



College of Education & Human Services

**Department of Education Leadership,
Management & Policy**

K - 12 Doctoral Student Handbook

Updated 03/18/2019

This Handbook is designed to bring together, from a variety of sources, "official" forms and information on policies and procedures that govern the doctoral program in K – 12 Educational Administration at Seton Hall University *as a convenience* to our doctoral students. **Doctoral students are also encouraged to consult the latest Graduate School catalogue or contact the Graduate Services office at (973) 761-9668 for any changes in the most current forms and policies/procedures.**

DOCTORAL STUDENT HANDBOOK

TABLE OF CONTENTS

I. Brief History of the Department.....	4
Program Standards	4
II. Description of Doctoral Programs.....	5
A. Introduction	5
B. Program Learning Outcomes	5
i. Knowledge	
ii. Skills/Competencies	
C. Summary of Course Requirements	7
D. List and Description of Courses	9
III. Admission and Matriculation.....	10
A. Regular Admission	10
B. Special Students	10
C. International Students	10
D. Financial Aid	11
E. Assignment of Academic Advisor	12
F. Matriculation: The Core and Qualifying Examination	12
i. The Core	

ii. Application for the Qualifying Examination	
iii. Format of the Qualifying Examination	
iv. Official Notification of Results	
v. Policy on Failure	
vi. Matriculation	
G. Admission vs. Matriculation vs. Degree Candidacy	13
i. Transfer Credit Policy	
H. Filing a Program Plan	14
I. The Comprehensive Examination and Advancement to Candidacy	14
J. The Dissertation Seminar	15
K. Selection of a Mentor	16
L. The Dissertation Proposal Defense	16
i. Completing an IRB Application	
M. The Dissertation Oral Defense	19
i. Purpose and Scope	
ii. Scheduling a Defense	
iii. Submitting Certification of Successful Defense	
iv. Preparation of Final Copy	
v. Copyright	
vi. Publication of Dissertation Results	
N. Graduation: Student Responsibilities	21
IV. University Academic Policies and Procedures.....	22

List of Appendices

Appendix A – Qualifying Examination Application	35
Appendix B – Qualifying Examination Evaluation Guidelines	36
Appendix C – Ed.D. Program Plan Worksheet	37
Appendix D – Comprehensive Assessment Application	43
Appendix E – Comprehensive Assessment Evaluation Form	44
Appendix F – Dissertation Proposal Approval	45
Appendix G – Agreement to Defend	46
Appendix H – General Dissertation Information	47
Appendix I – Doctoral Requirements Checklist	51
Appendix J – Doctoral Student Information Form	52
Appendix K – Off-campus Committee Member Form	53
Appendix L – Certification Procedures	54
Appendix M – IRB Memo	57
Appendix N – IRB	59

HANDBOOK FOR DOCTORAL STUDENTS IN K – 12 EDUCATION LEADERSHIP

I. Brief History of the Department

In 1950, Seton Hall College, founded in 1856, organized into a university following an unprecedented growth in enrollment. The School of Education was one of the foundation programs that comprised the University. Through the years, continuing the vision of the college's founder Bishop James Roosevelt Bayley to provide "a home for the mind, the heart, and the spirit," the College of Education and Human Services has carried forth the tradition of preparing professionals ready to assume leadership positions in a world rich in diversity. Today, the department offers programs leading to professional licensure in the fields of teaching, educational leadership, and human resources.

Program Standards

A constellation of social, economic, demographic, and structural factors are changing the world within which schools operate, leading to new expectations for the entire school community. Major forces in determining these new conditions and expectations include an internationalized economy, demographic changes, modifications in social and family structures, new technologies, changing leadership, and management systems, higher expectations for student outcomes, and privatization and deregulation. The changing school and community contexts create unusual demands as well as exceptional opportunities for school leaders. Schools must adopt new missions, structures, and relationships in response to the changing environment. A better utilization of resources, especially human talent and initiative, is required. Under these conditions, educational leaders must possess the capacity to manage change and to create collaborative action on behalf of student outcomes.

Tomorrow's educational leaders must be able to work with diverse groups and to integrate ideas to solve a continuous flow of problems. They must study their craft as they practice their craft, reflecting and then applying what they have learned to people and institutions and the achievement of tasks. This requires patience and perspective, the exercise of judgment and wisdom, and the development of new technical and analytical skills. It also demands sensitivities to other cultures and highly developed communications skills. Finally, it requires personal values that integrate the ethical dimensions of decision-making with those of a more technical variety.

The immediate task is to develop competent professionals to lead changing school systems and to make certain new conditions facing school leaders are reflected in redesigned preparation and certification programs. Students are therefore advised of the department's current participation in the NCATE accrediting process. More specific information can be obtained from individual syllabi.

II. Description of Doctoral Program

A. Introduction

Doctor of Education

The K-12 ELMP department offers the Doctor of Education (Ed.D.) in K-12 Administration.

This degree is designed to provide administrative and supervisory skills for potential and practicing administrators in elementary and secondary school systems. The program focuses on training informed leaders through the utilization of scholarly research and of theoretical models, which are applied to experiential situations.

B. Program Learning Outcomes - Skills and Competencies That Constitute Outcomes of the Doctoral Program in Educational Administration

Listed below are the knowledge and skill competencies that the doctoral program seeks to develop.

Knowledge

(1) familiarity with basic trends in American education enrollment, staffing, degree production, institutional types, financial resources, etc.;

(2) familiarity with the historical antecedents of contemporary education forms and practices;

(3) a broad familiarity with current policy issues in American education (i.e. the capacity to list the ten most critical policy issues and the capacity to describe current debate on those issues);

(4) familiarity with the classics of education research and theory in the basic areas of curriculum and instruction, history, organization and governance, faculty and student issues, government policy and finance issues, and comparative education (reading list to be distributed in classes);

(5) familiarity with basic data resources related to education, e.g. governmental resources such as U.S. Department of Education, NCES, U.S. Census, FEDSTATS, FIRSTGOV, State Departments of Education; grants and foundations resources such as Grantshotline; Databases and LISTSERVs such as SPSS, FEDSTATS, NCES, CME, AERA information exchange with experts, etc;

(6) familiarity with the non-campus organizational matrix of American education, including the increasing number of membership and advocacy organizations representing various constituencies, including, for example AERA, AASA, ASCD, NCATE, NSBA, NJASA, N.J. Department of Education, AFT, NCPEA, UCEA, NJEA, NEA, ISLLC, CCSSO, etc.;

(7) familiarity with basic methodology and method of social science research, including the process of finding and adequately describing research problems, statistical estimation and inference, hypothesis testing, basic research reporting, and the ability to skillfully interpret individual, class, and school data;

(8) familiarity with the basic techniques of qualitative research and survey research;

(9) familiarity with basic organization and leadership theory;

(10) familiarity with basic learning theory and pedagogy (at the individual and organizational level);

(11) familiarity with ethical issues in organizational life and frameworks for the analysis of ethical dilemmas in practice.

Skills/Competencies

(1) demonstrate basic skills in performing literature reviews, including (a) capacity to identify goals and objectives for defining parameters of review; and (b) capability of integrating the results of previous research studies within a given topical area via analysis of patterns in the findings by methodological characteristics of the studies;

(2) demonstrate skills in defining a policy issue (a “should” question), summarizing pro and con arguments, and taking a reasoned position;

(3) demonstrate skills in defining and describing a research problem, and using available data to define the scope and magnitude of the problem in the state, national, or international education context;

(4) demonstrate skills in applying social science theories and concepts to the analysis of research problems in education;

(5) demonstrate capacity to assess the strengths and weaknesses of individual research studies, including conceptual frameworks, use of theory and previous research, sampling, research methods, analytical procedures and generalizability;

(6) demonstrate capacity to design tables, charts and other figures that display data in the most cogent way possible;

- (7) demonstrate the capacity to identify and present evidence in writing that supports a cogent line or argument;
- (8) demonstrate skills in the quantitative and qualitative analysis of policy alternatives at the national, state, and institutional level;
- (9) demonstrate skill in the design and implementation of instruction;
- (10) demonstrate skill in the design of professional development experiences for administrators and/or faculty;
- (11) demonstrate skill in the public presentation of research results;
- (12) demonstrate skill in the public presentation of a position paper;
- (13) demonstrate skill in the application of information technology to instruction;
- (14) demonstrate skill in the application of information technology to research and data analysis.

C. Summary of Course Requirements

**Doctor of Education (Ed.D.) Program in K-12 Educational Administration
(90 credits – a minimum of 45 credits must be taken at Seton Hall University)**

The following core courses are required upon entry into the program and prior to taking the Qualifying Examination (15 credits).

****Candidates must take the five core courses and pass the Qualifying Examination prior to taking additional coursework. Only the Department Chair can allow waivers to take additional courses prior to passing the Qualifying Exam. Candidates must make a written request via email to the Department Chair for consideration.**

ELMP 6005 Statistical Methods
ELMP 7765 Policy Analysis in Administration
ELMP 8891 Directed Research
ELMP 7773 Organizational Structures and Processes
ELMP 7776 Curriculum: Design and Engineering

Upon passing the Qualifying Exam candidates can begin taking required courses from the list below.

a. Foundations/Interdisciplinary Studies (3 credits)

Select one:

EDST 9301 The History of Education in America

OR

EDST 6326 Advanced Psychology of Learning

OR

EDST 9304 Philosophic Perspective in School and Society

b. Professional Core: Education Administration

Select 6 courses

18 credits

ELMP 6764 Principles of Public Sector Bargaining

ELMP 6861 School Building Planning and Plant Management

ELMP 7000 Data Analysis

ELMP 7100 Selected Topics in Administration

ELMP 7761 Management of Fiscal Affairs in Administration

ELMP 7762 Public Relations in Administration

ELMP 7763 School Law: State of New Jersey/Constitutional Law

ELMP 7767 Advanced Study in Personnel Administration

ELMP 7768 Technology for Administrators

ELMP 7771 Organizational Decision Making

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

ELMP 7774 Comparative Study of International Educational Systems

ELMP 8159 Curriculum Policy, Ideology, and Leadership

ELMP 8801 Interdisciplinary Studies for Administrators: Issues and Theories

ELMP 8983 Leadership and Management Assessment

ELMP 8984 Leadership Institute I: Workshop for Administrators and Supervisors

ELMP 8985 Leadership Institute II: Workshop for Administrators and Supervisors

c. Research Requirement (minimum 9 credits)

The following three research courses are required:

ELMP 8616 Intermediate Statistical Methods

ELMP 8987 Dissertation Seminar in Administration I

ELMP 8988 Dissertation Seminar in Administration II

*Intermediate Statistics must be taken in order to sit for the Comprehensive Exam.

In order to advance to candidacy, that is, receive formal approval to defend the dissertation proposal, doctoral students must pass a Comprehensive Examination. Intermediate Statistics must be taken in order to sit for the K-12 ELMP Comprehensive Exam. Students are required to pass all sections of the Comprehensive Exam in order to defend their dissertation proposal.

Additional research classes available to students:

ELMP 8890 Survey Research
ELMP 8986 Qualitative Research Seminar in Administration
ELMP 9962 Advanced Qualitative Research Methods
CPSY 9002 Seminar in Applied Multivariate Statistics

d. Intern Requirement (6 credits)

(For those who do not have Principal Certification)

ELMP 8981 – Administrative Internship, Part I
ELMP 8982 – Administrative Internship, Part II

The following courses may be also be taken:

ELMP 8892 Independent Study in Administration (Maximum of 2 independent study courses can be taken as part of the doctoral requirements, upon approval of academic advisor and Department Chair.)

Ed.S. to Ed.D. Cohort Program Requirements

The Ed.S. to Ed.D. Cohort Program is a four semester program for candidates who already graduated with an Ed.S. in Education Leadership. Those candidates who apply to and are accepted into the program must complete the following courses in the sequence listed:

Semester 1: 7773 Organizational Structures and Processes; 8159 Policy Analysis/Curriculum Policy, Ideology, and Leadership

Semester 2: 9962 Advanced Qualitative Research; 8616 Intermediate Statistics

Semester 3: 8987 Dissertation Seminar in Administration I and take the Comprehensive Exam.

Candidates needing an additional 3 credits to secure student loans can take one of the following courses: School Security and Safety Procedures OR Superintendent Administrative Internship.

Semester 4: 8988 Dissertation Seminar in Administration II

Candidates proceed to Dissertation Advisement I with their mentor following completion of the four semester coursework program. They continue to register for Dissertation Advisement (II, III, IV....) until successful defense of their dissertation.

ELMP Department Policy on Attendance for All Scheduled Class Sessions in the Ed.S. – to Ed.D. Program in Educational Leadership

Due to the accelerated format of the Ed.S. to Ed.D. program a student who is unable to attend one (1) of the regularly scheduled full class sessions of an Ed.S to Ed.D program course must take that required course in its entirety at another scheduled time either with a different Ed.S to Ed.D cohort or in the traditional K-12 program whenever it becomes available during a normal Fall/Spring academic calendar year. Rare exceptions to this policy will only be considered for documented severe illness, family emergency, extraordinary job requirements, military service or other circumstances deemed exceptional and/or extraordinary. In all cases a student must submit in a timely manner a written request for consideration of the exception to the Ed.S to Ed.D program director where upon him/her in consultation with the ELMP department chairperson will render a disposition on the matter. Failure to adhere to this policy can be considered grounds for dismissal from the program and/or failure of the course in question.

D. List and Description of ELMP Courses

See most recent version of Course Catalog

III. Admissions and Matriculation

A. Regular Admission

Candidates for a doctorate in K – 12 Educational Administration are admitted for the Fall or Spring semester. All application materials must be received by February 1 for the Fall Semester and October 1 for the Spring Semester. The requirements include:

- a Master's degree in an appropriate field;
- a superior academic record (One official transcript of all undergraduate and graduate course work required);
- Miller Analogies Test, **OR** Graduate Record Examination from within the past 5 years, which indicate the potential for success in doctoral-level work;
- resume of professional background;
- statement of personal and professional goals;
- three letters of recommendation regarding one's potential for doctoral study; and
- a personal interview.

Check <https://www.shu.edu/academics/education/edd-k-12-administration/admissions.cfm> for online application forms from the Enrollment Services Office

B. Special Students

To enroll for graduate courses on a non-matriculated basis, students must complete an Application for Non-matriculated Graduate Students at the time of their initial registration. Evidence of receipt of a Master's degree must be submitted to the office at that time. The maximum number of credits non-matriculated students may earn while in the process of completing their admissions application is 15. Financial aid does not cover non-matriculated courses.

C. International Graduate Student Applications

Seton Hall welcomes applications from international students for admission into full-time graduate degree programs. The Office of International Programs provides counseling and support and assists international students in becoming active members of the University and surrounding community. The Office of International Programs, located in Presidents Hall, offers a variety of services and social/cultural activities for this purpose. It also organizes student exchange programs and study tours. More information is available from the

Office of International Programs, (973) 761-9072, or visit the Web site at <http://www.shu.edu/applying/graduate/international.cfm>

International Admission Requirements

Completed application form and application fee. Original transcript of academic credentials. All credentials in languages other than English must be accompanied by certified English translations.

Scores attained on the Test of English as a Foreign Language (TOEFL) given by the Education Testing Service, Princeton, New Jersey, (609) 921-9000; and scores attained on the Miller Analogies Test; or GRE and Letters of reference (varies according to program).

D. Financial Aid

University Graduate Assistant Program

The University offers a limited number of graduate assistantships by separate application only (teaching, research and administrative) each year for full-time, matriculated graduate students. Each assistantship is usually for one academic year, carries a stipend for nine or ten months (September through May or June), and includes tuition remission for a maximum of 12 credits per semester. Candidates interested in applying for assistantships should first contact the Department Chair of the Education Leadership Management and Policy Department for more information.

Check <http://admin.shu.edu/enrollmentservices/forms.htm> for online graduate assistantship application forms from the Enrollment Services Office

Federal Student Loans

Applicants must enroll at least half-time (minimum 6 credits) and complete the Free Application for Federal Student Aid (FAFSA) to determine financial need for the loan. In completing the FAFSA, be sure to include Seton Hall's Title IV School Code: 002632. More information about these loan programs may be obtained from Gary Thomas Associate Director of Financial Aid gary.thomas@shu.edu (973) 761-9104

Financial Aid Notice for EDS-EDD and MA-EDD Cohorts: ELMP recognizes that doctoral students are half-time equivalent when enrolled in Dissertation Advisement/Seminar for 3 credits due to the nature and intensity of doctoral research and writing. This means that students are eligible to receive financial aid or deferment of loans. Once a student is coded as half-time equivalent, there is no need for this student to take an additional 3 credit elective.

E. Assignment of Academic Advisor

Upon formal admission to the program, all students are assigned a *coursework* advisor from among the full-time, core program faculty. Students must contact their advisor PRIOR to registering for their first course. Moreover, they must work with their advisor to produce a *Program Plan* by the end of their second semester of coursework or by the time they successfully complete 12 credit hours (whichever comes first).

Non-matriculated students (who have not yet been admitted to the doctoral program) should consult with one of the K-12 core faculty members PRIOR to registration. (Required core courses and qualifying examination requirements are detailed below).

F. Matriculation – The Core and Qualifying Examination

All doctoral students are considered for matriculation ONLY AFTER completing 15 core course credits and after demonstrating competence in the core courses by successfully passing a written, qualifying examination.

1. As listed below, the common core courses for the Ed.D. are:

ELMP 6005 Statistical Methods
ELMP 7765 Policy Analysis in Administration
ELMP 8891 Directed Research
ELMP 7773 Organizational Structures and Processes
ELMP 7776 Curriculum: Design and Engineering

2. Application for Qualifying Examination

The Qualifying examination is offered in the fall and spring, usually on the first Friday of November and the first Friday of May. Students must indicate their intent to sit for the qualifying examination by filing an application with the department secretary. See the Doctoral Exams tab on the Graduate Education section of the SHU Library site for examples of the exams: <http://library.shu.edu/content.php?pid=47032&sid=346294>.

See Appendix A for Qualifying Examination application form.

3. Format of Qualifying Examination

The Qualifying examination will be in five parts – Policy Analysis, Organizational Structures, Curriculum and Instruction, Research, and Statistics – consisting of open-ended essay type questions. Copies of previous examinations are available in the Walsh Library.

Each examination will be read by *at least* two readers from among the department faculty and scored using a rating rubric.

Candidates must pass each of the five sections with a score of 16/20 or better, and attain a score of at least 80/100 on the entire exam to receive a passing grade. Candidates must retake any section/s in which he/she received a score of less than 16 AND retake the entire exam (all five sections) if the total score is less than 80.

See Appendix B for the evaluation form used.

4. Official Notification of Results of Qualifying Examination

Individual students will be notified in writing of their performance on the qualifying examination within approximately four weeks from date of administration.

Following such notification, the student will meet with their advisor to review their program plan and any needs for remediation based on their “qualifying” examination performance.

5. Policy on Failure of Qualifying Exam

If a student fails the qualifying examination on the first attempt, the student will have the option to retake it on the next test date. If failed a second time, the student will not be accepted for matriculation to the program. If passed on the second attempt, the student will be accepted for matriculation and then may proceed with their coursework.

6. Matriculation

Once a student has successfully passed the qualifying examination, in consultation with the advisor, modifications in the program plan may be required.

7. Time to Degree

Students must complete their programs of study within the following number of years following their initial admission, excepting approved leaves of absence that meet Graduate Catalog requirements:

- Master's and EdS programs: Six (6) years
- EdD and PhD programs: Ten (10) years

If a student fails to complete their program within that time period, he or she will be dismissed. The student will then have to reapply for admission as a new student (which is not guaranteed) and is subject to all current course requirements in the program of study. Students may be subject to retaking courses, examinations, and/or any parts of the program that the program's faculty deem necessary.

A student may not be reinstated without reapplying for admission if initial enrollment occurred long enough ago that the time to degree requirements either have already been broken or a path to completion is unlikely while meeting the timing requirements.

G. Admission vs. Matriculation vs. Degree Candidacy

Please note that admission to a doctoral program is independent of, and does not guarantee, successful *matriculation* (which follows the successful passing of the Core courses and written Qualifying Examination). Similarly, matriculated students are NOT formally admitted to candidacy for the degree until the department notifies them that they have (1) completed all coursework; and (2) passed their comprehensive assessments. Students MUST be *candidates for the doctoral degree* in order to enroll in dissertation seminar, have their dissertation proposal formally approved, and BEFORE they collect data for their dissertation research.

Transfer Credit Policy

Graduate students may not take graduate courses at any other institution without the prior written permission of their chairperson and dean and, in cases where the course involved is outside of the student's department, the chair of the course-equivalent department. Students should contact their advisor about prevailing policies.

Authorization to study elsewhere may be granted only upon completion of an Application to Study at Another Institution, which is available in the Office of Enrollment Services. No credit for work completed at another school is granted unless the grade is

B or higher and the course is at the graduate level. Grades for transferred courses are not used in computing the student's grade point average. Students should consult their department for any additional transfer regulations that may apply.

H. Filing a Program Plan

All students are required, in consultation with their academic advisor, to complete a Coursework Program Plan by the end of their second semester of coursework or after completing 12 credits. Any subsequent changes to the Approved program plan require the filing of a Change of Program form and approval by the Dean.

See Appendix C for the EdD Program Plan worksheet

Contact the department Secretary to request a Curriculum Adjustment form if any changes need to be made to the Program Plan.

I. The Comprehensive Exam and Advancement to Candidacy

In order to advance to candidacy for doctoral degree, students must pass a comprehensive exam upon completion of the required course work and passing of the Qualifying Exam, and PRIOR to defending a dissertation proposal.

Beginning in Spring 2016, the written Comprehensive Examination will address two core areas: (1) Intermediate Statistics, and (2) Research.

Up until Spring 2016, the Comprehensive Examination will address (1) Intermediate Statistics, and (2) Research, (3) Organization, (4) Leadership, and (5) Curriculum.
Subsequent exams will address Research and Statistics.

*****NOTE: The Alternative Comprehensive Exam will no longer be offered after the Fall 2016 semester.**

NOTE: In order to defend a dissertation proposal, the candidate must have successfully passed the Qualifying Examination, completed all other required course work, and successfully passed the Comprehensive Examination.

**Copies of past Comprehensive Exams can be found on the SHU Library Site:
<http://library.shu.edu/content.php?pid=47032&sid=346294>**

***See Appendix D for the comprehensive exam application form.
See Appendix E for the evaluation guidelines.***

Following successful passage of the Comprehensive Exam, a student will receive written notification from the department Chair of *advancement to candidacy* for the doctoral degree.

Requirements for completion of the doctoral degree:

- admission to the program
- achievement of matriculation
- advancement to candidacy
- successful completion of a minimum of 90 graduate credits in consultation with an advisor. Forty-five of these credits must be taken at Seton Hall University following admission to the program
- successful defense of a dissertation proposal
- successful oral defense of doctoral-level dissertation

J. The Dissertation Seminar

The seminars are a two-semester sequence during which an approved dissertation proposal is prepared. During ELMP 8987, the student develops a problem statement that will form the basis for chapter one of the dissertation. During ELMP 8988, the student builds upon the problem statement to design a particular study, i.e. adds to the problem statement some theoretical underpinning or conceptual framework, identifies gaps in the literature, and designs a study to address those gaps. Both semesters are graded on a pass-fail basis. A student may not, however, register for the second semester of the sequence until they have completed the deliverable product for the first, i.e. either a rough draft of either Chapters 1 or 2, or a viable problem statement. Students may be asked to repeat Seminar 1, if the professor feels that the student has failed to make satisfactory progress. Similarly, a student may not complete ELMP 8988 and proceed to Dissertation Advisement until an approved study design has been completed.

*NOTE: Candidates cannot defend their dissertations proposals until successfully passing all sections of the comprehensive exam.

K. Selection of a Mentor and Dissertation Committee

While registered in ELMP 9980, students will, in consultation with the Seminar instructor and their coursework advisor, explore the selection of a dissertation mentor or chair. Once the chair has agreed to serve, she/he will, in consultation with the candidate, identify remaining members of the Dissertation Committee. The mentor **MUST** be a member of the core faculty (unless authorized by the department chair), and at least one additional member of the committee must be drawn from the Department of Education Leadership, Management and Policy. A minimum of three committee members is required. However, four members are required for Executive Ed.D. candidates, including two full-time SHU ELMP faculty. Final membership of the

committee is the responsibility of the doctoral candidate, but subject to approval of the Mentor.

L. The Dissertation Proposal Defense

Dissertation Proposal Defense. At any time following successful passage of the comprehensive exam and selection of a dissertation mentor and committee in the context of their work in the Dissertation Seminar, a student may, with the concurrence of their mentor, submit a complete dissertation proposal and request authorization to proceed with the dissertation project. The proposal consists of the first three chapters of the dissertation that are described below as “format of the proposal.” Each candidate must successfully complete a Dissertation Proposal Defense scheduled with the approval of the mentor. After successful completion of the Hearing, the candidate must get the signatures of the mentor and all committee members on the Dissertation Proposal Approval form.

Candidates cannot progress to IRB or data collection until a successful Dissertation Proposal Defense.

See Appendix F for the Dissertation Proposal Approval form

At the discretion of the Mentor, the Committee may schedule a proposal hearing and defense PRIOR to signature of the Dissertation Proposal approval form.

Format of Proposals. While individual variations may be necessary, the basic format of proposals includes the first three chapters of the dissertation.

Chapter Arrangement and Content of Dissertation.

Chapter One describes the problem and, in so doing, places it into the context of current developments in elementary and secondary education, states the purpose and significance of the study. The intent here is to provide a clear context, limit its scope, and focus it upon the most “productive” formulation of the problem. The format is:

- Introduction: Context
- General Statement of the Problem
- Significance of the Problem
- Definition of Variables and/or research hypotheses or questions

Chapter Two surveys the literature. It does so in a manner that is both comprehensive and relevant. The student shows here the range of depth of his/her knowledge of the problem and assesses the previous work of investigators in addressing the problem as a context for clarifying the “niche” of his/her proposed study. What do we know about the problem? What are the gaps in our knowledge? This chapter should make clear how

the proposed study “fits” into previous research and the kind of contribution it is likely to make to the field of education. The format is:

Introduction: Identification of the Literature that Bear on the Focal Problem
General Survey of the Literature
Previous Research on the Specific Problem of the Proposed Study
Relation of Specific Problem to Previous Research and Current Needs

Chapter Three presents the design of the study and the procedures used to collect and analyze data. The level of detail required is such as to allow the reader to replicate your research study (and its results) step by step. The format is:

General Overview of Design and Method
The Sample: Population, Sampling Frame, Method, and Characteristics

Description of the Procedures (including any directions to subjects, pilot studies, informed consent, etc.)

Descriptions of the Measures (addressing issues of reliability and validity)

Operational Statement of Hypotheses or Research Questions

Description of Data Analysis procedures

Chapter Four presents the findings of the study. In reporting the findings, begin with the central findings that address the major research hypotheses or questions and move to the secondary and tertiary ones. At the end of each section, summarize the results in clear statements. Only those tables and graphs required for the reader to understand and interpret the findings should be presented in the text; others should be relegated to an appendix. Qualitative and historical studies should present their findings in conventionally accepted form.

Chapter Five presents the author’s summary and conclusions, and includes a thorough analysis of the implications of the findings for policy and practice in the field. It also derives implications for future research on the problem. The chapter should open with a summary of the problem, design of the study and the major findings. The author should explain what has been learned from the study. What do these results mean? Are there other possible interpretations and conclusions? In light of its limitations, what additional research would you recommend?

Appendices: There may be tests, tables, graphs, copies of instruments or protocols that do not belong in the text, but which the author believes should be reported to allow for the full understanding and replication of the study. These should be reported in one or more appendices.

Note: The department uses APA, sixth edition, format for its dissertations. Students should have a current APA publication manual and refer to it regarding formatting. A general set of dissertation format guidelines is available in the Dean’s office.

Completing a Human Subjects Review Application [IRB]

Federal regulations require that, prior to undertaking any data collection on human subjects; all studies must be reviewed and approved by Seton Hall University's Institutional Review Board (IRB). Information about this process, deadlines, and forms are all online at the website: <http://www.shu.edu/offices/institutional-review-board-index.cfm>. Part of the IRB process is pre-IRB review. Federal regulations require substantive scientific review of the research protocol before it goes to the IRB.

Access <http://www.shu.edu/offices/institutional-review-board-index.cfm> to retrieve the IRB information and forms.

M. The Dissertation Oral Defense

Purpose and Scope of the Dissertation Defense

The defense of the dissertation provides an opportunity for the entire dissertation committee to question the candidate about his/her work and to vote on the quality of that work. Technically, the event is also an oral examination, which means that the committee may choose to question the candidate about issues relevant to, but not directly addressed, in the dissertation. For example, the committee may question the candidate about the use of a particular statistic or about a body of literature that is relevant but not cited in the dissertation.

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

Pass with no changes

Pass with minor changes (modifications within one or more chapters)

Pass with major modifications (rewriting of entire chapters)

Fail

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

Scheduling a Dissertation Defense

Only after receiving the **approval** of the mentor and the committee, and conformation from the department secretary that all credits, account holds, and exam requirements have been met, the candidate will schedule a tentative date for her/his oral defense by filing an *Agreement to Schedule a Final Defense Form*, signed by the entire committee, with the Dean's office. The form, including a dissertation abstract, must be filed at least

three weeks prior to the scheduled defense and posted on the Department bulletin board and website. Final defenses may be held from September 1 – May 1, except during semester break. By special arrangement with the Committee, defenses may in exceptional circumstances be scheduled at other times.

See Appendix G for the Agreement to Defend form

Submitting Certification of Successful Oral Defense

Following a successful oral defense, the candidate will ask the Committee to sign a *Successful Completion of Oral Defense Form*. The Mentor will retain the form unsigned by her/him until all required changes have been made and approved. The doctoral student then files the form with the Dean's office.

Preparing the Final Copy for Editing and Binding

Following committee approval of the oral defense, and the approval of any required changes, the dissertation will be submitted to an editor in order to prepare the final copy for binding. An approved list of editors who are thoroughly familiar with APA style requirements is maintained by the Dean's office. You must make private scheduling arrangements with your editor as well as arrangements for compensation. Please be sure to keep deadlines for graduation in mind as you schedule the final editing process.

A final copy of the approved and fully edited dissertation must be submitted to the University Library via the electronic submission system:
<http://library.shu.edu/content.php?pid=618212&sid=5119669>

Dissertation Submission Facts:

1. **The \$25.00 SHU library processing fee** can be paid with Pirate's Gold, or over the phone; this is a fully electronic process that can be done at a distance (no travel to campus required).
2. **A copyright page is a requirement for all dissertations.** ProQuest (where SHU dissertations are registered globally) absolutely requires a copyright page. An additional copyright fee may apply. Dissertations will be turned back if they do not have a copyright page.
3. **Candidates must register their dissertation with ProQuest.** An additional fee may apply from ProQuest.
4. **All submissions are final to our ETD repository and ProQuest.** Candidates must make sure everything is correctly formatted and reads appropriately prior to submission.
5. **Submissions must be submitted in pdf format.** If the conversion to pdf ends up causing formatting issues, the candidate must perform the function of reformatting (SHU's MS Office Suite has this feature)
6. Candidates often (permissibly) use/include copyrighted materials in their dissertations. **Formal permissions to use copyrighted material should be secured**

by the candidate and written record of such permission should be included in an appendix.

7. Candidates must also provide a bound copy of the dissertation to the Dean's office.

Candidates must review the following dissertation submission resources prior to beginning the submission process:

http://www.shu.edu/education/upload/ELMP-Doctoral-Dissertation-Handbook_v-11-04-16.pdf
<https://www.shu.edu/academics/education/graduate-studies.cfm>

<http://library.shu.edu/etd-services>

Copyrights

Candidates must submit one bound copy of the dissertation to the Dean's Office.

Candidates must copyright their dissertation during the final submission process and copyright page must appear in final copy submitted to the Library. However, whether copyrighted or not, the candidate is responsible for complying with all current copyright laws and regulations governing inclusion of another's work in her/his work. Candidates are cautioned to pay special attention to these regulations when reproducing tests or other instruments, in whole or in part, that are published or copyrighted elsewhere.

Publication of Dissertation Results

Graduate students are encouraged to submit a paper summarizing the results of their dissertation research to a professional journal for publication. Faculty who have made substantive contributions to the study frequently collaborate on preparing the paper for publication. However, in all cases, the author of the dissertation is the first author listed on any paper based on the dissertation that is submitted for publication (see APA Ethical Principles]. Students whose work is accepted for publication are requested to submit a copy of the published article to the Department Chair.

N. Graduation: Student Responsibilities

Doctoral Packet/Fees/Items to be Submitted/Deadlines

Students must pick up a doctoral packet from the Dean's office before the final defense.

Procedural Checks

The student must check with the Registrar in Bayley Hall to make sure that no grades of “incomplete” remain on her/his transcript, that she/he has completed all graduation requirements, that all fees have been paid, and that he/she is on the *graduation clearance list*. These checks will ensure that graduation proceeds as smoothly as possible.

Fees

Contact the University Print Shop for the most current binding fees related to your dissertation. Current fee structures are located at:
<http://www.shu.edu/offices/upload/SHU-Print-Shop-brochure-July-2014-June-2015.pdf>.

Microfilm fee (through UMI): \$55

Copyright fee (through UMI): \$65 to register with the Library of Congress

Items to be Submitted and Graduation Deadlines

See Appendix H for General Dissertation Information

See Appendix I for a doctoral requirements checklist

See Appendix J for Doctoral Student Information form

See Appendix K for the form needed for an off-campus committee member

Exit Interview

After a successful oral defense, and prior to graduation, students may be asked to schedule an exit interview with the Program Director and the Department Chair.

IV. University Academic Policies and Procedures

Student Educational Records

The University provides all present and former students with the right of access to inspect and review by appointment any educational records, files and data that relates directly to them. Students also are afforded the opportunity to challenge these records. All educational records are considered confidential. Their release is regulated by University policy in keeping with the provisions of Public Law 93-380, Family Educational Rights and Privacy Act of 1974, as amended. The University policy is fully detailed in the Student Handbook available from the Division of Student Affairs.

Students who wish to inspect information or records may do so by requesting a Right of Access form from the office or department in which a specific record is kept and filing it with that office. Right of Access forms also are available from the Office of Enrollment Services. Within 10 days of receipt of the Right of Access form, the office or department will notify the student about the date, time and location the record will be available for inspection.

The Office of Enrollment Services answers all questions relating to right of access.

Academic Integrity

All University programs require high standards of academic integrity. All forms of dishonesty whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion.

Change of Program

After admission to a graduate program in one department, students who wish to change to another program in the same department must file a Curriculum Adjustment Form. Forms may be obtained at the departmental office. Students who complete one graduate degree may not use the Curriculum Adjustment Form to enter another degree program; in this case, the student must file a new Application for Admission and forward all required documentation to the College's/School's Office of Graduate Admissions. Students accepted into a degree program in one college or department must file a new application for graduate study to qualify for admission to a different college. In all cases, applicants must satisfy all admission requirements before they qualify for admission.

Change of Address

Changes in personal data, including change of name, address, next of kin and expected graduation date, should be reported in writing to the Office of Enrollment Services. Requests for changes in last name require accompanying official documentation (e.g., marriage certificate or court order). Graduating students must file name change

requests by April 1 preceding the May commencement date.
Name changes will not be made after a student has graduated.

Maintaining Continuous Registration

Candidates enrolled in a degree program are required to register each Fall and Spring semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is interpreted as a resignation from the program, and the processing of a Change of Status application will be required before students may reenter the program. **Candidates must be registered for TWO consecutive semesters to be eligible for graduation.**

Students who finish Dissertation Seminar II and need to continue working on their dissertations will register for Dissertation Advisement with their mentor. Students must continue to enroll in Dissertation Advisement with their mentor until completion of their dissertation. Note: Candidates who are expected to finish their dissertation at the beginning of a semester should inquire with their mentor about Thesis Continuation. Those candidates might be eligible to enroll in THCN 8999 Thesis Continuation (Doctorate) for their final course.

Students who have completed all degree requirements except the comprehensive examination or other required examination or who must complete supervised clinical or internship hours must register each Fall and Spring semester in 'Continuation' (RGCN 8000) status until the necessary examinations are passed.

Students who have successfully defended their dissertation but are not eligible for their degree until the subsequent semester must register for RGCN 8000 for that semester. Similarly, students who are resolving incomplete grade requirements in order to qualify for their degree must register for RGCN 8000. **Please note: Matriculated graduate students must maintain continuous registration, including the semester of graduation.**

Leave of Absence

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

Except in the case of military service, a leave of absence ordinarily will be limited to one year. Students who have been granted such leave must apply for reactivation by the following dates:

July 1 – FALL Semester
December 1 – SPRING Semester
May 1 – SUMMER Session

When a student has been officially granted a leave of absence that period of authorized leave shall not be counted towards the degree time limit.

Registration

Registration for New Students

Students are expected to register for courses in the semester for which they have been accepted. Requests to defer an acceptance date must be made in writing directly to the graduate program director. The University will not retain applications and supporting documents of those who do not register within a two-year period. Students are expected to register on the published registration date.

Graduate Advisor

Students admitted to graduate study are assigned an advisor from the department in which they are studying. The advisor will help determine the student's course load and assist in planning the program of study. The advisor must approve the student's program for each semester (as well as the total program) before they will be permitted to enroll for courses.

To prepare for pre-registration for the coming semester, students will consult with their academic advisor, who will assist them in selecting an appropriate schedule of classes from the Registration Handbook. The handbook is a compendium of important information for the semester. It includes the schedule of courses, the details of pre-registration/registration procedures for the semester, the academic calendar, and information about academic regulations and procedures. All students are urged to familiarize themselves with the Registration Handbook available in the Office of Enrollment Services and in departmental offices.

Registration on the web is available for all students. Students are encouraged to use this convenient method of registration after consulting their advisor for course selection and to get their PIN number.

Pre-registration

Active students who plan to continue their studies in the following semester are required to pre-register for courses. This affords continuing students first priority in course selection. Continuing students who do not pre-register are assessed a failure to pre-register fee and may be required to pay tuition and fees at the time of registration. Details regarding registration procedures appear in Seton Hall's Registration Handbook available in the Office of Enrollment Services and in departmental offices. Generally, pre-registration dates are scheduled during November for the Spring Semester and during late March/early April for the Fall Semester and Summer Session. To enroll for courses on-line, a PIN is needed. This number changes each semester and can be obtained from the Department Administrative Assistant.

Academic and Financial Responsibility

The University reserves seats in classes for all students who pre-register. The students incur both academic and financial responsibility for any pre-registered course(s). Accordingly, students who pre-register must pay their tuition bills by the due date or officially drop their courses in the Office of Enrollment Services by that same date so that their reserved class seats may be reopened to other students. Official cancellation of course reservations by this deadline removes all semester tuition and fee charges. Pre-registered students who cancel course registrations after the payment due date, but before the end of the add-drop period, will be liable for registration fees but not tuition charges. Students who withdraw from all classes will incur prorated charges according to the Total Withdrawal schedule in the Tuition and Fees section of this catalogue. These charges are assessed regardless of payment status or class attendance.

Students who register during the Registration or Late Registration periods incur academic and financial responsibility for their courses and must submit payment by the due date that appears on the bill. These students are liable for tuition charges and fees, unless they officially drop their courses in the Office of Enrollment Services before the end of the add/drop period, in which case they are responsible for registration fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated charges as delineated under Charges for Course Changes in the Tuition and Fees section of this catalogue.

The University reserves the right to drop from classes any student who has defaulted on a payment agreement with the Office of Enrollment Services.

Independent Study

Application forms for programs of independent study may be obtained from department chairpersons who have information on University and department requirements. Students may not register for any independent study course without the signed approval of the department chair. Departmental policy states that students can only have one independent study during their course of study, unless otherwise approved by the Administration. A maximum of two independent studies may be taken, upon approval by an advisor, participating professor, and the Department Chair.

Schedule Changes

Adjustments to the semester schedule are permitted through the second Friday of the semester or by the day of the second class meeting for summer courses. To add or drop a course, the student under advisement must complete the schedule adjustment process, as detailed in the Registration Handbook, by the add/drop deadline. When students properly drop a course, the course is removed from the semester schedule.

In no case will students be allowed to add or drop a course after the end of the add/drop period. Also, no refund or credit will be granted for any course that is not officially

dropped by the appropriate deadline. Nonattendance does not constitute a drop or a withdrawal. After the end of the add/drop period, students who do not wish to continue in a class may submit a Course Adjustment Form to withdraw from the course. This form must be submitted to the Office of Enrollment Services with all required signatures by the appropriate deadline.

Semester Credit Load

Full-time status at the graduate level is nine credits. Normally, a full-time graduate student will not exceed 12 credits in a given semester. Half-time status is considered five credits. Students registered at the part-time level will be registered for fewer than nine credits.

During Summer Session, students may enroll for six credits in any one session. The maximum for students enrolling in multiple sessions during a given summer is 12 credits.

Refund Policy

The amount of tuition refund, if any, will be determined by the Office of Enrollment Services.

If students totally withdraw from the University during the University's refund period, recalculation of their financial aid (including loans) will be performed by the Office of Enrollment Services to ensure that students are entitled to the financial aid they received for that term. If it is determined that a student is not eligible for the aid received, either a portion or the full amount of aid will be refunded to the program source from which it was received. Students are responsible for any outstanding balances with the University resulting from reduction or cancellation of financial aid. Federal aid will be reduced or canceled first, followed by state and institutional aid.

Withdrawal from the University

General University policy for refund/credit of tuition and refundable fees for registered students who wish to withdraw from the University is based on prorated charges keyed to the date of actual withdrawal:

1 week 80%
2 weeks 60%
3 weeks 40%
4 weeks 20%
more than 4 weeks - none

Adjustments will be made only if the official withdrawal forms are properly filed by the student and processed by the University. During Summer Session, no refunds are made after the second class, and no prorated refund/credit for withdrawal is granted. If a student is dismissed or withdraws because of prolonged illness, the account will be rendered strictly according to the percentage ratio of the total number of days elapsed

during the student's attendance to the total calendar days of the semester. A prolonged illness is one that must be attested to by a doctor's certificate to the effect that the illness is or was of such a nature as to require the student's absence for a period of three consecutive weeks.

If a student has made only partial payment of tuition and fees and the prorated charges exceed the partial payment, the additional amount is due and payable at the time of withdrawal. Students will not receive clearance from the University until all financial obligations have been met.

Any refund that is necessary as a result of withdrawal from the University will be made only by mail.

Maintaining Good Academic Standing

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of coursework. Students who have accumulated two C grades or one F grade will undergo a record review by the appropriate faculty to determine future standing.

Dismissal/Suspension

Dismissal and suspension are based on the student's unsatisfactory academic progress; and therefore, the student is not in good standing with the University and is not eligible for financial aid.

Services for Students with Disabilities

Located in the Duffy Hall, Special Services provides academic and student support services for disabled students. Services include special parking permits, elevator keys, tutors, note-takers, readers, textbook ordering, and accommodations arrangements for test taking. Interested students should contact the office of Disability Support Services (973) 313-6003.

Seton Hall University

College of Education and Human Services

Department of Education Leadership, Management and Policy

Pertinent Policies

1. Policy on Cheating and Dishonesty

1. **Statement** – The Department of ELMP will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized; students should understand that suspension or expulsion from the University is a possible result.
2. **Definitions** – Academic Dishonesty; shall be understood to encompass at least the following:

- *Cheating* – whether on tests or on other course assignments, whether by the giving, receiving or taking of information.
- *Plagiarism* – stealing and/or passing off as one’s own the ideas or words of another; using without crediting the source. This includes:
 - a. copying of text/research/assignments
 - b. using someone else’s papers/research/assignments without permission or citation
 - c. representing as one’s own work what is really the work of another person. This includes downloading from WEB sources and dissertation related activities.
- 3. **Academic Requirement** - All ELMP graduate students must take the Indiana University Bloomington tutorial by following the below link in order to maintain academic integrity and avoid plagiarism problems in all required work. All students must provide evidence of success to the professor in the designated class. <https://www.indiana.edu/~istd/>

Penalties:

- a. A student determined to be cheating on any test or who plagiarizes on a course assignment will be appropriately penalized at the **discretion of the instructor**. This may include receiving a zero on the assignment or 'F' for the course.
- b. Notice that a student has cheated or plagiarized will be sent to the Department Chair. All cases of plagiarism resulting in an 'F' for the course will be reported to the Dean. This can result in a recommendation to the Dean for suspension or expulsion from the university.
- c. If the Chair of the ELMP department finds that a student has been found to have committed acts of academic dishonesty in more than one ELMP course, the student is expelled from the ELMP program after due notice of the discovery. After one year, the department may rescind the expulsion upon the application of the student provided the student evidences a genuine, informed, and vigorous commitment to academic integrity to the satisfaction of the department's faculty as a whole.
- d. All department or instructor actions resulting from suspected violations of this policy will be taken in accordance with the students' due process rights. Nothing in this policy statement shall be construed to preclude the department from taking appropriate disciplinary action against forms of academic dishonesty not stipulated here.

2. ELMP Department Policy on Dissertation Quality

The ELMP Department is seeking to ensure "quality control" of its doctoral dissertations through a two-stage procedure that (1) regulates the composition of doctoral dissertation committees and (2) ensures administratively that those regulations are being observed.

The Composition of Dissertation Committees. A minimum **three-member** committee will include at least one member designated (recognized) as an "active researcher." Two additional members may be selected from among a roster of those designated as "active scholars" either within ELMP or more broadly with the university or those designated as "practitioner experts" defined as practicing administrators who hold the terminal degree with experience directly relevant to the topic of the dissertation.

At a minimum, either the active researcher or the active scholar will have past experience conducting research about the topic in question or will have experience conducting research utilizing the methods and procedures employed in the study. Potential dissertation mentors will be identified by the doctoral candidate from the active researchers or active scholars in the department. Every three years, the ELMP Department Chair will be responsible for establishing or updating the roster of "active researchers," "active scholars," and "practitioner experts" with the assistance of the two

doctoral program coordinators. Operational definitions of what constitutes an active researcher or scholar will be determined by the Chair in consultation with the faculty.

Certification of Dissertation Committees. The Graduate Program Directors for K-12 and Higher Education will be responsible for reviewing every proposed committee and “certifying” in writing that it meets the above criteria. Questions will be referred to the Department Chair for adjudication.

3. Qualifying and Comprehensive Examinations

NOTE: ELMP Students must pass the Qualifying and Comprehensive Exams before proceeding to the dissertation proposal defense.

***NOTE: Students enrolled in the EdS to EdD Cohort do not have to take the Qualifying Exam if they previously completed an EdS Comprehensive Examination as part of their program.**

Scoring Criteria for the Qualifying Examination

All students admitted into the doctoral program shall meet the following criteria for passing the Qualifying Examination; 1) a total minimum score of 80; and 2) a minimum score of 16 in each of the five sections shall be achieved regardless of the total score.

First criterion:

A minimum total score of 80 is needed to pass. If a total score of 80 is not achieved, the student shall retake the entire Qualifying Examination.

Second criterion:

In addition to achieving a total score of 80, students must score a minimum of 16 in each of the five sections. Even if a student achieves the minimum score of 80, but fails to score a minimum of 16 on any section of the examination, the student shall retake the sections he or she scores below 16.

Advancement to Candidacy

In order to advance to candidacy that is to receive formal approval to work on the dissertation; doctoral students must pass a Comprehensive Evaluation consisting of a choice between either a Comprehensive Examination or a Comprehensive Assessment.

The Comprehensive Examination

The Comprehensive Exam is generally administered twice a year. A student must be successful on this exam to continue in the program. In all cases the decision of the Committee is final. Up until Spring 2016, candidates shall answer two of the three content questions along with Research and Statistics Questions. Students shall retake the entire exam if they fail Research and Statistics or fail both content questions.

Students shall receive a grade of Pass, Conditional Pass, or Fail. Beginning in Spring 2016, candidates will take the revised Comprehensive Examination consisting of Research and Statistics. Candidates will be required to retake any portion of the revised exam that they fail on the first attempt. Students must have passed both sections in order to have been considered fully passing the comprehensive exam.

Exam Failure

If a student fails both the 'initial' and 'retake' of the Qualifying or Comprehensive Examination he or she shall be dismissed from the program. An appeal process is available under ELMP department guidelines. See #5.

4. Policy on Appeals for Reinstatement to the MA and ED.S Programs

The ELMP policy on appeals to be reinstated into one of its doctoral program consists of two categories. The first is for students who were dismissed for reasons of academic integrity or poor academic performance. The second is for students who stopped attending but were in good standing and failed to complete the entire program.

Reinstatement Policy: Part I

Any student who was dismissed from the program for reasons of academic integrity or poor academic performance who request reinstatement into the MA/ED.S program must submit a letter to the Chair of the department requesting reinstatement and indicating the reasons for the request. The letter shall be presented to the *faculty at an appropriate department meeting or an otherwise special meeting*, and the faculty must approve by majority vote the reinstatement and identify any conditions that may be relevant for the student to be re-admitted.

Reinstatement Policy: Part II

Any student who requests readmission into the MA/ED.S program, who discontinued their program and it has been greater than 6 years but fewer than 10 years must formally request consideration for reinstatement into the program to the chair of the department and the K-12 program director. They will review the application and outline the conditions for reinstatement. Any student who requests admission after 10 years must formally re-apply and will be considered a new student for admission.

5. Policy on Appeals for Reinstatement into ELMP Doctoral Programs

The ELMP policy on appeals to be reinstated into one of its doctoral programs consists of two parts:

- Part 1 applies to students whose *initial* registration in an ELMP doctoral program occurred ten (10) or more years ago. Periods for which student was granted an official leave of absence will not count towards the ten year time limit.
- Part 2 applies to students for whom it has been greater than eight (8) but fewer than ten (10) years since their *initial* enrollment in an ELMP doctoral program.

Periods for which student was granted an official leave of absence will not count towards the eight and ten years' time limits.

-

Reinstatement Policy: Part 1

Any student whose *initial* registration in ELMP doctoral program occurred ten or more years ago (less any time credited for official leaves of absence) must reapply for admission to the program following standard admission process outlined in current Graduate Catalog for all new students.

Reinstatement Policy: Part 2

Assumes that the individual seeking reinstatement has completed all requirements for degree and that it has been greater than eight (8) but fewer than ten (10) years since their *initial* enrollment in ELMP doctoral program.

Candidates seeking reinstatement under Part 2 must submit the following:

- Written request outlining case for reinstatement.
- Presentation of a current resume, which demonstrates that the candidate is current regarding the profession, the literature, leadership, and scholarly activity.

Candidates for reinstatement must request a written statement from the mentor, reader or other department member with knowledge of the candidate as to his/her recommendation for or against reinstatement.

Students reinstated under Part 2 of the reinstatement policy must complete all degree requirements, including successful defense of dissertation, within two years of their reinstatement date. In addition, they will be required to successfully complete all degree requirements (e.g., courses, Qualifying Examination, Comprehensive Assessment, etc.) that are part of the current program even if these requirements were not part of the candidate's previous program.

Determination

The *Reinstatement Committee's* decision will be final and reflect the considered judgment of its members drawn from ELMP full-time faculty.

6. ELMP Department Policy on Obtaining Outside Assistance for Data Analyses in a Doctoral Dissertation

The ELMP Department's policy is anchored in two basic values or interests: (1) the interest in encouraging doctoral students to further develop their capabilities in selecting and performing analytical techniques—be they quantitative or qualitative --- that are most appropriate to the research questions in their doctoral dissertation work; and (2) the interest in upholding the highest standards of academic integrity in the conduct and reporting of dissertation research.

In the interests in preserving these values, the ELMP Department recommends that:

- (1) students explore employing the most appropriate analytical techniques as defined by prevailing and even pioneering practice in the academic field of educational or higher educational administration;
- (2) students seek assistance, within the department faculty and within the College of Education and Human Services in learning and employing new analytical techniques in their dissertation research; and
- (3) When such assistance is not readily available within the department or college, students are permitted to seek analytical assistance from experts outside of the university.

The decision of a student to seek outside analytical assistance should be made **ONLY** with the advice and consent of the dissertation mentor and the assistance must be provided under the mentor’s supervision. It is expected that the mentor will initially consult directly with those departmental faculty who provide advanced instruction in research methods and data analysis to make a preliminary determination of the appropriateness of a particular student undertaking such analytical work.

Once such a determination is made, the mentor must approve in writing the nature and scope of the assistance to include advice on specific challenges in employing a particular technique, typical approaches to data reporting and display, and typical issues of interpretation. In no case would such assistance include running the actual analyses, constructing tables and charts, or writing interpretive narratives that are imported verbatim into the dissertation document. The “outside” analytical consultant must agree in writing to the terms outlined by the mentor. It is expected that the mentor will consult with those colleagues teaching advanced research methods in ensuring contract compliance. Seeking and using the products of “outside” analytical consultation without the advice and consent in writing of the mentor –or seeking and using advice beyond the scope authorized, will serve as a basis for dismissal from the program.

Appendix A



COLLEGE OF EDUCATION AND HUMAN SERVICES QUALIFYING EXAMINATION APPLICATION

Last name (please print) First name MI *Campus Wide ID # (back of ID card)*

Address: Street **CITY** State Zip Code Telephone #

Seton Hall Email Address: _____

Appendix C

SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL LEADERSHIP,
MANAGEMENT AND POLICY

PROGRAM PLAN FORM

DOCTOR OF EDUCATION (Ed.D.)

Name _____ SSN _____

Address _____ Phone _____

Area of Specialization _____

Advisor _____ Date Admitted to Ed.D. Program _____

Present Position _____
(Previous position if full-time student)

Address _____ Phone _____

PRIOR DEGREES

Undergraduate Institution _____

Major _____ Degree _____ Date _____

Graduate Institution _____

Major _____ Degree _____ Date _____

APPROVALS (SIGNATURES)

STUDENT _____ Date _____

ADVISOR _____ Date _____

DEPT. CHAIR _____ Date _____

NAME _____

Program Plan Form – Ed.D.

1. Concise statement of primary professional objective, including type of position:

2. Graduate course work offered to fulfill Ed.D. requirements:

Graduate units accepted from other institutions toward Ed.D. degree (45 max) _____

Graduate units completed at Seton Hall University _____

Graduate units to be taken at Seton Hall University _____

Total number of graduate units required (90 minimum) _____

3. Competence in Statistics and Computer Science (Brief statement as to how it will be accomplished):

Statistics:

Computer Science:

4. Supervised Field/Practical Experience Required:

5. Departmental Specialization and/or Certification Requirements:

6. Plan for Residency, including two consecutive semesters of 9 credits (Provide dates):

7. Projected Time Plan, including specific dates for:

Qualifying Exam/Matriculation _____

Comprehensive _____

Dissertation Seminar I _____

Dissertation Seminar II _____

Dissertation Defense _____

NAME _____

Program Plan Form – Ed.D.

Graduate Credits TO BE TAKEN at Seton Hall University (CURRENT & PROPOSED)

Institutions & Dates | Foundations/ | Professional Core | Research & | Field
Experience

| Interdisciplinary

| Statistics

| Internship

TOTALS

TOTAL CREDITS TO BE TAKEN AT SETON HALL

Appendix D



COLLEGE OF EDUCATION AND HUMAN SERVICES
COMPREHENSIVE EXAM APPLICATION

Last name (please print) First name MI Campus ID # (Back of ID card)

Address -- Street CITY State Zip Code Telephone #

Seton Hall Email address: _____

Program Level: MA Ed.S. Ed.D. Started Program _____ (year)

Program _____ # of credits completed _____
(HRED students may NOT take the exam and must take the Assessment)

Date of Examination Fall _____ Spring _____ Summer _____
M.A. Only

I expect to receive my degree Fall _____ Spring _____ Summer _____
Yr. Yr. Yr.

- **If you are re-taking a portion of the exam, please indicate which part you are re-taking:**
-

I certify that I have completed all College, department, and program prerequisites for this examination.

- **I took and passed the Qualifying exam on this date: _____ (REQUIRED)**

Student Signature (REQUIRED) Date

Please attach a copy of your most recent counseling report or a transcript. There are deadline dates for doctoral application (REQUIRED)

This student is eligible for this examination.

Adviser Signature Date Associate Dean
Date

-----DO NOT WRITE BELOW THIS LINE -----

This examination has been Passed _____ Failed _____

(Department Chair, Date)

(Associate Dean, Date)

Notice Sent to: Student _____ Date Registrar _____ Date

Appendix E

COMPREHENSIVE EXAMINATION

EVALUATION FORM

Candidate Number _____
(Rating Scale: + = Superior = Adequate - = Substandard)

Part I, Question Number _____

- | | | |
|----|--|-------|
| 1. | Adherence of response to question posed | _____ |
| 2. | Organization and Integration of response | _____ |
| 3. | Appropriateness and adequacy of source citations | _____ |
| 4. | Writing style and structure | _____ |
| 5. | Overall demonstrated competency | _____ |
| | Recommendation on Part I: | |
| | Pass | _____ |
| | Questionable | _____ |
| | Fail | _____ |

Combined Recommendation for Parts I and II:

Pass	_____
Questionable	_____
Fail	_____

Signature _____ Date _____

Appendix F

SETON HALL UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES OFFICE OF GRADUATE STUDIES

APPROVAL FOR DISSERTATION PROPOSAL

Candidate, _____, has successfully completed all requisite requirements. This candidate's proposal has been reviewed and the candidate may proceed to collect data according to the approved proposal for dissertation under the direction of the mentor and the candidate's dissertation committee.

If there are substantive differences between what has been approved in the proposal and the actual study, the final dissertation should indicate, on a separate page in the Appendix, the approval of the committee for those changes.

Title of Proposed Dissertation: _____

Dissertation Committee:

Mentor
(sign/date): _____
PRINT NAME:

Committee Member
(sign/date): _____
PRINT NAME:

Committee Member
(sign/date): _____
PRINT NAME:

Committee Member
(sign/date): _____
PRINT NAME:

Approved by Seton Hall University Institutional Review Board on: _____

Department Chairperson (sign/date): _____

Waived by IRB by: _____ On this date: _____

Appendix G

SETON HALL UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES

APPROVAL FOR DISSERTATION ORALS

Please print the following information:

Candidate: _____

Dissertation Title: _____

Academic Dept.: _____

Degree: _____

Committee: Please sign AND print your name:

Mentor

(sign/date): _____

PRINT NAME: _____

Committee Member

(sign/date): _____

PRINT NAME: _____

Committee Member

(sign/date): _____

PRINT NAME: _____

Committee Member

(sign/date): _____

PRINT NAME: _____

Date approved by committee: _____

Date brought to graduate studies office: _____

*****This form must be filed with the Office of Graduate Studies 30 days prior to your defense date.***

Appendix H

SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES
Jubilee Hall, Room 467

For the complete packet of “**Doctoral Dissertation Procedural Information,**” contact the Office of Graduate Studies at (973) 761-9668, which includes the following documents, many of which can also be obtained through the links provided at this website:

- Checklist for Completion of Doctoral Requirements
- Doctoral Student Information
- Off-Campus Defense Committee Information
- Approval for Dissertation Proposal
- Approval for Dissertation Orals
- IRB- Request for Approval of Research
- Need help with APA Style?
- Manual of Style
- Orals and Beyond

These documents provide all the information necessary for completing your oral defense. The exact deadline date for an oral defense changes each year/semester. Typically, **the last date to defend in a semester is approximately 7 weeks before graduation.** Please contact the Office of Graduate Studies for the specific date in the semester in which you want to defend (973-761-9668). If you defend after that date, you will be considered a graduate of the following semester.

Dissertation Process:

- Work with your mentor on preparing your proposal (Chapters 1, 2, and 3). When your mentor determines you are ready for the IRB, she/he will sign your *Approval for Dissertation Proposal* form. Bring this form to the IRB along with the required number of copies of the IRB – *Request for Approval of Research* form.
- When the above is returned to you, file the *Approval for Dissertation Proposal* form and a copy of the IRB form in the Office of Graduate Studies.
- Continue working with your mentor and committee until the completion of your research and dissertation. Upon completion, each member of your committee must review all five chapters of your dissertation and sign an *Approval for Oral Defense* form. Return the form to the Office of Graduate Studies; this form indicates to the College of Education & Human Services that you are ready to defend. Your defense date will be scheduled within a month of returning this form.
- Students are responsible for distribution of their dissertation to each committee member, which includes the chairperson and when applicable, external reader.

- **It is the responsibility of the student to arrange for the specific date and time of their defense with their mentor and committee members.** The student must provide the Office of Graduate Studies with the *Approval for Dissertation Orals* form, signed by each committee member indicating acknowledgement and acceptance of the defense date and time indicated. In addition, it is the responsibility of the student to provide off-campus committee members with directions to the university. Once the date and time of the defense is determined, the office of Graduate Studies will inform the student and committee members of the location of the oral defense.
- You are responsible for ordering any visual aid materials you may want to use during your defense. These may be obtained from the Media Center (973-761-9554).
- When your defense is complete, your committee will inform you of their decision and denote any necessary changes to your manuscript. Complete the changes and submit a clean copy to the proofreader. For the most up-to-date list of proofreaders, contact the Office of Graduate Studies (973-761-9668). It is **your** responsibility to get the manuscript to a proofreader.
- When the manuscript is returned from proofreading, make those changes. Any discrepancies should be discussed with your mentor. A clean, professional edited copy of the dissertation must be submitted to the SHU Library via the electronic submission system: <http://library.shu.edu/content.php?pid=618212&sid=5119669>
- One bound copy must be presented to the Dean's Office.
- Additional bound copies may be purchased. **If additional bound copies are ordered, please provide the appropriate number of additional clean copies.**
- At any point in this process, you may return the *Survey of Earned Doctorates* to the Office of Graduate Studies (a separate form you should get from that office).

Dissertation Submission Facts:

1. **The \$25.00 SHU library processing fee** can be paid with Pirate's Gold, or over the phone; this is a fully electronic process that can be done at a distance (no travel to campus required).
2. **A copyright page is a requirement for all dissertations.** ProQuest (where SHU dissertations are registered globally) absolutely requires a copyright page. An additional copyright fee may apply. Dissertations will be turned back if they do not have a copyright page.
3. **Candidates must register their dissertation with ProQuest.** An additional fee may apply from ProQuest.
4. **All submissions are final to our ETD repository and ProQuest.** Candidates must make sure everything is correctly formatted and reads appropriately prior to submission
5. **Submissions must be submitted in pdf format.** If the conversion to pdf ends up causing formatting issues, the candidate must perform the function of reformatting (SHU's MS Office Suite has this feature)

6. Candidates often (permissibly) use/include copyrighted materials in their dissertations. **Formal permissions to use copyrighted material should be secured by the candidate and written record of such permission should be included in an appendix.**

Candidates must review the following dissertation submission resources prior to beginning the submission process:

https://www.shu.edu/education/upload/ELMP-Doctoral-Dissertation-Handbook_v-11-04-16.pdf

<https://www.shu.edu/academics/education/graduate-studies.cfm>

<http://library.shu.edu/etd-services>

How to use the forms:

- The above procedure describes how to use the *Approval for Dissertation Proposal* and the *Approval for Dissertation Orals* form.
- The Checklist is for your record keeping.
- In order to serve all parties most efficiently, the *Doctoral Student Information* and *Off-Campus Defense Committee Information* forms should be filed with the Office of Graduate Studies as soon as possible.
- **The other three forms will help you by providing information about style and procedure. It is imperative that you read them to gain an understanding of the dissertation process and to assure you understand all the information essential for completing the process successfully and in a timely fashion.**

**SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES
Jubilee Hall, Room 467**

ATTENTION DOCTORAL STUDENTS AND MENTORS:

Dissertation Oral Deadline Dates for each academic year:

Oral defenses will be scheduled one month after filing all of the necessary paperwork:

To be considered a:

December graduate oral defenses must be completed by
November 1

May graduate oral defenses must be completed by
March 15

August graduate oral defenses must be completed by
June 15

IMPORTANT:

An oral defense must take place 7 weeks prior to graduation and post-defense requirements must be completed 3 weeks prior to graduation. Students who do not complete all matters relating to the final disposition of the dissertation within the semester defended will have to register for THCN 8999 (Thesis Continuation) in the following semester.

File Graduation Application with Enrollment Services by these approximate dates:

Fall – October 8

Spring – February 8

Summer – June 8

*** Contact Mary Ellen Farrell for the exact date (973) 275-2293
E-mail – maryellen.farrell@shu.edu

Appendix I

SETON HALL UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE SERVICES

CHECKLIST FOR COMPLETION OF DOCTORAL REQUIREMENTS

Doctoral Student Information Form	
Approval for Dissertation Proposal	
Off-Campus Defense Committee Information	
IRB Approval (copy)	
Approval for Dissertation Orals	
Approval for Successful Defense (from mentor)	
Survey of Earned Doctorates	
Binding Receipt (copy)	

ALL FORMS, EXCEPT IRB APPROVAL, MUST HAVE ORIGINAL SIGNATURES!!!

You may make copies of blank forms to distribute separately to each committee member. Return each copy **with the original signature** to the Office of Graduate Studies.

Appendix J

SETON HALL UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES OFFICE OF GRADUATE STUDIES

DOCTORAL STUDENT INFORMATION

Please print or type the following information:

Student's Name:

Student ID # _____ Date of Birth: _____

Address:

Home / Work Phone:

Email address:

Academic Department:

Degree Sought:

Title of Dissertation:

Committee Members:

Appendix K

**SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES**

OFF-CAMPUS DEFENSE COMMITTEE INFORMATION

Please **PRINT** the following information:

Student's Name: _____

Committee Member's Name: _____

Street Address: _____

City/State/Zip: _____

Phone (daytime/evening): _____

E-mail: _____

Appendix L

Certification Procedures

In the semester that you complete your program course work, pick up a certification application from the Office of the Associate Dean for Academic Affairs (Jubilee Hall). The deadlines for application submission are:

March 31 for May graduation
July 14 for August graduation
October 31 for December graduation

Certification applicants must complete items one through nine on the application. We prefer a typed application, but if you cannot find a typewriter, please print VERY neatly. Sign item 19. If you are already certified, you will not need a notary's signature. IF YOU ARE NOT A CITIZEN, YOU MUST SEE THE ASSOCIATE DEAN FOR ADDITIONAL FORMS.

Certificate titles and their fees as follow: \$200 for all school leader certificates.

A full fee schedule as per the NJDOE found here:
<http://www.state.nj.us/education/educators/license/tcis/manual.pdf> (See page 19 of the NJDOE requirements for full listing of fees).

Your application must be accompanied by a money order (not a personal check) payable to "Seton Hall University." This fee is levied by the New Jersey Department of Education and is transferred to that office when the application is submitted to the Office of Licensing and Credentials.

Following are additional evidence required by the New Jersey Department of Education:

A. **Supervisor Certificate**

1. A standard New Jersey instructional license or its equivalent.
2. Three years of successful teaching experience.
3. A master's degree from an accredited or approved institution.
4. Successful completion of one of the following:
 - i. A college curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement.

OR

- ii. A program of college studies including 12 semester-hour graduate credits in supervision and curriculum development in addition to the requirements for the instructional license, including:

- a) At least one course in the general principles of staff supervision for grades N-12.
- b) At least one course in general principles of curriculum development and evaluation for grades K - 12.
- c) The additional study may be oriented directly toward supervision or curriculum development in particular grade levels or in specific subject fields.

B. Principal /Supervisor Certificate

See updated principal certification requirements from the NJDOE here:
<http://www.state.nj.us/education/educators/license/endorsements/0299CE.pdf>

C. School Administrator Certificate

See updated school administrator certification requirements from the NJDOE here:
<http://www.state.nj.us/education/educators/license/endorsements/0101CE.pdf>

SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN RESOURCES

TRANSCRIPT/EVALUATION RELEASE FORM

State regulations for certification require the University to submit official transcripts and student teaching evaluation forms for teaching certificates to the Office of Licensure Academic Credentials in order to establish eligibility for certification.

Please complete and sign the form below and return it to me with your certification application. **I will not be able to process your application until I receive this form.** Please note that no transcript fee will be assessed in this case.

I, _____, authorize Seton Hall University to release an official copy of my transcript and applicable student teaching evaluations to the Office of Teacher Certification and Academic Credentials in conjunction with my teacher certification application.

Applicant's Signature: _____

Date: _____ SS#: _____

CWID: _____

Applicant's Major: _____

Please return this form to:

Associate Dean for Academic Affairs
College of Education and Human Services
Seton Hall University
South Orange, NJ 07079

Appendix M

Memorandum: All Doctoral Students

From: Drs. Kelchen & Babo
Dept. of Education Leadership, Management & Policy

Re: Complying With Federal Pre-IRB Requirements

Overview and Rationale

Federal regulation for IRB requires substantive scientific review of a research protocol before it goes to the IRB. This process is called “Pre-IRB Scientific Review.”

The purpose of pre-IRB scientific review is to ensure that the research protocol is “scientifically meritorious, well designed, and in keeping with ethical guidelines, program relevance, and public responsibility” (NIH MPA, p. 3).

Drs. Kelchen & Babo have agreed to serve as the pre-IRB scientific reviewer for the Education Leadership, Management and Policy Department.

Education Leadership, Management and Policy’s Pre-IRB Scientific Reviewer

Mary F Ruzicka, Ph.D. has agreed to serve as the pre-IRB scientific reviewer for our department. This is a major benefit to our students given she is a member of the College of Education and Human Services, mentors many of our dissertations, and serves in the capacity of University-wide IRB director.

Process for pre-IRB Scientific Review

Submission of IRB documents for pre-IRB scientific review to Drs. Kelchen & Babo can be done at any time convenient for the student, 1) once the student’s mentor has read and approved the documents and if, a dissertation, 2) the student has successfully passed his/her dissertation proposal defense. This pre-IRB scientific review in no way removes any input or oversight by the student’s mentor.

Schedule for feedback by Drs. Kelchen and/or Babo for documents submitted will be by email to the student, with a copy to the mentor. Deadline for a Monday morning feedback is submission of the documents on the previous Wednesday at 12 noon. This schedule applies to all months except July and August. There are no submissions in July and August

Please **plan ahead** by keeping in mind that if documents need revision, they will need to be resubmitted on the same “Wednesday at Noon” timeline, with feedback on the following Monday morning. In operational terms, this means that if revisions are needed and the time is close to the University IRB due date, the student may not be able to submit his/her protocol to IRB for another month. We encourage students to submit to pre-IRB at least two weeks before the final submission is due to the IRB Board in order to allow for required revisions. Please plan ahead.

Procedure for physical submission of the documents:

- (1) Have all sections of the IRB application typed and completed, including forms, letters of solicitation, Informed Consent Form on departmental letterhead stationary, etc.
- (2) Have the sections collated in the order the IRB website requires, and
- (3) Place everything in an envelope labeled “pre-IRB.”

They can then either be:

- (1) Mailed by U.S. mail to:

ELMP Pre-IRB (c/o Ann Rodrigues)
Seton Hall University
Jubilee Hall – 407
400 South Orange Avenue
South Orange, NJ 07079

- (2) **OR** - placed in the pre-IRB **drop-off** folder in Ann’s office (room 407 Jubilee Hall)

Once approved, signed pre-IRB forms will be available in the pre-IRB **pickup folder** by the Monday afternoon following a Wednesday submission.

No electronic or e-mail submissions will be accepted.

If you have any questions, please contact your mentor for additional information.

Appendix N

Institutional Review Board (IRB) **And Pre-IRB Review**

All research involving human subjects must, by federal regulations, be formally approved by the IRB. The IRB is a federally mandated body whose obligation is to ensure the ethical treatment of human subjects. See <http://provost.shu.edu/IRB/> for further information and directions.

An integral but separate part of the IRB total process is **the pre-IRB review**, which is an evaluation of the scientific integrity of the study: the purpose, hypotheses, design, and statistics of the **study**. Pre-IRB is a separate process and preliminary step to be taken before submitting a protocol to the IRB.

Please see the memo from Drs. Kelchen & Babo for details about the timing of pre- IRB review.

Students are cautioned not to wait until the week before protocols are due at the IRB (due dates of submission are at the Seton Hall IRB website) for pre-IRB evaluation. If revisions are needed, this could cause a delay of another month in submitting the protocol to the IRB.

Any student submitting a protocol to the IRB, without pre-IRB review having taken place, automatically has the protocol returned to him/her with instructions to have that evaluation completed first. Please plan ahead and be aware of all the steps required by the federal regulations.

For any questions about the pre-IRB process evaluation and IRB, please email either Dr. Kelchen (robert.kelchen@shu.edu) or Dr. Babo (gerard.babo@shu.edu).

