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Rebecca Woodland ................. 259 Hills S, 5-1100, rebecca.woodland@educ.umass.edu
INTRODUCTION

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

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

This handbook is intended to clearly lay out program requirements, resources and other information to assist you throughout your graduate program. If you have any questions, please consult with your academic adviser.

INFORMATION FOR NEWCOMERS AND WEB SITES OF INTEREST

Fortunately, in this age of technology, many web sites have been developed with most of the information you will need to get adjusted at UMass. These web sites will enable you to do the check list on the next page.

- UMass web site (http://www.umass.edu),
- UMass Graduate School (http://www.umass.edu/gradschool/)
- UMass School of Education web site (http://www.umass.edu/education/)
- UMass Student Life web site (http://www.umass.edu/studentlife/)

The Graduate School web site has several important links which provide vital information on the policies, procedures, and deadlines of the Graduate School as well as information on graduate student services. On the Graduate School home page, if you click on the “current student” link, you will see many other helpful links with several important .pdf documents, one of which is a page specifically for new students (the new student checklist). Much of the new student checklist has been reproduced below. You should check out this site as soon as possible to learn about such things as obtaining your university ID card (UCard) and your email account.
New Student Checklist

__Obtain UCard (Student ID) from 168 Whitmore Administration Building

__Activate OIT account (for email, library access and more!)

__Open a bank account

__Activate and register for classes through SPIRE

__Check out area attractions

__For information regarding on- and off-campus housing, contact UMass Housing, and local newspapers such as the Daily Hampshire Gazette

__Pay tuition bill

__Apply for parking permit

__Learn free transit system

__Buy textbooks

__Attend orientation (dept. orientation, and Human Resources orientation for assistantship)

__Explore child care options

__Explore local schools in Amherst/Northampton

__Explore new area Amherst and Northampton

__Research Graduate Financial Aid Opportunities

__Apply for Assistantships

__Learn about health insurance plan

__Take a tour of the library facilities

__Get involved in a Graduate Student Organization

__Get to know the UMass-Amherst Campus

__Learn about the Graduate Student Employee Union (GEO) and the Contract

__Visit Center of Teaching for those interested in improving teaching skills

__For international students or those students looking to go abroad, visit the International Programs Office

The UMass Student Life web site also has considerable information about student life on campus, including links to parking services (http://parking.umass.edu/) and the regional free public transportation system, UMass Transit (http://www.umass.edu/campus_services/transit/index.html).

The School of Education’s web site (http://www.umass.edu/education/) also has information related to being a graduate student in the School and the Education Policy, Research, and Administration Department (EPRA). EPRA has its own web site (http://www.umass.edu/education/academics/epra/) which includes profiles of faculty members.
HIGHER EDUCATION MASTER’S PROGRAM ACADEMIC REQUIREMENTS

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

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

Grading

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

Practicum

A minimum of 120 hours of approved practicum experience is required and provides an opportunity for you to obtain more experience-based learning related to higher education. You are required to locate your own practicum site, you should work closely with your academic advisers during this process. The practicum is typically undertaken in the summer followed by enrollment in a reflection course taken in the fall. A practicum handbook, which is distributed to students in Master’s Seminar II, describes the process in more detail. Students who have had at least five years of full-time professional experience in higher education may request to waive the 120 hours of practicum experience (but not the course). The waiver request will take the form of a one-page statement in which the student will provide a description of the prior professional experience. This statement will be submitted to the student’s adviser who will present the request to the faculty.

Independent Studies

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

Integrative Seminar

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

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

Higher Education Competencies

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

1. **History** – knowledge of key events, developments, and trends that have shaped American higher education over time and an understanding of how such events, developments and trends relate to current realities and future possibilities for higher education. Some of the important trends include the changes in and development of the curriculum, the evolution of different types of institutions, changes in the various roles of stakeholders, and the changing role of the student affairs profession.

2. **Administrative Management/Leadership** – knowledge and ability to use skills necessary for establishing, prioritizing and achieving organizational goals; knowledge about the ways in which economic resources are developed and used by higher education systems, institutions, groups, and individuals; knowledge about the impact of emerging technologies in the classroom, in administration, and in social networking; an understanding of the ways in which enduring intentional change and development can be cultivated as a means for transforming higher education policy and practice. Students will learn the principles and practices of effective management in higher education, and they will study the transformation that has taken place in the definition of leadership and how this will help them to become better administrators and leaders.

3. **Law and Ethics** – knowledge of fundamental legal structures, concepts and issues as they relate to American higher education; knowledge of ethical principles of practice within academics and administration. Some of the issues surrounding higher education include affirmative action, speech codes, privatization, academic freedom, sexual harassment, FERPA etc. Students also will explore the basics of legal research and case analysis.
4. **Student Learning and Development** – an understanding of how postsecondary education impacts student learning and development. Students will be exposed to different student development theories including, psychosocial, cognitive-structural, typology, and college impact theories, and how these theories can be used to enhance the role of an administrator. Also, students will study current trends in pedagogy.

5. **Research Methods** – an understanding of the range of qualitative and quantitative methods and designs used to increase knowledge about educational practice and policy in higher education. Students will learn about research design and when it is appropriate to use qualitative or quantitative, along with the strengths and weaknesses of each of these methods.

6. **Academic Affairs** – an understanding of the academic side of higher education including the evolution and history of the academic profession, stages of the academic career, faculty roles and rewards, academic culture, the process of teaching and curriculum development, research and outreach, faculty professional development, academic advising, and pedagogical issues (including critical theory).

7. **Diversity** – an understanding and appreciation for the multiple aspects of human diversity and how such diversity contributes to higher education. By introducing many perspectives on different issues, from larger society issues such as the economy, to higher education specific issues, such as students’ rights on campus, students will learn to question their previously held perspectives.

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

First Year Courses (18 credits)

Fall Semester  
Master’s Seminar in Higher Education, Part I (3 credits)\(^a\)  
Student Life Research (3 credits)\(^a\)  
Specialization Course (3 credits)\(^b\)

Spring Semester  
Master’s Seminar in Higher Education, Part II (3 credits)\(^a\)  
History of American Higher Education (3 credits)\(^a\)  
Specialization Course (3 credits)\(^b\)

Second Year Courses (18 credits)

Fall Semester  
Practicum (3 credits)\(^a\)  
Specialization Course (3 credits)\(^b\)  
Specialization Course (3 credits)\(^b\)

Spring Semester  
Master’s Integrative Seminar (3 credits)\(^a\)  
Specialization Course (3 credits)\(^b\)  
Specialization Course (3 credits)\(^b\)

\(^a\) Course must be taken during the indicated semester.
\(^b\) Six specialization courses are required and five out of the six courses must be taken from the higher education faculty.

Summary of Requirements

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

FOUNDATION (CORE)  
18 credits

- Master’s Seminar I, II (6 credits)
- History (3 credits)
- Student Life Research (3 credits)
- Practicum Course (3 credits)
- Master’s Integrative Seminar (3 credits)

SPECIALIZATION COURSES  
18 credits

TOTAL CREDITS  
36 credits
Possible Specialization Courses

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

**HIGHER EDUCATION DOCTORAL SPECIALIZATION ACADEMIC REQUIREMENTS**

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

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

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

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

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

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

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

The higher education program also has developed a list of core competency areas. Students in our master’s program develop an understanding of each area through their course of study. Our doctoral students should also make sure they develop basic understanding of each of these areas as a foundation for the more specific area of expertise they are building and as the basis for their comprehensive examination and dissertation. The competency areas are: history, leadership/management/organization, law/ethics, student learning and development, research methods, academic affairs, diversity, and politics/policy (See pp. 6-7 for a description of each competency). Our faculty has developed a suggested reading list that students can use to familiarize themselves with competency areas not covered in Doctoral Seminars and elective classes. The suggested reading list is available from the program faculty.

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

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

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

**Suggested History Requirement (EDUC 844)**

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

**First Year Portfolio Assessment**

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

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

Finally, students should try to complete their D-2 Program of Study with their adviser by the end of their first year. An important part of this process is developing a set of goals for the program of study, and a set of courses and experiences to meet those goals. Forms and advising guidelines
can be viewed at the following web site:  
(http://www.umass.edu/education/academics/advising.shtml).  
Sample D-2’s are available from advisers.

**Research Requirements**

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

- **Quantitative Courses**
  - Statistics I
  - Survey Research Design
  - Student Life Research
  - Multivariate Analysis

- **Qualitative Courses**
  - Introduction to Qualitative Methods
  - Qualitative Data Analysis
  - Action Research
  - Advanced Qualitative Methods

**Outside the School of Education Course**

Students are also required to take one course outside the School of Education. This course is intended to provide context and some foundation for the student’s dissertation. In addition, there is a requirement that one member of each dissertation committee is a faculty member from outside the School of Education. Therefore, taking one or more courses outside the School of Education provides an opportunity to meet faculty who might later be invited to be on dissertation committees. Please see your adviser to discuss courses that other students have taken and recommend to other students.

**Education, Policy, and Leadership Requirements**

Consistent with the EP&L doctoral program requirements, all higher education doctoral students must satisfy either the Leadership & Management or Varieties of Educational Thought course “bins,” thus one out of the following six courses must be taken.

**Leadership and Management**

- 634 Strategies of Institutional Change
- 794P Cultural Perspectives on Educational Management
- 865 Theory & Research in Educational Leadership

**Varieties of Educational Thought**

- 615D Theories of Educational Equity
- 626 Social Theories of Education
- 542 Contemporary Educational Philosophy

**Higher Education Specialization**

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

**Comprehensive Exams**

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

The examination consists of two components:

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

Once you have completed all of the coursework and requirements on your D-2 plan (with no incompletes), you should inform your adviser that you are ready to take the comprehensive exam. This may occur at any time during the academic year. First you meet with your adviser to finalize the composition of the committee, complete the D-3 form for the formation of the Comprehensive Examination Committee, and discuss the timing for the exam. You and your adviser then discuss possible questions for the two applied analysis papers. Based on this conversation, you will submit via email at least three questions in each of two distinct areas of study. You will propose the three week exam period which will be approved in advance by the committee. At this time, you and your adviser will establish a date for the defense and work with the committee to complete the D-4 form. The adviser will then share the questions with the other committee members. Collectively, the committee will select one of the questions from each of the two sets (the committee may refine or enhance one or both of the questions) and will then send you the questions.

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

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

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

The timeline for the comprehensive exam process is as follows.
Student meets with adviser to identify dates and topics for the Comprehensive Exam (the D-3 should be completed by this time)

Student submits questions to adviser

Student collects signatures and submits the D-4 form

Adviser works with other committee members to finalize question and confirm topics

Adviser sends exam to student

Student completes and submits exam

Student defends exam

One Week

One Week

Three Weeks

Two Weeks
### Doctoral Comprehensive Exam Expectation Guidelines
#### Higher Education Administration

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

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

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

To summarize, all doctoral students must complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO INQUIRY</td>
<td>3 credits</td>
</tr>
<tr>
<td>DOCTORAL SEMINAR I, II</td>
<td>6 credits</td>
</tr>
<tr>
<td>EP&amp;L CORE COURSE (one of six courses)</td>
<td>3 credits</td>
</tr>
<tr>
<td>RESEARCH COURSES</td>
<td>12 credits</td>
</tr>
<tr>
<td>SPECIALIZATION COURSES</td>
<td>15 credits</td>
</tr>
<tr>
<td>ELECTIVE (outside of School of Education)</td>
<td>3 credits</td>
</tr>
<tr>
<td>DISSERTATION</td>
<td>18 credits</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>60 credits</strong></td>
</tr>
</tbody>
</table>