



**Higher Education Programs
Doctoral Student Handbook
2020-2021**

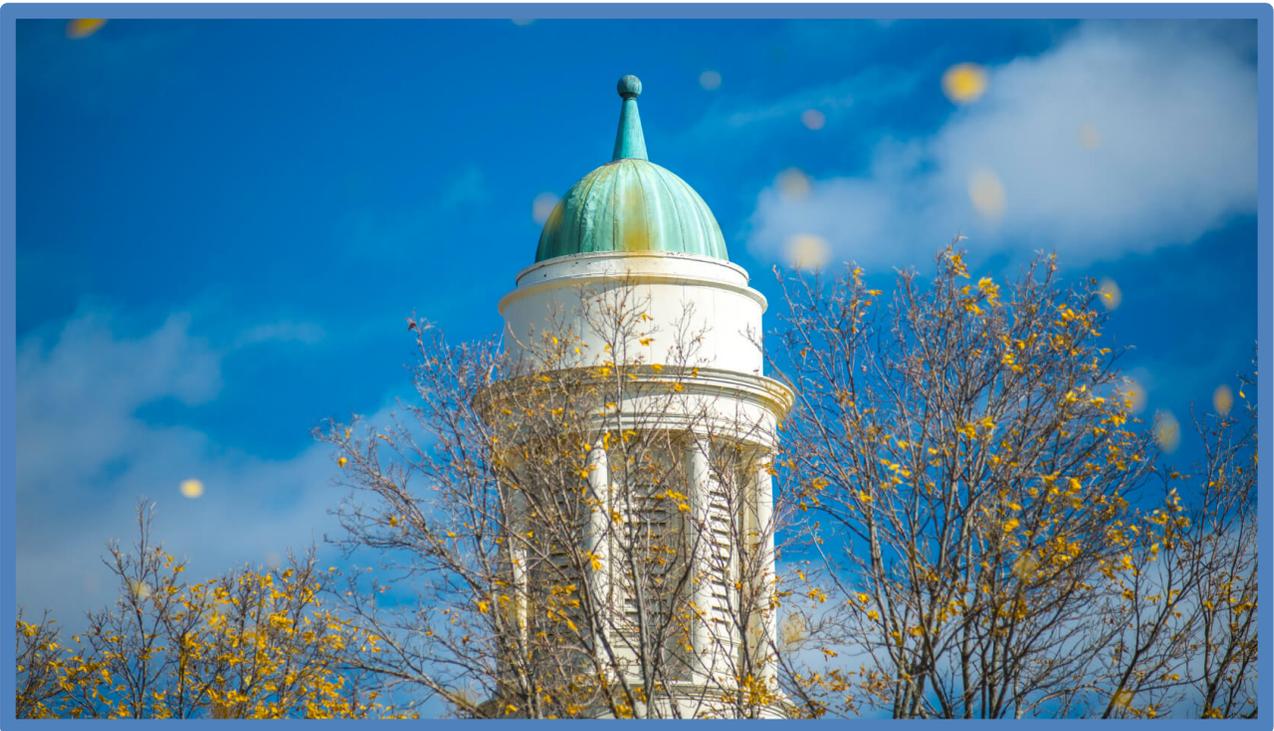
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Mission

The Higher Education (HED) graduate programs include the doctoral degree in Higher Education, 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 Contact Information

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Katie is the Student Success Manager in the Grad School and can help with many Grad School-related questions

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Jo-Ellen will help with course registration, forms, and all College-related graduate issues

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Doctoral Degree Program Overview



Program Overview

The doctoral program in Higher Education 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 Education 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

Education Specialist Degree (Ed.S.):

The Ed.S. degree provides a cohesive program of professional development beyond the master's level for educational specialists. The student and advisor have the responsibility for planning a program of study leading to the Ed.S. degree. A minimum of 30 semester hours of work beyond the master's level is required to earn the Ed.S. Candidates must complete a minimum of 12 semester hours in professional education coursework at the 500- and/or 600-level at the University of Maine. All work for the Ed.S. must be completed within a six-year period. A master's degree in the Ed.S. subject matter is required for admission to the program and a 3.5 GPA in prior coursework is preferred. The program will typically include a concentration of courses in the student's area of interest and at least two research courses.

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 Education 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 they 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 **three** of these five members must come from Higher Education faculty at the University of Maine with a Higher Education 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 Education will assist in locating and clarifying regulations, if needed. The Graduate Records Administrative Assistant in Shibles Hall, [Jo-Ellen Carr](#), is also an important resource 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 Education is dictated by three goals:

1. To develop a comprehensive background. Within Higher Education and related foundations, this will be met with the Higher Education 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 Education 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 for the Ed.D. and a minimum of 15 credits for the Ph.D. 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, as well as a 1 credit Responsible Conduct of Research course. The College, as well, strongly recommends at least one additional research course germane to the student's professional interests and research needs. The following courses (or their equivalents) meet the research foundation requirement (at least one additional research course is strongly recommended):

EHD 575	Educational Research
EHD 573	Statistical Methods in Education
EHD 574	Advanced Statistical Methods in Education
EHD 571	Qualitative Research: Theory, Design, and Practice
EHD 572	Advanced Qualitative Research
INT 601	Responsible Conduct of 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 Education concentration will be required to meet the following professional core requirements:

HED 676	Doctoral Seminar in Higher Education
HED 677	Doctoral Seminar in Research in Higher Education
HED 650	Social Context of Higher Education
HED 654	Higher Education Policy and Politics
HED 630	Higher Education and the Law
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 Education, as well as other colleges. Only courses at the 400-level or above can be counted.

Dissertation Credits

Students include in their Programs of Study a minimum of 5 credits for dissertation research and writing (EHD 699 Graduate Thesis).

Students enrolled in thesis hours must also attend doctoral student meetings held each semester.

Sample Program

<u>Curriculum Category</u>	<u>Graduate Credits</u>
Transferable master's credits	45
Research Foundations	12-15
HED Doctoral Core	18
Specialization	18
Responsible Conduct of Research	1
<u>Dissertation</u>	5
<hr/>	
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 advance approval of the course from their advisor. If the course is offered by another campus of the University of Maine System, the student should complete a [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 their 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.



Higher Education Program of Study and Research for the Doctoral Degree

In order to continue to register for graduate courses, this program must be submitted by completion of 12 credit hours or by the third registration, whichever comes first.

Name _____
(Last Name) (First Name) (ID#)

Email _____ Phone _____

Current Mailing Address _____

Degree Sought (check one): Ph.D. Doctor of Philosophy **OR** Ed.D. Doctor of Education
 Field of Study: Higher Education

Date _____ Student Signature _____

Course Work

Number	Course Name	Credits	Date Taken	Grade
Professional Core Courses (minimum 18 credits)				
HED 676	Doctoral Seminar in HED	3	_____	_____
HED 677	Doctoral Seminar in HED Research	3	_____	_____
HED 654	HE Policy and Politics	3	_____	_____
HED 650	Social Context of HE	3	_____	_____
HED 630	Higher Education & the Law	3	_____	_____
HED 580	History of Higher Education	3	_____	_____
Research Foundations (minimum 12-15 credits)				
*EHD 573	Statistical Methods in Education	3	_____	_____
*EHD 575	Educational Research	3	_____	_____
*EHD 571	Qualitative Research	3	_____	_____
*EHD 574	Adv. Statistical Methods in Education	3	_____	_____
*EHD 572	Advanced Qualitative Research	3	_____	_____
EHD 520	Educational Assessment	3	_____	_____
(*required for PhD)				
Specialization (minimum 18 credits – only 400-level courses or higher can be used)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

*INT 601	Responsible Conduct of Research	1		
Dissertation (minimum 5 credits)				
EHD 699	Graduate Thesis	5		

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: Comprehensive exams required for advancement to candidacy

Responsible Conduct for Research Requirement Met: Yes No N/A

Human Subjects Review Committee Approval: Yes No N/A

Dissertation Topic:

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

**Advisory Committee
(Please type or print)**

Signatures (electronic accepted)

Chair	
Graduate Coordinator (required)	

Changes in this program may be made by filing a [*Change in Program of Study form*](#) from the Graduate School. It is the student's responsibility to obtain approval of major changes in their course of study at the time such changes are made. If you have questions call 581-3221. Requests for all committee changes should be sent via email from current advisor to Debbi Clements at debbi.clements@maine.edu

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 four 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.

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.

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 Education have taken from one to three weeks to complete the exam. Some 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.

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 90 minutes. 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

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

Criteria	1-3	Comments
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		

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 three of these five members must come from Higher Education faculty at the University of Maine. Higher Education students will typically have a Higher Education faculty member serve as chair of this committee with at least one additional Higher Education 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 their 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 education. Ordinarily, the research is structured to solve problems or produce knowledge with direct applicability to educational practice. 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 meeting. The committee must accept the proposal and the University of Maine Institutional Review Board must provide appropriate approval before research is undertaken, as applicable.

Dissertation Proposal Outline

The following suggested outline for a qualitative dissertation is modified from a document created by Kelly Ward at Washington State University. 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. 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) Give committee members at least two weeks, preferably three, prior to your meeting to read your proposal, and your advisor will typically email 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 meeting, and reminding the person that your defense is coming up.)
- 3) 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 meeting.
- 4) Basically, the traditional format is the following:
 - (1) The student gives a presentation, lasting 15-20 minutes on their work. This presentation should not be read from notes, nor should it be the exact wording or structure of your proposal text (remember: your committee has already read the proposal!). It should be interesting and engaging, generally relying on slides.
 - (2) After the presentation, your advisor will facilitate the conversation by the committee, with questions directed to you about your proposal and your presentation. It may be that you brought up new points in your presentation or committee members saw new points in others' questions. This is part of the interesting engagement that can happen at a proposal meeting! Your advisor will take great notes for you so you can focus on the conversation.

(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 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 and review the written notes that your advisor took during the discussion.

- 5) 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.
- 6) Celebrate!
- 7) 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 (which is a fancy way of saying a meeting) will follow the submission of your dissertation to your committee, prior to graduation. 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.

Doctoral Thesis Credit Registration

Higher Education Program
College of Education and Human Development
University of Maine

Date: _____

Student Name: _____

Student ID#: _____ **Semester:** _____

Number of **EHD 699** credits: _____

In the space below, please indicate the goals you intend to meet in the semester of enrollment and a timeline for this progress. Keep in mind that 1 credit requires at least 5 hours of work per week. You will receive a grade based on the progress toward the goals you indicate below.

Semester plan with goals and timeline for completion:

Signature of Student: _____

Signature Chair: _____

Higher Education 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 654: Higher Education Policy and Politics Date _____
- HED 630: Higher Education & the Law Date _____
- HED 580: History of Higher Education Date _____

Specialization Strand (18 hours minimum) Date _____

Research Foundations

- EHD 573: Statistical Methods in Education I Date _____
- EHD 575: Educational Research Design Date _____
- EHD 571: Qualitative Research: Theory, Design & Practice Date _____
- EHD 574: Statistical Methods in Education II Date _____
- EHD 572: Advanced Qualitative Research Date _____
- INT 601: Responsible Conduct of Research Date _____

7. **Residency Fulfilled:** Dates _____ to _____
8. **Comprehensive Examinations Passed** ([Form](#) to Grad School) Date _____
9. **Dissertation Committee Established** Date _____
10. **Approval of Doctoral Dissertation Proposal** (COEHD form) Date _____
11. **Dissertation: Proposal, research, writing (6+ credits)** Date _____
12. **Dissertation: Tentative Approval** ([Form](#) for Committee) Date _____
13. **Final Committee Approval** ([Complete 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.

Academic Integrity

Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of the University of Maine System Student Conduct Code. It is your responsibility to become familiar with and abide by the University's policy on academic integrity, which prohibits plagiarism, falsification of information, deception and misrepresentation of information. For more information, please see: <https://umaine.edu/studentlife/jad/academic-honesty-and-dishonesty/>

Professionalism

At all times, as a student in the Higher Education program, as well as any roles you may hold within other campus affiliations (assistantships, internships, etc.), you represent the University of Maine as a whole. As such, you must constantly be mindful of your topics of discussion, surroundings, and behavior. Your relationships with other students, professionals, and any other stakeholders are dependent on your professional dispositions, or, the values and behaviors you exhibit not just as a student, but at all times.

The Higher Education program is responsible for ensuring that its graduates demonstrate professional and ethical behavior, including:

- Displaying care and trustworthiness
- Communicating professionally, respectfully, and effectively
- Displaying respect for diversity as an essential curricular component
- Demonstrating that important academic learning can be promoted through group work
- Demonstrating the ability to respond to individual differences
- Demonstrating the importance of adaptability and innovativeness
- Contributing to the broad university community
- Demonstrating professional responsibility and growth

Please refer to the [ACPA Statement of Ethical Principles & Standards](#) if you have any questions or concerns.

Inclusive Language Policy

The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be. Accordingly, all University communications, whether delivered orally or in writing, shall be free of sexist language. Guidelines of the American

Psychological Association on the use of non-sexist and inclusive language provide direction and are recommended because they are brief and list examples, but others may also be used. <https://umaine.edu/studentlife/student-handbook/> (for full policy).



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.

Independent Study/Directed Reading Course Guidelines

Generally, independent studies range from one to six credits. The number of credits is determined by the amount of work to be completed and should be comparable to that of a classroom course.

The number of credits also determines the meeting hours. While the days and times of the student's meetings with the instructor are "to be arranged," instructors and students meet for a minimum number of hours per semester.

The general rule of thumb at the University of Maine is that 1 credit hour is the equivalent of in-class meetings of 50 minutes per week. In other words:

- For a 4-credit independent study, the minimum number of contact hours per week would be 200 minutes or about 3 hours and 20 minutes per week.
- For a 3-credit independent study, the minimum number of contact hours is 150 minutes or 2 hours and 30 minutes per week.
- For a 2-credit independent study, the minimum number of contact hours is 100 minutes or about 1 hour and 40 minutes per week.

In arranging contact hours, instructors and students may choose to meet at their discretion as long as the equivalent contact hours are met. For example, for a 1-credit independent study, instructors and students could meet every week for about an hour, every other week for two hours, or less frequently, if appropriate, as long as they meet for a minimum number of hours over the course of the semester.

As in any other course, the student should come prepared for these meetings by completing readings and written work on time.

In order to register for the Independent Study, the student and instructor should cooperatively complete the [Independent Study Registration Form](#), which will include an overview of the following:

- Proposed number of credits
- A statement of expectations and requirements
- Method(s) to determine progress
- A timeline for completion
- A schedule of meetings equaling the total number of required contact hours
- Signatures of the student and the instructor agreeing to these requirements

Registration forms should be reviewed and signed by the School Director then forwarded to [Jo-Ellen Carr](#) in Graduate Records.

**SAMPLE
Independent Study Registration Form**

Student Name Sarah Goodstudent

Student ID XXXXXX Email goodstudent@maine.edu

Instructor Name Dr. D. Brown

Title of Independent Study The Glass Ceiling

(No more than 30 characters in the title)

Number of Credits to be Earned 1 Semester/Year _____

Study Overview:

The purpose of this independent study is for the student to gain an understanding of the “glass ceiling” phenomenon and to explore its causes and effects through a review of the literature. The study will begin with a broad, conceptual unit covering the underlying psychological process involved in creating a culture where the glass ceiling can occur. After this, the focus will narrow to an examination of the prevalence of the glass ceiling, its causes, and its consequences to individuals and organizations. Finally, the student will draw conclusions and make recommendations regarding the issue. The student will earn 3 credits for this work.

Goals:

Three specific goals will be emphasized in the literature review:

1. To learn about psychological processes involved, including stereotyping, norms, gender role development, and prejudice.
2. To gain understanding of the glass ceiling effect by examining the literature regarding causes and effects of, and solutions to, the glass ceiling effect.
3. To explore applications of the above material to the “real world.”

Assignments:

The table below delineates activities and evaluation modes associated with the above goals.

Goal	Activity	Product/Evaluation
1. Learn about psychological processes	Read four chapters selected by the instructor	Multiple choice exam

2. Understand the glass ceiling effect	Conduct literature search; select, read, and annotate 8-12 articles	Annotated bibliography
3. Explore applications	Conduct interview and write literature review	Final paper

Requirements and Grading:

The student's performance will be evaluated based on the following:

1. **Multiple Choice Exam (1/3 of grade)** – after reading the chapters below, the student will complete an objective examination on the material. Readings include the following four chapters:

Forsyth, D. (1995). *Our Social World*. Pacific Grove, CA: Brooks/Cole – pp. 233-271

Matlin, M. (1993). *The Psychology of Women*. Fort Worth, TX: Harcourt Brace – pp. 152-191 and 233-283

Santrock, J. W. (1995). *Psychology*. Dubuque, IA: Brown Publishers – pp. GG3-GG27

2. **Annotated Bibliography (1/3 of grade)** – the student will conduct a literature review of education and psychology journals in order to identify 8-12 articles that comprehensively cover these topics: description of the glass ceiling, research regarding its prevalence, discussion of the causes, discussion of effects on both individuals and organizations, and suggested resolutions.

The student should present the list of selected readings to the instructor for approval prior to beginning reading. The student will read the articles and write an annotated bibliography consisting of 1-2 pages (double spaced, typed) per article. The page should include the citation, a brief summary of the article, and a critique. Bibliographic entries should also make reference to other articles in the series and to the "big picture."

3. **Final Paper (1/3 of grade)** – after the research, the student will interview an individual woman who has encountered the glass ceiling. The goal of this paper will be to relate a real person's experience to what the student has read. The paper written after the interview should integrate the academic material with the real-life experience. Second, the student should also use the paper as an opportunity to draw personal conclusions regarding the glass ceiling and make recommendations for the future.

Timeline:

Week	Assignment	Total Meeting Hours
September 1-7, 2014	Read first chapter Meet with instructor to discuss	1
September 8-15, 2014	Read second chapter Meet with instructor to discuss	1
September 16-23, 2014	Read third chapter Meet with instructor to discuss	1
September 24-30, 2014	Read fourth chapter Meet with instructor to discuss	1
October 1-7, 2014	Identify 8-12 articles Meet with instructor to discuss	1
October 15-31, 2014	Write annotated bibliography Meet with instructor to discuss progress and review draft	2
November 1-7, 2014	Identify potential interviewee Meet with instructor to discuss	1
November 8-15, 2014	Conduct interview and write up Meet with instructor to discuss	1
November 16-30, 2014	Begin writing final paper Meet weekly with instructor to discuss progress and review draft	2
December 1-8, 2014	Complete final paper Meet with instructor to review final	1
Total Number of Contact Hours with Instructor:		12

The signatures below indicate agreement to the above.

Student

Date

Instructor

Date

Advisor

Date

School Director

Date

Independent Study / Directed Reading Registration Form

Student Name _____

Student ID _____ Email _____

Instructor Name _____

Course Number: HED 697

Title of Study _____

(No more than 30 characters in the title)

Number of Credits to be Earned _____ Semester/Year _____

Study Overview:

Goals:

Assignments:

The table below delineates activities and evaluation modes associated with the above goals.

Goal	Activity	Product/Evaluation

Requirements and Grading:

The student's performance will be evaluated based on the following:

Timeline:

Week	Assignment	Total Meeting Hours
Total Number of Contact Hours with Instructor:		

The signatures below indicate agreement to the above.

Student

Date

Instructor

Date

Advisor

Date

School Director

Date

Internship Guidelines and Requirements

Purpose of the Internship

- An internship in higher education involves an in-depth experience in an office or with a program. For 3 credits, students are expected to work an average of fifteen hours per week for a semester for a total of 225 hours. 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 a particular office, program, or type of student services or research related to student services (e.g., student activities, career planning, student conduct, academic advising, new student orientation, athletics).
- 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 (15 hours per week per semester).

- Participate as arranged in HED 690 seminars held approximately every two weeks for a group discussion with other internship members or online via Brightspace.
- Keep a daily log of internship activities and time spent. This should be submitted at the end of the course to the instructor.
- Submit a written "thought piece" or "reflection" prior to each on-campus seminar via Brightspace.
- 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 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.

Important Forms

The following section includes links to forms students might have occasion to use in the course of their graduate careers and explanations of their uses. Students should also regularly visit the [Graduate School's webpage](#) to stay up-to-date on newly released information and forms that might be required.

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 [Jo-Ellen Carr](#) 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.

Good Scholarly Writing

High quality academic writing 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 contribute 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: <https://writing.wisc.edu/>
- Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
- UMaine Writing Center: <http://www.umaine.edu/wcenter/>



Academic Policies

Adding/Dropping Courses

University policy generally rules out adding any course after the first week of classes during the regular semester or after one day in summer session.

Drop actions (without academic penalty) will be accepted on the signature of the student's advisor during the first five weeks in a regular semester or the equivalent in a summer session; and thereafter, "Drops" will be considered by the Graduate School and only after consultation with the advisor.

Credit Load for GAs

Students holding graduate assistantships are normally considered to be employed on a half-time basis and are limited to twelve (12) hours of total credit per semester.

Full-time/Part-time Student Status

Graduate students admitted as full-time students must maintain full-time continuous enrollment.

Full-time continuous enrollment for a graduate student is defined to be registration for six (6) or more degree hours per semester and/or registration for at least one credit hour in the Summer Session. Part-time enrollment is defined as registration for fewer than six (6) hours per term. Part-time students must register at least once per year to maintain continuous enrollment, but do not have access to library and other campus resources unless registered each term. The Office of Student Aid defines full-time/part-time status for aid eligibility exclusively by credit load per term.

Doctoral students who have been admitted to candidacy and students in their final semester of study may maintain full-time enrollment status by registering for a minimum of one (1) thesis credit during the Fall and Spring semesters.

Time Limit for Completion of Requirements

All work for a doctoral degree must be completed within four (4) years of admission to candidacy. Students must be admitted to candidacy within four (4) years of registration for the first work presented for satisfaction of degree requirements.

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.

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. Both [NASPA](#) and [ACPA](#) 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. 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.