a time frame of the student's choice, in cooperation with the committee, ranging from twelve hours to two weeks, and the expectation that the exam will be typed vs. handwritten. Past students in Higher Educational Leadership have taken from one to three weeks to complete the exam. Some Educational Leadership students have used a two day "sit-down," on-campus format, and 10-day take-homes, among other formats.

The student will receive the questions from the committee chair through e-mail on the morning of the first day of the exam (unless otherwise structured). Answers will be typically submitted via e-mail to each committee member and the Administrative Assistant for Educational Leadership Programs at the agreed on conclusion time. Hard copies will be printed out and distributed to committee members by the Administrative Assistant.

After faculty have had an opportunity to review it, the student will be asked to discuss answers with the faculty committee in a meeting of approximately an hour. Students are encouraged to set a review meeting time with the committee when planning for the comps. The meeting should occur three weeks to a month after submission of the exam responses. If the exam is planned for the summer, when faculty may not be on contract, the meeting should be planned for September and the exam no more than a month prior. Planning with the committee would then occur in May at the latest.

Evaluative Criteria and Performance Standards

The faculty will evaluate the examination, ensuring that the writer has:

- Responded to the question--clearly and directly
- Exhibited clear and concise writing and thinking
- Applied concepts and terminology pertinent to colleges and universities as complex organizations, social context of higher education, policy, ways of knowing and research methodologies, and demonstrated an understanding of their implications for effective leadership
- Demonstrated a firm grasp of higher education scholarship and a specific focus area related to the likely dissertation direction
- Developed and clarified positions
- Demonstrated integrative thinking in synthesizing responses
- Demonstrated proficiency in the fundamentals of research design and methods

Based on the written examination and demonstrated understanding in discussing it, performance will be rated as one of the following:

- Pass
- Doubtful: repeat part(s) of the examination
- Unsatisfactory: repeat entire exam only on the recommendation of both area faculty and the program committee.
- Failure ultimately to reach "Pass" indicates that the faculty will not recommend the student's admission to candidacy for the doctorate and study ceases.

Sample Comprehensive Examination Evaluation

Name:

Reviewer:

Criteria	1-3	Comments (Noting specific questions as appropriate)
A grasp of basic theories and issues related to colleges and universities as complex organizations, social and cultural dynamics in postsecondary education, leadership, policy, and research		
An ability to analyze organizational, social and educational issues and to bring theoretical knowledge to bear on these issues		
An ability to write about complex ideas in a logical, coherent, clear, and well-documented manner;		
An ability to make informed choices about appropriate research strategies to address questions related to these areas		
An ability to converse meaningfully and comfortably with faculty to assess your readiness to move on to the intellectual, research, and writing challenges of the dissertation		
Question 1		
Question 2		
Question 3		
Question 4		

Rating: 1 (pass), 2 (major shortcomings), 3 (inadequate)

The Dissertation

The dissertation is a culminating research project requiring development of a proposal for the planned research and the conduct, analysis, and writing up of the research in accordance with the proposal. The proposal and dissertation represent key learning processes associated with doctoral study. The candidate works closely with a faculty advisor and committee in the design and completion of the research. A description of these processes follows:

Upon successful completion of coursework and the comprehensive examination, a recommendation for candidacy is forwarded to Graduate School by the student's program committee. The dissertation must be completed within four years following admission to candidacy.

After achieving candidacy, the student is responsible for assembling a doctoral dissertation committee of five qualified graduate faculty members and for requesting that one member serve as chairperson of the committee. Typically, a core committee of three is responsible for guidance through the proposal process with two additional members added after review of the proposal. A minimum of two of these five members must come from Higher Educational Leadership faculty at the University of Maine. Higher Educational Leadership students will typically have a Higher Educational Leadership faculty member serve as chair of this committee with at least one additional Higher Educational Leadership faculty member serving on the committee. The committee's purpose is to provide initial approval, ongoing advice, and final evaluation as the dissertation progresses. In this regard, the dissertation committee is composed of faculty members who can provide the best guidance to the student regarding her/his dissertation problem and the soundness and thoroughness of the research design to address it.

The dissertation involves focused study of a problem in the field of higher educational organization and leadership. Ordinarily, the research is structured to solve problems or produce knowledge with direct applicability to educational practice. Phase I involves the development of a research proposal and its oral presentation to the committee and others who may choose to attend in a formal defense. The proposal includes the definition of a significant research question, a description of its relevance to existing knowledge and theory, and a research design to address the question. The proposal is presented to the doctoral dissertation committee at a proposal hearing. The committee must accept the proposal and the COEHD Human Subjects Review Committee or University of Maine Institutional Review Board must provide appropriate approval before research is undertaken.

Dissertation Proposal Outline

The following suggested outline for a qualitative dissertation is modified from a document created by Kelly Ward at Washington State University. In addition, there are a number of helpful texts and guides providing comparable structures for describing what you want to know, what we already know, the specific questions on which you will focus, how you will address them, and why it matters. Resources are also available and updated on the Higher Education Programs FirstClass conference folder. Please consult with your advisor about specific requirements for your dissertation proposal.

- 1) Cover Page including Title, Name, Institutional Affiliation
- 2) Abstract – 100-200 word summary of what you plan to do
- 3) Table of Contents

4) Introduction to the Study (2-10 pages)

- a. How did you come to this study/topic?
- b. What is the problem?
- c. What is the purpose of the study? Why is it significant?
- d. What research questions are you investigating? (Often one overarching question with support questions.)
- e. What methodological framework are you using?
- f. What theoretical framework are you using?
- g. What methods are you using?
- h. What terms are you using that are not common knowledge and thus need definition?
- i. How is the proposal structured? (Provide a roadmap for readers)

5) Literature Review (10-20 pages)

- a. Introduction and description of how the literature review is organized.
- b. What have others said about the problem?
- c. What are the strengths and weaknesses of their arguments?
- d. What are the major areas of literature for consideration?
- e. What literature are you using and how does it tie to your theoretical framework?
- f. What holes/gaps still exist in the literature and how will your study address them?
- g. Given what you have said thus far, what is it that you are studying in relation to the literature?
- h. Restatement of the research questions.

6) Research Design and Methodology (10-12 pages)

- a. What are your research questions?
- b. What methodological framework are you working with to answer these questions and why?
- c. What theoretical frames are you using to address your research questions and why?

- d. How does your methodological framework relate to or enrich your theoretical framework?
 - e. What research design are you using (e.g., case study, ethnography, life history, survey, etc.) and why?
 - f. What methods (e.g., interviews, document analysis, survey) will you employ?
 - g. What sampling procedures will you use?
 - h. Who are the participants in the study?
 - i. What sites will be included in the study?
 - j. How will you collect your data?
 - k. How will you analyze your data?
 - l. Limitations to the study
- 7) Conclusion/Summary (1-2 pages) – “To reiterate ...”
- 8) References
- 9) Appendices
- a. Interview Protocol/Survey/Data Collection Instruments
 - b. Letters to potential participants and gatekeepers
 - c. [IRB Forms](#)

Thoughts on Writing and Defending a Dissertation Proposal

Development of the dissertation proposal is a significant, focused learning experience integrating prior learning with the guidance of several faculty members. A strong proposal is necessary to assure success in the research and writing that forms the dissertation. Our belief is that the proposal process can be fun, exciting, challenging, invigorating, scary, and confusing. It can induce insomnia, deep sleep, headaches, stomach aches, light-headedness, and multitudes of energy. Below are some brief thoughts that might help you understand the process from the perspective of the higher education faculty.

1. If you are working with any one of us, we will not go forward with your dissertation proposal to the committee, and in turn, to the defense, until we feel it is ready. If we are not ready, we will not approve the proposal meeting. If you feel you are not ready, we will not force the proposal meeting. At this level, we both need to be prepared to defend your work, albeit in different ways.
2. We suggest that you work with committee members throughout the process to the extent that you and they find that beneficial. Particularly nearing the oral defense, this is extremely important. We would advise you to (1) have conversations with all members throughout, (2) get a good draft that

has your advisor's approval to all committee members two months prior to the time you wish to defend as there will be revisions, (3) take the comments of the committee members and incorporate them into your document (or describe why you're choosing not to), and (4) then, with approval of your advisor and the Graduate School, distribute the draft that you plan to defend and (5) schedule an oral defense date.

3. Give committee members at least two weeks, preferably three, prior to your oral defense to read your proposal, and call them to see if they have additional comments during the few days before your defense. (This serves the function of knowing what to prepare for the defense, and reminding the person that your defense is coming up.)
4. Think about how you want the proposal hearing to go, and talk it over with your advisor. There are options. Do you want the conversation to focus around questions that you have? Do you simply want to hear all of their critiques and concerns? Are there key concerns that you have about potential problems in your research design? Traditionally, the student is less of a member in determining the structure of the meeting. This does not have to be the case, however. Please talk with your advisor about this as you approach your defense.
5. Basically, the traditional format is the following: (1) The student gives a presentation, lasting 15-20 minutes on her/his work. This presentation should not be read from notes, nor should it be the exact wording or structure of your proposal text. It should be interesting and engaging, generally relying on PowerPoint, and you should remember that all committee members have already read your proposal. (2) Many students don't get through their entire presentation, because questions are asked that deviate from the plan you set. If this happens, don't panic. You will not be judged on whether or not you get through the presentation that you planned. Oftentimes, this makes for a more interesting discussion. (3) See this proposal meeting as an intense focused discussion around the subject of your choice. Committee members are there to support you and make sure that they are ready to support your research in the field. (4) After the discussion, you will be asked to leave the room while the committee members discuss your proposal and presentation. This can take anywhere from 5-30 minutes. Don't panic either way! Length of discussion does not dictate nature of comments. (5) Your advisor will come and ask you to come back to the room to discuss committee member feedback. There will always be changes that the committee advises, or suggestions that they make, so expect them. Also, plan to talk with your advisor following the meeting to make sure that you were both hearing the same things. It is wise to ask for feedback in writing from your adviser, so that you have a record of a common understanding of what is expected of you.
6. Some overall advice: don't be defensive; ask for clarification to ensure understanding; listen for guidance from specific people and also for the synergy that develops between committee members; view this as an intense learning experience; have fun! The proposal meeting is all about you and your work. If you keep committee members involved all through the process, there should be no major surprises.
7. Celebrate!
8. Follow the plan that you have set out for yourself to put together a wonderful dissertation.

Dissertation Defense

The dissertation defense follows submission of the dissertation. An oral examination will be conducted by a faculty committee appointed by the Director of the Graduate School (normally, the doctoral dissertation committee). Its purpose will be to establish the candidate's research contributions as represented in the dissertation. Successful completion of this examination will lead to the conferral of the doctoral degree. A checklist summarizing benchmarks en route to attaining the doctoral degree is attached.

Students are urged to read and familiarize themselves with [Guidelines for Thesis and Dissertation Preparation](#) published by the Graduate School.

Higher Educational Leadership Doctoral Checklist

1. **Admission** Date _____
2. **Program Committee Established** Date _____
3. **Program of Study Approved** Date _____
4. **Coursework**
 - Professional Core (18 hours minimum)**
 - HED 676: Doctoral Seminar in HED Date _____
 - HED 677: Doctoral Seminar in HED Research Date _____
 - HED 650: The Social Context of Higher Education Date _____
 - HED 652: Dynamics of Change in Colleges & Universities Date _____
 - HED 654: Higher Education Policy and Politics Date _____

 - Choice of one:

HED 630: Higher Education & the Law OR Date _____
HED 580: History of Higher Education

 - Specialization Strand (18 hours minimum)** Date _____

 - Research Foundations (a, b, c and d or e)**
 - EDS 521: Statistical Methods in Education I Date _____
 - EDG 595: Educational Research Design Date _____
 - EDS 571: Qualitative Research Models and Methods Date _____
 - EDS 522: Statistical Methods in Education II Date _____
 - EDU 690: Advanced Qualitative Research Date _____
7. **Residency Fulfilled:** Dates _____ to _____
8. **Comprehensive Examinations Passed** (form to Grad School) Date _____
9. **Dissertation Committee Established** Date _____
10. **Admission to Candidacy** (form to Grad School) Date _____
11. **Approval of Doctoral Dissertation Proposal** (COEHD form) Date _____
12. **Dissertation: Proposal, research, writing (6+ credits)** Date _____
13. **Dissertation: Tentative Approval** (form to Grad School) Date _____
14. **Final Committee Approval** (form to Grad School) Date _____
15. **Dissertation Oral** (form to Grad School) Date _____

General Resources

Program Expectations for Students

Respectful Learning Environment

A central tenet of the Higher Education Program is a commitment to respect and inclusion regardless of race, gender and gender identity, sexual orientation, religion, disability, national origin, and socio-economic status. This commitment comes through every aspect of our program and in each of the courses we offer. Therefore we expect that students honor and respect one another inside and outside of the classroom. We expect students and faculty alike to conform to the [APA Guidelines for reducing bias in language](#). We highly encourage you to ask questions if you do not understand a particular concept or how to address a particular population. Respect of others is inclusive of others' ideas and opinions, even if we do not necessarily always agree with them. We ask that you keep an open mind in all situations and remember that an important part of the learning process is the growth that occurs in how we see what we are studying, each other, and ourselves.

Class Attendance

We expect students to be in attendance and prompt to each class meeting and to stay for the duration of the class. As the majority of the classes offered only meet once each week, class attendance is extremely important. If class attendance will be impossible in a given week please let the instructor know as soon as possible (ideally no later than 24 hours prior to the class) so that the class is not inconvenienced by unnecessary waiting. Any announcements regarding class changes (e.g., snow cancellations) will typically be e-mailed to students. Students are also advised to check with 581-SNOW if there is a question about the University of Maine being open in inclement weather.

Class Participation

We expect students to fully participate in each course. Participation means being present and prompt, but it also means being prepared to discuss the topic or concepts covered at each class. Such preparation includes completion of required readings and assignments, and any online assignments and listening as discussion proceeds. Thinking through any comments you desire to make in the class is important, asking yourself if the comment is on topic or related to the topic at hand, and to the preceding thread of discussion. Finally, an important part of communication is listening as well as speaking. Dominating the discussion does not allow others to voice their opinions and does not give you the opportunity to learn from your peers.

Program Expectations for Faculty

In our efforts to support your education, we commit to the following:

- 1) We commit to responding to you in a timely manner. During the normal semester, this means that we will normally respond to e-mail or phone correspondence within one week, and will provide feedback on your writing within two weeks.
- 2) We will provide meaningful and respectful feedback that is intended to help you develop your scholarly thinking and expression. If you would like to receive feedback in a way other than how we are providing it, please let us know.

- 3) We will remain conversant about our specialty areas within the field, and will be able to guide you to resources (including texts and people) within the larger field. As we cannot know everything, we will welcome your bringing new resources to our attention that are particularly helpful to you so that we may share them with other students.
- 4) We will respect the knowledge and experience that students bring to enrich the classroom setting.
- 5) We will work to remain current with technologies for teaching and learning to accommodate different learning styles and mechanisms of access and appreciate student suggestions and support in this exploration.
- 6) We will attempt to model what we teach: collaboration, ethics, respect for others, rigorous thinking, commitment to a linkage between theory and practice, and responsible communication.
- 7) We will work to achieve our commitment to inclusive classrooms.
- 8) We will listen to the experience of students in constantly reviewing and modifying the delivery of our courses.

Guidelines for Independent Study in Higher Education (HED 697)

Provides graduate students with an opportunity to increase professional competence through independent readings and research. Students plan individual projects to gain competencies in higher education. Once approved by advisor and independent study professor; consult with the Graduate Records Assistant in the College of Education and Human Development (Becky Libby) for a section to be set up.

Prerequisites & Notes : Permission. Credits: 1-6

Introduction

With the approval of faculty advisor, students may register for graduate credit ranging from 3 to 6 hours under the guidance of a faculty sponsor. Students use this vehicle to fill gaps in their program and to pursue topics of personal interest.

Purpose

The purpose of independent study is to:

- 1) Encourage in-depth study of problems germane to the field of study.
- 2) Develop independent research and/or problem solving skills.

Procedures

To assure quality in the efforts of students who pursue independent study, the following procedures should be used:

- 1) The student will discuss with the potential faculty sponsor the proposed area of study.
- 2) The student will then prepare a two to three page plan of study that addresses the following:
 - a. Purpose
 - b. Method
 - c. Timeline
 - d. Expected outcomes
 - e. Procedures to be used by faculty in evaluating the study
- 3) After reviewing the plan with the student, the faculty member may approve and agree to supervise the area of study. If the faculty member is not interested in supervising the proposed plan of study, the student should be notified immediately. All independent studies must be supervised by faculty members duly appointed in the College of Education.
- 4) After approval of the plan of study by the faculty sponsor, the student should register for HED697, Independent Study in Higher Education.

Additional Recommendations

- 5) Two copies of the plan of study should be filed with the graduate secretary in the Dean's Office, so that a record can be maintained, particularly when the awarding of credits is involved. One copy will be forwarded to student's advisor.**
- 6) Faculty should limit to a maximum of five the number of independent studies they agree to supervise in any one semester.

Internship Guidelines and Requirements

Mission and Objectives

The mission of professional preparation programs is to prepare persons for positions in student services and development programs in post-secondary education through graduate and in-service education and through research and consultation efforts. An internship is an on-the-job experience centered in a post-secondary education office or agency under the supervision of a higher education administrator and an experienced member of the graduate faculty. The internship experience should be a result of a cooperative relationship between the faculty of the program and staff members in various student affairs work settings.

Purpose of the Internship

- An internship in higher education involves an in-depth experience in a student affairs office of at least fifteen hours per week per semester. In certain situations, graduate assistantships or work situations may be used to meet this requirement when there is a specific, supervised project designed to function as a professional learning experience in addition to the usual assistantship or job responsibilities.
- Internships should provide students with experience in and understanding of various student affairs offices.
- The placement of the graduate student should be selected, when possible, to reflect the student's career goals.
- The field supervisor will be clearly identified and will be available for at least one hour per week for critiquing the student's performance and processing the student's experience.
- Faculty supervision or review will be seen as a complement to the field supervision.
- The internship should provide opportunities for self-evaluation by the intern and motivation for additional training.

Intern Requirements

- Complete at least one semester of graduate study in order to be eligible for an internship experience.
- Arrange an appropriate placement and work with the field supervisor to define the responsibilities or "job description" to be addressed in the internship. Submit the internship agreement with signatures of both intern and supervisor to the faculty supervisor prior to the internship semester.
- Establish a schedule that will complete the necessary clock hours on the job, to be arranged by mutual agreement between the intern and on-site supervisor (fifteen hours per week per semester).
- Participate as arranged in on-campus HED 690 seminars held approximately every two weeks for a group discussion with other internship members.

- Keep a daily log of internship activities and time spent. This should be submitted as the end of the course to the instructor.
- Submit a written "thought piece" or "reflection" prior to each on-campus seminar via FirstClass.
- Provide a final report/portfolio on the internship experience. A suggested outline is provided in the seminar syllabus.
- Follow the intern guidelines as indicated below.

Intern Guidelines

- Upon agreeing to the internship, the intern and supervisor will discuss and agree to the elements of the "job description" and expectations of the internship. **Those expectations will be summarized in writing by the supervisor and intern and filed with the faculty supervisor prior to beginning the internship.**
- Fill promptly all assignments by the supervising professional at the internship site and by the faculty supervisor.
- Notify the administrator and supervisor at assigned placement of any intended absences from duty,
- Discuss and conform to professional codes of appearance and behavior and established guidelines for each work setting.
- Follow the procedures at the placement site and the placement supervisor in regard to the protection of confidential materials.
- Assume responsibility for the safekeeping of office materials and related equipment.
- Make a tentative plan for each week's activities and have it approved by the supervising professional at the assigned placement.

Administrative Supervisor Guidelines

The supervising administrator commits to serving as a mentor to an aspiring professional for whom the placement is a key educational experience. Agreement to serve as an intern supervisor is a commitment to a key educational role in the student's graduate program. The role demands weekly attention in meetings with the intern, attention to the assignment and supervision of professional level responsibilities, and attention to regular feedback and communication. The experience typically provides valuable staff support for the office of placement and a rewarding professional experience for both the intern and the supervising professional.

- Prior to beginning the internship identify, with the intern, the expected responsibilities or job description. The job description should then be submitted to the faculty supervisor. While the placement should provide an exposure to the breadth of responsibilities associated with the office and

the professional role, the most successful internships usually include a clearly designated project or area of professional level responsibility for which the intern has primary responsibility.

- Introduce the intern to all office staff with whom the intern will have regular contact while on the job.
- Assure work space and arrangements for communications resources (e.g. phone and computer)
- Provide opportunities for the intern to observe staff meetings and other meetings that may be relevant to the intern's placement.
- Provide the intern with information concerning the policies and procedures of the assigned placement including expectations for confidentiality of information and communications as appropriate
- Assist the intern in developing a schedule of office duties that reflects the diversity of the placement site. Regularly revisit and modify the schedule with the intern over the course of the semester.
- Ensure that the intern has a tentative plan of action for each week on the job.
- Assist the intern in periodic self-evaluation by using materials provided by the University or other materials available to you in your office setting.
- Advise the faculty supervisor of any questions or problems that arise in connection with the program. One key faculty role is to help facilitate communication if the internship is not going as expected.
- At the conclusion of the internship and prior to the end of the campus' exam week, file a final evaluation with the faculty supervisor, which will be of assistance in determining the final grade and provide additional information for any requested reference letters.

Some Suggested Activities for Interns (Subject to Supervisor Approval)

Contingent upon the nature of the placement, student interns should have an opportunity to participate in the following activities:

1. Attend staff meetings.
2. Conduct interviews of office staff.
3. Observe and participate in student staff interviews.
4. Construct questionnaires.
5. Construct publications.
6. Administer, score and interpret standardized tests where appropriate.
7. Interview students.
8. Provide written summaries of interviews.

9. Help plan and deliver office services.
10. Read and summarize reports.
11. Plan and carry out independent projects.
12. Attend and conduct interviews.
13. Plan follow-up studies or methods of program evaluation.
14. Work cooperatively with staff members in conducting research.
15. Plan with staff in organizing elements of office operations.
16. Initiate referrals (with supervisor's approval).
17. Gain experience in the following areas, where appropriate: a. Organizational behavior; b. leadership; c. formal organizational theory; d. conflict resolution; e. needs analysis; f. The impact of college environments on students; g. attrition and retention; h. studies; i. counseling theory; j. theories of career development; k. career exploration techniques; l. history, philosophy and legal aspects; m. professional standards of higher education; n. professional ethics; o. problems and issues in higher education; p. problems and issues in student affairs functions; q. research design; r. beginning statistics; s. computer literacy; t. proposal writing; u. evaluation models and methodologies.

While this list is not all-inclusive, it should serve as a basis for developing opportunities for the intern's participation in the internship experience. The major goal of the internship is to permit the intern a first-hand, well-rounded experience in the area of higher education under the tutelage of a practiced professional.

Sample Forms

The following section includes samples of forms students might have occasion to use in the course of their graduate careers. The most up-to-date versions of these forms may be downloaded from the [Graduate School's webpage](#).

- 1) Request for On-Leave Status** – If you are a full-time graduate student you must maintain continuous enrollment throughout your program. Continuous enrollment means every graduate student admitted for full-time study is required to register each fall and spring semester for at least 6 credit hours except as noted in the General Policies and Regulations of the Graduate School. Full-time students must register each semester from the time of the first enrollment in the Graduate School until the completion of all requirements for the graduate degree, including filing the thesis or dissertation and passing the final oral examination.

If you are unable to maintain continuous enrollment, you may remain in good standing and return without reapplication by filling out, with your advisor, the Request for On-Leave Status form.

Note: A graduate student who has been admitted on a part-time basis is required to enroll and register at least once every 12 months from the time of first registration in the Graduate School until the completion of all requirements for the graduate degree. All students must also be registered in the semester in which they graduate.

- 2) Domestic Study Away Form** – If you wish to take a course at another institution to apply to your program, you must review the course, in advance, with your advisor, provide a course description and syllabus, if available, and complete the Domestic Study Away form. Return the completed form to Becky Libby after it is signed by your advisor. Submission of the transcript after completing the course is the final step in assuring the course credit is applied.

**University of Maine
Graduate School
5782 Winslow Hall, Room 2
Orono, ME 04469-5782
(207) 581-3217**

REQUEST FOR ON-LEAVE STATUS

Name ID# (Last
Name) (First Name) (MI)

Mailing Address

Location while On-Leave Department

Last Registered for Classes or Research at UM Semester 20

Admission Status: Full-time _____ Part-time _____

ACADEMIC YEAR STUDENTS

I wish to apply for On-Leave Status for Fall 20 _____ Spring 20 _____ Summer 20
(On-Leave semesters must be consecutive)

SUMMER SESSION-CONTINUING EDUCATION STUDENTS

I wish to apply for On-Leave status for Calendar Year 20 _____ - _____

(Calendar year in this case is defined as a twelve month period beginning with the registration for the fall semester of each University of Maine school year.)

REASON FOR ON-LEAVE (Give brief details):

I will be out of contact with the University Graduate Faculty and Facilities for the period indicated. In order to maintain my place in the Graduate School, I petition for approval of the above request. I have read carefully the regulations covering continuous enrollment given in the most recent issue of the Graduate School Catalog.

(Student Signature) (Date)

APPROVED _____
(Advisory Committee Chair or Graduate Coordinator) (Date)

(Graduate School) (Date)

INSTRUCTIONS

- (1) Read carefully the section on continuous enrollment in the [Graduate School Catalog](#).
- (2) Complete the information on the above petition.

- (3) Discuss your plans with your advisor or the chair of your advisory committee. Obtain your advisor's signature in the appropriate place above.
- (4) Bring or mail the completed form to the Graduate School, 2 Winslow Hall, Orono, ME 04469-5782.
- (5) ENCLOSE REQUIRED FEE OF \$5.00

FEE PAID _____ CHECK _____ CASH

**** SAMPLE COPY ****

DOMESTIC STUDY AWAY REGISTRATION

INSTRUCTIONS TO STUDENT: (Please complete a separate form for each semester you will be away)

1. Complete the *Student Information* section and obtain signature of the National Student Exchange Coordinator (if necessary).
2. Meet with your academic advisor to determine appropriate courses to be taken at the host campus. Don't forget to provide him/her with course descriptions. Make sure your advisor signs the form.
3. Submit form to the Academic Dean of your College or Graduate School for review.
4. If you receive financial assistance (including scholarships and tuition waivers), meet with a Financial Aid Advisor and have him/her sign the form.
5. **Submit completed form with all signatures to the Office of Student Records in Wingate Hall.**
6. **Before leaving host campus, request an official transcript to be sent to the University of Maine.**

STUDENT INFORMATION (Please print clearly in blue or black ink)

Name: _____

Student ID#: _____

Class Level: FY SO JR SR GRAD

Major: _____ Minor: _____

Anticipated graduation date: _____

Local Address: _____

Local Phone: _____

Address to which UMaine information can be sent while you are away:

Student Signature

Date

Away Registration requested for (check one)

Within UMaine System

National Student Exchange Program (NSE)

Other U.S. College or University

Which institution will you be attending? _____

_____ Campus: _____

Period you will be away (check one): Acad. Yr. 20__ - 20__

Fall 20__ Spring 20__ Summer 20__

Date program begins: _____ Date program ends: _____

Are you currently registered at UMaine for the semester(s) you plan to be away? Yes* No

* If yes, do you want the Office of Student Records to cancel your registration?

YES

NO - I plan to take courses both at UMaine and at the away institution.

UNSURE - I will notify Student Records once my plans have been confirmed.

Approval of NSE Program Coordinator (if applicable) _____

Office of Student Records only:
The student named below has officially registered as an AWAY student for:

Fall Semester _____
Signed _____ Date _____

Spring Semester _____
Signed _____ Date _____

Summer Semester _____
Signed _____ Date _____

AWAY Paid

AWAY Reg.

Semester returning: _____
Date _____

Copies retained by: Student
NSE Advisor (if applicable)
Dean's Office or Grad School
Financial Aid
Student Records

NSE Plan A

NSE Plan B

(Continued on Reverse)

PRIOR APPROVAL OF COURSES – PLEASE ATTACH COURSE DESCRIPTIONS

- You must be in good academic standing to be granted permission to take an Away Leave.
- Make sure that courses listed do not duplicate any courses already taken for degree credit at UMaine. **NO COURSE REPEATS.**
- Only courses passed with a grade equivalent to a C- or higher will transfer for degree credit; however, all passing grades will be accepted for course work taken through the University of Maine System and the National Student Exchange Program. A solid “C” is required for ENG 101. Quality points and grades earned do not transfer.
- **Obtain permission from your Major department to take courses in the Major.**

NOTE: Advisors/Chairs with questions about credit equivalencies may contact the Office of Student Records for assistance in making these determinations.

***** ATTACH COURSE DESCRIPTIONS *****

To be completed by student:

To be completed by Major Department or College

Courses to be Taken Away

Dept & Course #	Course Title	Sem. Hrs.	Qtr. Hrs.	Course Equivalency At UMaine	UMaine Credit

By signing below, the student’s Academic Advisor (or Department Chair) and the Dean certify that the courses listed above are eligible for transfer to the University of Maine. It is the student’s responsibility to ascertain that these courses meet UMaine degree requirements.

1.) Advisor/Chairperson Signature: _____ Date: _____

2.) Academic Dean/Graduate School Signature: _____ Date: _____

Comments:

FINANCIAL AID NOTIFICATION

Will you apply for and/or receive financial assistance including scholarships and tuition waivers) for your study away expenses?

YES - You must meet with a Financial Aid Advisor in Wingate Hall

NO

Office at Away Campus to which funds should be sent:

Address:

Where will you live while you are away?

On campus

Off campus

At home or with family

Unless a standing Consortium Agreement already exists, a Contractual Agreement will be initiated and forwarded to the host institution. UMaine must receive this agreement, and official enrollment verification **before** financial aid will be released. NOTE: The Office of Student Financial Aid will verify enrollment for students enrolled in the University of Maine System. Financial Aid

Advisor Signature: _____ Date: _____

Comments:

February 2005

Good Scholarly Writing

Academic writing considered of high quality advances existing knowledge and exhibits the following content and form characteristics:

Content

- Synthesizes what is already known (i.e., extant literature).
- Evaluates the current base of knowledge as to a) its relevancy to question under study; b) methods used to draw conclusions; c) gaps or unexplored areas; and, d) its significance in advancing theory/practice
- Achieves an appropriate balance of a) description, b) synthesis, and c) analysis or evaluation. Ordinarily, descriptive narratives of literature or another researcher's work should be kept brief and to the point unless there is justifiable reason to go into detail.
- Arguments and conclusions are supported with appropriately cited evidence from the literature. Cited evidence is important in linking the ideas of the writer to the existing base of knowledge. Such a linkage is critical in defining quality research and writing in a field.
- After reading the work, the reader should be clear on its contribution, and why the topic is an important one to study.
- Arguments made are compelling.
- How does this piece of work, or the topic of the work, influence larger contexts? For example, if the topic is an analysis of a particular phenomenon, how might this analysis make a contribution to our understanding of the phenomenon in similar contexts?

Form

- The writer's point of view, and the fact that she has one, should be evident to the reader. If the writer is absent a point of view then it should be made clear in the narrative why such is the case, the dilemma, conflicting evidence, etc.
- Lays out up front the purpose of the piece and how the writer intends to go about conveying it. The question is *What is the expository framework to be used by the writer?* Without such a framework, the piece risks rambling from one subtopic to another with no meaningful connection between them. This confuses readers and makes any argument less compelling.
- Uses headings to guide the reader. Headings can be used also as an expression of the writer's expository framework as set forth in the introduction.
- Adheres to [APA style](#).
- Is edited before submittal to catch grammar, spelling, and punctuation errors.

Writing Resources

- University of Wisconsin Writing Center: <http://www.wisc.edu/writing/Handbook/index.html>
- Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
- Critical Reading and Writing: <http://www.criticalreading.com/>
- UMaine Writing Center: <http://www.umaine.edu/wcenter/>

Frequently Asked Questions

What about graduate assistantships?

Many higher education students serve as graduate assistants in various student affairs and administrative offices on the campus. Students may seek further information and apply directly to the office in which the assistantship resides. The Higher Education faculty can provide a list of programs in which our students have previously served with contact information for the various offices.

What is SDA?

The Student Development Association is the student organization for graduate students in Student Development at UMaine. The SDA provides monthly meetings, social events, philanthropy, and professional development opportunities for the graduate students in the Higher Education program and to link students with professionals in the field. Please check the FirstClass folder for more information on upcoming meetings and events.

What is FirstClass?

FirstClass is UMaine's intranet system providing easy communication among individuals, classes, and groups across campus. New students receive access to FirstClass accounts upon admission. We encourage you to activate the account to facilitate communication, including access to Conferences like "Higher Ed Programs," "SDA," and "GSG."

Are there opportunities for students to get involved in local and national associations?

We highly encourage students to get involved in campus, local, and national professional associations. Involvement at the graduate level is a very important part of the preparation for the professional role as well as a great opportunity to network and meet new friends and colleagues. The SDA (see above) and the [Graduate Student Government](#) (GSG) on campus are great outlets for involvement. Regionally, [MASAP](#) (Maine Association of Student Affairs Practitioners) is very active and both [NASPA](#) (National Association of Student Personnel Administrators) and [ACPA](#) (College Student Educators International) and their local affiliates are also popular choices for involvement. [ASHE](#) (Association for the Study of Higher Education), [AERA](#) (American Educational Research Association), and other national organizations are also popular opportunities for involvement. Check with other professionals in your area to see about other organizations in which you should become involved.

What other sources of financial aid are available?

You should check out the [Office of Student Financial Aid's](#) website for more information on financial aid including scholarships, work study, grants, loans, and other local sources of funding. Also make sure to check out the Higher Education folder on FirstClass as we will often post information we receive on funding opportunities for students. Students can also view the [Graduate School's webpage](#) on financial aid and the COEHD page for the [Graduate Affairs Committee](#), which lists some additional funding sources for COEHD students.

Will I pursue my research as an isolated scholar?

No, a key role of coursework and related activities is to build a web of colleagues among classmates and faculty with whom to share ideas and efforts as you proceed in the program.

Where can I find other information about the program and what is going on?

Please make it a habit to regularly visit the FirstClass folder for the HED programs. In these folders you will find up-to-date information about the program, assistantship opportunities, professional development events, and more.