

**Saint Louis University  
School of Education  
PhD in Higher Education Administration**

**Spring 2019 Written Comprehensive Exam**

**Part A: Morning Question**

**INSTRUCTIONS:** Please respond to the following question. Type your answer in **14 pt.**  
**Arial, double-**

**uiting and retaining traditionally marginalized  
icans, Latinos/ Latinas and Native Americans at a  
entation in the general population. The 2018-2019  
ved for three weeks, has been**

he longest

shutdown in United States history, and has negatively influenced some of your graduate students, both current and prospective, in unanticipated ways. Graduate assistantship funding tied to faculty federal grants have not been dispersed in some cases. Specifically, federal research grants have not been awarded from the National Science Foundation, NASA, and the National Oceanic and Atmospheric Administration (“Government Shutdown Takes Toll on Higher Education,” Erin Miller, Jan. 21, 2019, WTKR News). This proves problematic in terms of retention of current graduate students, their well being, and the recruitment of prospective graduate students. You find that your own institution is experiencing similar challenges as that of Old Dominion University, where “applications for potential graduate assistants are ...piling up. The University doesn’t want to hire people until departments are guaranteed funding for next year” (Miller, 2019).

In addition, undergraduate students who need IRS information to correctly complete their FAFSA have been unable to retrieve this information for the IRS during the shutdown. Due to not having this information, Haley Church “worries she’ll have to drop out (or school) if the aid she receives is less than the original estimate” (“The Office Was Dark: Government Shutdown Delays Financial Aid for Some College Students” Monica Kast, Jan. 13, 2019, USA Today).

You are not the only administrator seeing challenges due to the shutdown. For instance, in a recent Chronicle of Higher Education article, provost and vice chancellor for academic affairs states “You’re delaying the hiring of research assistants, graduate students, and postdocs...At that point you start eating the seed corn for the next generation of scientists” (Ellis & Jackson, January 11, 2019, “*The Government Shutdown is Reaching Historic Territory. Here’s What It Means for Higher Ed.*”). In



**Spring 2019 Written Comprehensive Exam**  
**PART B:**

The Gainful Employment (GE) rule is an Obama-era initiative that revokes federal funding and access to financial aid for poor-performing higher education institutions. That is, this rule seeks to hold for-profit institutions accountable for graduating students with poor job prospects and overwhelming debt. The rule also applies to certificate programs offered by non-profit or public 2- or 4- \ H D U L Q V W L W X W L R Q V Z K L F K P X V W \_ students for gainful employment in a recognized occupation. Institutions are req [(r)-1.381 (u)-0.6 (de)a955h ( )8.5.2 <0046>-5.3 <0l-5.3 (0.6 (du)-0.6 (c1.2 (-5.3 ( a)

information from members of the campus community regarding acts of plagiarism and academic dishonesty, an issue that is becoming more and more prevalent in the higher education environment today. The group will meet approximately twice a month. The goal of the group is to address this concern from a developmental framework. Please provide three (3) Student Development Theories that will guide your work as a Task Force. Give an overview of each theory, including stages/phases, and provide a rationale of why this theory provides support for the new ADITF.

**B5.**