

Department of Educational
Research Practice & Policy

Higher Education Program

Student Handbook
2013-2014



Morgridge College of Education
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The Educational Research Practice & Policy *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the *Graduate Studies Policy Manual*. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and/or issues about access.

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MORGRIDGE COLLEGE OF EDUCATION Vision Statement

The Morgridge College of Education will become a nationally and globally recognized institution where we prepare and produce future leaders for the public good through real learning and community engagement.

WELCOME TO THE DEPARTMENT OF EDUCATIONAL RESEARCH POLICY AND PRACTICE

Welcome to graduate studies in Department of Educational Research Policy and Practice (ERPP) at the Morgridge College of Education (MCE). In addition to our nationally-renown faculty, we aim to provide you with courses that are at the forefront of our field, research-based instructional strategies, and practical field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student in the Department of Educational Research Policy and Practice, you will likely encounter many intellectual and professional challenges to your views on education. And we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.

We are educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, we can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. We are committed to shaping a safe, sustainable, democratic, accessible, and socially just learning experience for all students in all educational settings. We are pleased to have you join us in this venture.



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MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES

All college and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

Degree Planning

Orientation

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

Course Descriptions

The DU Course Catalog contains the official, current course descriptions and can be accessed at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select your program.

The Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/transfer.pdf> This form must be signed by both the faculty advisor and the Department Chair.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

- A 4.0 = 93-100
- A- 3.7 = 90-92
- B+ 3.3 = 87-89
- B 3.0 = 83-86
- B- 2.7 = 80-82
- C+ 2.3 = 77-79
- C 2.0 = 73-76
- C- 1.7 = 70-72
- D+ 1.3 = 67-69

- D 1.0 = 63-66
- D- 0.7 = 60-62
- F 0.0 = 59 & below

Time to Degree

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

Enrollment Requirements

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gst@du.edu) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The form is found at this link: <http://www.du.edu/media/documents/graduates/personalleave.pdf>.

Provisional Admission Status

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

Doctoral Research (Dissertation) Registration Requirement

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Doctoral Continuous Enrollment

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor: <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be

required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

Professionalism In The MCE

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. *Before conducting any recording*, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found at <http://www.du.edu/education/resources/current-students/index.html>

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing*. Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

APA Requirement

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

- KRH 124 (turret room East – Capacity 6)
- KRH 134 (turret room West – Capacity 15)
- KRH 203 (small conference room – Capacity 8)
- KRH 206 (turret room East – Capacity 14)
- KRH 234 (turret room West – Capacity 12)
- KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

Room Reservation TIPS:

- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Technology Support Procedures

The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
 - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2nd floor turret room behind the student locker bank.
 - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
 - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
 - Lab hours are posted on the door of the 210 computer lab.
 - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
 - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, webCentral, wireless setup.
- MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.
 - Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
 - MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email events@du.edu.

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email mce.support@du.edu or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

WELCOME TO THE HIGHER EDUCATION PROGRAM

Welcome to the Higher Education (HED) program in the Morgridge College of Education at the University of Denver! We are delighted that you are joining us as a student in HED. Many things distinguish the HED MA, EdD, and PhD degree programs: outstanding faculty, a focus on access and success, a foundation in Inclusive Excellence (www.aacu.org), and the friendly and supportive nature of our community. Fundamental to our program's success are our outstanding students. You are joining a phenomenal group of engaged emerging scholars and experienced leaders in postsecondary education. I guarantee you will find our students – your peers – to be open and supportive; the relationships you develop through HED will be rewarding and long-term.

This handbook provides detailed information about our degree programs. Please review all the information contained herein. The Office of Graduate Studies (OGS) at DU will use the course requirements outlined for your specific program in this Handbook when it reviews your transcripts prior to graduation. You will want to work closely with your HED advisor to ensure that you meet all program requirements. It is important for you to be aware, though, that you are ultimately responsible for the contents of this Handbook, as well as the policies outlined in the [Graduate Policy Manual](#).

Please know that all of us in HED are here to make your academic experiences at DU worthwhile, intellectually challenging, and professionally gratifying. Speaking on behalf of the entire HED Faculty, we look forward to working with you!

Respectfully,
Dr. Ryan Evely Gildersleeve, PhD
Program Coordinator

HIGHER EDUCATION PROGRAM FACULTY AND STAFF

The Higher Education Program faculty is committed to working closely with students to facilitate their academic progress. As part of this process, the faculty regularly reviews all students' work to assess their progress. Assessment is based on a review of course work, independent work, and other relevant criteria. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements. Faculty bios can be found on the MCE website, www.du.edu/education.

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Mission Statement

The Higher Education Program's mission is three-fold:

1. conduct equity-based research about persistent and/or timely problems facing postsecondary education,
2. prepare social justice professionals for careers in postsecondary education related to administration, policy, teaching, and research, as well as careers in public and private agencies of higher education, for-profit and not-for-profit settings, and in a multicultural and changing world, and
3. provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to postsecondary education, especially related to equity, diversity, and social justice.

The Higher Education Program is an “Inclusive Excellence Unit” (www.aacu.org) and supports the concept that inclusiveness and excellence are one in the same. That is, students and instructors from diverse social and cultural backgrounds who become part of the program bring unique gifts, talents, and experiences that make tremendous contributions to the teaching, learning, and climate of the Higher Education Program.

PROGRAM OVERVIEW

Colleges and universities all over the world face multiple challenges. These institutions need enlightened leaders and faculty who can guide various external audiences and internal constituencies toward new educational solutions to societal challenges. Our degrees provide students opportunities to study various subjects in the field of higher education in order to meet the needs of entry- and mid-level postsecondary administrators in a range of offices and units.

Higher Education Course Descriptions

The DU Course Catalog contains the official current course descriptions and can be found by going to http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term and then select Higher Education.

HED Additional Grade Requirements

Credits carrying below a "B-" will not be accepted by the program as meeting degree requirements. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended or dismissed.

Student Review

Student progress is monitored both during and at the end of each quarter by program faculty. Students who are not making satisfactory progress in their respective program will be required to meet with their advisor and the Program Coordinator. The goal of the meeting will be to assist and support students and identify a plan of action toward continuous improvement and success in the program.

PROGRAM REQUIREMENTS

Master of Arts

The HED Master's program is designed to prepare professionals for administrative, leadership, student-centered, and/or policy-focused careers in postsecondary institutions, private and public agencies of higher education, and other educational settings. This "generalist" program enables students to explore the academic and practitioner-oriented issues related to postsecondary settings and to expand their experiential awareness through practical activities in administration, teaching, policy, and research.

Course Requirements	Credit Hours
I. Higher Education Core Courses	29
II. Higher Education Research Courses	6
III. Elective/Optional Emphasis Courses	15
Total Hours	50 hrs.

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education. Other degree requirements include practicum experience, internship experience, and the successful completion of a capstone project.

Elective coursework allows students to complete an *optional* emphasis in one of three areas:

- (1) College Student Affairs
- (2) Diversity and Higher Learning
- (3) Leadership and Organizational Change.

In order to complete an emphasis, nine of the 15 elective credit hours need to be taken from a menu of courses affiliated within the emphasis area, as denoted in the course work plan below.

Emphasis Areas

The **College Student Affairs** emphasis enables students to gain knowledge about higher education and student development. Students will develop skills for supporting diverse student populations and experience practica and internships in student-related areas. The College Student Affairs concentration is intended for individuals interested in positions in college/university student services and other organizations focused on college student success.

The **Diversity and Higher Learning** emphasis is designed for students with a special interest in diversity, social justice, access, and equity. Structured around courses that provide both theoretical and practical skills, this emphasis is intended for future scholars and practitioners interested in enhancing diversity, access, and equity in organizations; faculty and staff development in P-20 educational institutions; trainers in for-profit companies and not-for-profit agencies; and administrators and faculty in two-year and four-year higher education institutions. This emphasis places a great deal of emphasis on developing critical understanding of the impact that social identities (e.g., race, class, and gender) have on collective and individual learning in organizations. Students who currently work in or intend to pursue careers

in multicultural affairs, curriculum development, university instruction, university administration, consulting, or training will find this emphasis a good fit.

The **Leadership and Organizational Change** emphasis prepares experienced professionals to assume greater responsibility, pursue longer-term career goals, or change their emphasis in higher education administration. This concentration has been especially designed for individuals working in or seeking to understand postsecondary education in a changing multicultural and global society. Experienced professionals who are interested in enhancing their careers will discover that this program challenges them to discover and strengthen an array of skills essential for success: analytical, communication, multicultural competence, and leadership. The Leadership and Organizational Change emphasis enables participants to link professional knowledge and research with the world of practice in postsecondary education, nonprofit or non-governmental organizations, foundations, think tanks, research institutes and the private sector.

HED INTERNSHIP AND PRACTICUM REQUIREMENTS

Practicum

The practicum experience is a supervised learning opportunity in a postsecondary environment that provides both academic credit and experiential learning to strengthen professional expertise. The practicum experience coincides with a year-long course (3 credit hours), HED 4290: Inclusive Excellence and Higher Education I. Practicum experiences can take one of three forms:

1. A paid assistantship/fellowship at the University of Denver or another postsecondary institution/organization*
2. A paid full or part-time professional position in a postsecondary institution/organization
3. An *unpaid* practicum assignment related to postsecondary education (as approved).

This applied experience is for educating students to begin entry- and mid-level positions within postsecondary institutions of higher learning. The practicum experience is an integral aspect of the total learning experience. Successful practicum experiences are critical in every quarter of the first year. However, if a student is not performing as expected (that is, by achieving a "B" average or better in each of the quarters) within the practicum year, it may be necessary for the student to complete an additional practicum experience. These incidents are rare and will be discussed with the student as necessary. It is expected that those in University of Denver assistantships/fellowships will continue in their assignments for two years.

Minimum time commitment expected:

- 15 hours/week during the regular academic year for paid practicum assignments
- 10 hours/week during the regular academic year for unpaid practicum assignments

*"Postsecondary institution/organization" is understood to be any accredited institution of higher education (e.g., Arapahoe Community College, Metropolitan State University), as well as

community organizations (e.g., Denver Scholarship Foundation, Education Commission of the States) and/or government agencies (e.g., Colorado Department of Higher Education).

Internship

The internship experience provides students a second experiential learning opportunity in the field of higher education. Students usually do their internship during the summer between their first and second years, or during the second year of coursework. The internship experience is intended to broaden students' experience of higher education administration and service to further their professional skills. This is a two credit learning experience designed to expand the parameters of a student's practicum experience. Academic credit is earned as part of the HED 4270: Student Affairs Internship course taken at student's convenience during or after completion of the internship itself.

Minimum time commitment expected:

- 300 hours total for paid internships
- 150 hours total for *unpaid* internships

DEGREE COMPLETION COMPONENT

The Capstone Project

Students enrolled in the HED MA program will complete a capstone project as the final degree requirement. The purpose of the capstone project is to synthesize the information gained through HED coursework. After approximately 18-24 quarter hours of course work has been completed (i.e., after the first year), the student should contact their faculty advisor to discuss ideas for their capstone project and obtain approval of the Capstone Proposal. The project will take one of three forms: 1) a well-designed, research-based practical intervention addressing a significant educational problem in postsecondary education, or 2) a well-designed, research-based evaluation/assessment of an existing program focused on student success, or 3) a policy brief of publishable quality focused on a significant educational problem in postsecondary education.

Students complete the capstone project under the direction of a faculty advisor. A field site supervisor is brought on to help adjudicate the final product. The capstone project proposal must be completed at least two quarters prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the Program Coordinator.

**HIGHER EDUCATION MASTER OF ARTS
COURSE WORK PLAN**

NAME _____ STUDENT # _____

Please discuss with your advisor the course plan most appropriate for your schedule. Substitutions are acceptable with advisor approval. Students must receive a B- or better in coursework to be counted toward the degree (and a grade-point average of 3.0 or better).

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (6 hours)			
Higher Education Research Methods I	HED 4232		3
Higher Education Research Methods II	HED xxxx		3
Subtotal			6
II. HED Required Courses (27 hours)			
Leadership and Supervision	HED 4213		3
History of American Higher Education	HED 4214		3
Org. and Governance of Higher Education	HED 4220		3
The Community College	HED 4226		3
Issues of Access & Opportunity	HED 4246		3
Retention, Persistence, and Student Success in Postsecondary Settings	HED 4247		3
Inclusive Excellence in Higher Education I	HED 4290		3
Inclusive Excellence in Higher Education II	HED xxxx		3
Charac. of College Students & Adult Learners	HED 4282		3
Internship	HED 4270		2
Subtotal			29
III. HED Electives (15 hours)			
<i>Optional emphasis areas: Student Affairs/Development; Diversity & Higher Learning; Leadership & Organizational Change (see below)</i>			
Subtotal			15
Total Credit Hours for MA			50

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

Optional Emphasis Areas:

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
College Student Affairs Emphasis <i>At least 9/15 elective credit hours chosen from:</i>			
Student Affairs Administration	HED 4217		3
Students and College Environments	HED 4260		3
College Student Development Theory	HED 4261		3
Student Personnel Helping Skills	HED 4229		3
Seminar in Higher Education (as appropriate)	HED 4294		3
Counseling Theory	CNP 4700		3
Diversity & Higher Learning Emphasis <i>At least 9/15 elective credit hours chosen from:</i>			
Critical Race Theory and Education	HED 4287		3
Inclusive Excellence in Organizations	HED 4284		3
Inclusive Excellence Programming and Development	HED 4281		3
Gender & Sexual Orientation in Education	HED 4288		3
Seminar in Higher Education (as appropriate)	HED 4294		3
Leadership & Organizational Change Emphasis <i>At least 9/15 elective credit hours chosen from:</i>			
Public Policy in Higher Education	HED 4212		3
Financing Higher Education	HED 4221		3
Higher Education and Law	HED 4222		3
Institutional Research & Enrollment Mgmt.	HED 4223		3
College Human Resource Policies	HED xxxx		3
Training in Business, Gov't, & Not-for-profit Orgs	HED xxxx		3
Seminar in Higher Education (as appropriate)	HED 4294		3

Doctoral Programs, EdD / PhD

At the doctoral level, students gain knowledge and demonstrate competence through coursework, a doctoral comprehensive exam (also known as the *preliminary* oral examination), and the completion of a doctoral research project (EdD) or dissertation (PhD), defended in a *final* oral examination. The successful final orals and graduation are statements of academic and professional competence in higher education.

Socialization and orientation to the program is carried out during a required year-long seminar. The Doctoral Pro-seminar (HED 4291, 3 cr.) is designed to address socialization and orientation needs of all Higher Education doctoral programs. The seminar combines a variety of pedagogical tools to orient and socialize students into the advanced study of higher education.

EdD Coursework Requirements

The formal curriculum prior to the doctoral comprehensive examination and the doctoral research project includes the following areas for EdD students:

I. Research Courses	(25 hrs.)
II. Higher Education Core Courses	(33 hrs.)
III. Electives	(7 hrs.)
Total Credit Hours	65 hrs.

PhD Coursework Requirements

The formal curriculum prior to the doctoral comprehensive examination and dissertation research includes the following areas for PhD students:

I. Research Courses	(39 hrs.)
II. Higher Education Core Courses	(21 hrs.)
III. Elective Courses	(15 hrs.)
IV. Cognate Courses	(15 hrs.)
Total Credit Hours	90 hrs.

Specific course requirements can be found in the EdD and PhD coursework plans documents.

The Doctoral Comprehensive Examination

The doctoral comprehensive exam consists of the completion of both a written and oral portion, and requires the approval of a review committee selected by the faculty advisor and student. The doctoral comprehensive exam is used to determine the student's comprehension of the field, capacity to undertake independent research, and ability to think and express ideas clearly.

The Doctoral Comprehensive Examination Paper (comps paper)

As the written portion of the doctoral comprehensive exam, the comps paper is intended to assess the student's capacity to integrate knowledge and proficiency in conducting a thorough and succinct critical review of relevant research literature. It is a scholarly analysis of a higher education problem, issue, or idea, and it is typically 40-50 pages in length, including references. It must contain a clear statement of a higher education problem, a critical analysis of pertinent research literature, and implications for further research, policy, and practice.

The student will work closely with the faculty advisor during draft development of the comps paper. The final version of the comps paper will be considered ready to submit to the comprehensive examination committee only after submission approval has been given by the faculty advisor. It is the student's responsibility to deliver final draft copies to all committee members. Committee members must be provided at least two weeks to read and prepare comments on the comps paper. Upon advisor approval that the comps paper is satisfactory for an oral examination, the student will schedule the doctoral comprehensive oral exam.

The Doctoral Comprehensive Oral Examination

The oral portion of the examination will last approximately 90 minutes and consists of the student's overview of the comps paper and the comprehensive examination committee's thorough questioning of the student's work. The faculty advisor may ask a third faculty member to read the comps paper and participate in the oral examination, if he or she determines that it would be helpful to evaluate the quality of the examination. All comprehensive examination committee members are expected to participate fully in the oral portion of the exam, as well as in the discussion and decision regarding the result of the examination. Attendance at the oral portion of the comprehensive examination is limited to the student and the two or three faculty members that make up the committee.

The Comprehensive Examination Committee

The comprehensive examination committee will be the approving body for the student's doctoral comprehensive exam and members will be determined in discussion between the student and the advisor. After gaining advisor approval of the selection, the student will invite the second faculty person to join this committee. Like the faculty advisor, the second faculty person should have known expertise in the student's proposed area of research. He or she must have graduate school standing to serve on doctoral committees.

Scheduling the Doctoral Comprehensive Examination

It is the student's responsibility to schedule the examination, with the approval of the faculty advisor. To take an official examination, all incomplete coursework must be turned in by the deadline for registration to take the examination. If a student receives an incomplete at the end of the quarter after registering for an examination, all outstanding work for the course must be turned in to the course instructor by the end of the first week of the quarter in which the exam is to be taken. Exceptions to this policy may be made only by petition to the Higher Education Program Coordinator. Students who do not successfully defend a dissertation proposal within 24 months of the date of the comprehensive examination will be dismissed from the HED program.

Doctoral Comprehensive Examination Results

The outcome of the examination is reached by the committee and communicated by the advisor to the student immediately. The committee will assign one of the following values to the exam:

1. Outstanding—Pass with Distinction; at least two readers must make this judgment.
2. Acceptable—approved; student may make final copies. All readers must make this judgment.
3. Minor Revisions—two weeks to revise; circulate among readers who requested revisions.
4. Major Revisions—two months to revise; circulate among readers again to receive approval

5. Unacceptable—consult with advisor and other committee members.

DEGREE COMPLETION COMPONENTS

The Doctoral Research Project (for EdD students only)

The doctoral research project serves as the culmination of students' learning and development in the EdD program. The doctoral research project is intended to be an opportunity to learn and demonstrate expertise in a particular area of postsecondary education. The basic requirement is that the doctoral research project be original work that examines a practical or policy concern in a postsecondary education setting. It must be useful to the practice of higher education leadership and administration. Students should consult the Department of Education Research, Policy, and Practice (ERPP) doctoral research project process agreement for detailed information.

The Dissertation (for PhD students only)

The dissertation serves as the culmination of students' learning and development in the PhD program. The dissertation is ultimately intended to be an opportunity to learn and demonstrate expertise on a particular issue or problem, and through subsequent publications communicate that information to professional colleagues and practitioners. The basic requirement is that the dissertation be original research that examines some issue or problem of significance related to postsecondary education and be of significance to advance the knowledge, theory, and professional practice of higher education. The dissertation topic should be directly related to some aspect of postsecondary education.

To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The [dissertation credit form](#) can be obtained from the Frequently Used Forms tab on the Registrar's website. Your faculty advisor will determine your eligibility before signing the form.

**HIGHER EDUCATION DOCTOR OF EDUCATION (EDD)
COURSEWORK PLAN**

Student:

Student ID:

This course work plan must be completed, with advisor’s signature, and submitted to the department office by the end of the first quarter of enrollment, or at the completion of 24 credits. Transfer credits will NOT be approved after the first quarter of enrollment.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (25 hours)			
<i>A. Foundations Courses (12 hours)</i>			
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
<i>Choose one of the following three:</i>			
Educational Measurement	RMS 4920		3
Empirical Research Methods	RMS 4930		3
Program Evaluation Theory	RMS 4960		3
Subtotal			12
<i>B. Intermediate Methods Courses (3 hours)</i>			
<i>Choose one of the following three:</i>			
Qualitative Data Collection and Analysis	RMS 4941		4
Correlation and Regression	RMS 4910		4
Survey Design and Analysis	RMS 4931		3
Subtotal			3
<i>E. Doctoral Research Credits (10 hours)</i>			
Students must register for at least 1 credit hour each quarter following all other coursework.			
Doctoral Research	HED 5995		10
Subtotal			10
II. HED Required Courses (33 hours)			
Social and Political Context in Higher Education	HED 4210		3
Current Issues in Higher Education	HED 4211		3
Organization and Governance of Higher Education	HED 4220		3
The Community College	HED 4226		3
Public Policy in Higher Ed	HED 4212		3
Financing Higher Education	HED 4221		3
Higher Education and the Law	HED 4222		3
Doctoral Professional Development Seminar	HED 4291		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3

Seminar in Higher Education	HED 4294		3
Subtotal			33
III. Higher Education Electives (7 hours)			
Subtotal			7
Total Credit Hours for EdD			65

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

**HIGHER EDUCATION DOCTOR OF PHILOSOPHY (PHD)
COURSEWORK PLAN**

Student Name:

Student ID:

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (39 hours.)			
<i>A. Foundations Courses (12 hours)</i>			
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
<i>Choose one of the following two:</i>			
Educational Measurement	RMS 4920		3
Empirical Research Methods	RMS 4930		3
Subtotal			12
<i>B. Intermediate Methods Courses (8 hours)</i>			
Subtotal			8
<i>C. Advanced Methods Course (3 hours)</i>			
Subtotal			3
<i>D. Program Requirement (6 hours, as directed study)</i>			
Directed Study	HED 5992		6
Subtotal			6
<i>E. Dissertation Research Credits (10 hours)</i>			
Students must register for at least 1 credit hour each quarter following all other coursework.			
Dissertation Research	HED 5995	variable	
Subtotal			10
II. HED Required Courses (21 hours.)			
Social and Political Context in Higher Education	HED 4210		3
Current Issues in Higher Education	HED 4211		3
Organization and Governance in Higher Education	HED 4220		3
Doctoral Professional Development Seminar	HED 4291		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
Subtotal			21

III. HED Electives (15 hours)			
Subtotal			15
VI. Cognate Courses (15 hours)			
Subtotal			15
Total Credit Hours for Ph.D.			90

Student's Signature:

Date:

Advisor's Signature:

Date:

ETHICAL CODES AND PROFESSIONAL STANDARDS

Professional Standards and Code of Ethics - ASHE

As members of the Higher Education research community, we adhere to the professional standards and code of ethics as outlined by the Association for the Study of Higher Education.

The members of the (ASHE) are subject to many sets of laws, regulations, standards, and codes of conduct related to their professional responsibilities. The principles presented in this document supplement these other sets in representing the high standards of conduct according to which ASHE members expect each other to conduct their professional lives. This list of principles should not be viewed as exhaustive, nor is it supported by a formal regulatory process; rather, the principles should be interpreted as hortatory reminders of the expectations and standards that support the professional work of the association and its members in their roles as scholars, educators, students and other professionals.

Integrity: ASHE members should conduct research and other inquiry in such a way as to maintain the integrity of the work, the people involved in the work, and the field of higher education.

Credit: ASHE members should fully and appropriately acknowledge the contributions of others in their work, whether the contributions are made through collaboration, publication of previous work, or other means.

Responsibility: ASHE members should take full responsibility for all aspects of their work and other professional activities.

Honesty and accuracy: ASHE members should value and demonstrate the highest levels of honesty and accuracy in their work.

Originality: ASHE members should accurately represent the extent of originality in their work, as well as its dependence on their own or others' previous work.

Respect: ASHE members should maintain professional respect and civility in their relationships and interactions with others.

Fairness: ASHE members should fairly and carefully judge the merit of others' work and qualifications on their own merits, without discrimination or prejudice related to personal characteristics or professional bias.

Advancement: ASHE members should aim to advance the study of higher education and its contributions to its constituents, including through participation in and service to ASHE.

Responsibility to clients and to the public interest: ASHE members, as professionals, have a principal responsibility to serve as best they can the best interests of their clients and of the public interest.

Conflict of interest: ASHE members, as professionals, should declare any possible conflict of interest that emerges from any financial interest they may have with regard to any particular professional decision or judgment.

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APPENDIX A: MCE AFFILIATED PROGRAMS

The Aesthetic Education Institute of Colorado (AEIC)

Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this Institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the “text” for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact: Dr. Bruce Uhrmacher at 303.871.2483, buhrmach@du.edu

The Colorado Community-Based Research Network (CCBRN)

This network connects university students and faculty with community organizations needing research and information. Since 1997, DU students have helped address pressing issues within our local communities such as environmental threats, school and educational decline, growing crime rates, immigrant issues and economic inequality. Community-based research is a unique tool for preparing students for lives of civic engagement and social responsibility. It allows them to apply the skills and knowledge gained in the classroom in situations that expand their understanding of the world, increasing their commitment to our democratic society. If you are interested in joining the network, please contact Dr. Nick Cutforth at 303.871.2477 or at ncutfort@du.edu.

The Ricks Center for Gifted Children

Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. It provides nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs. Its mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Contact: Dr. Norma Hafenstein at 303-871-2527 or nhafenst@du.edu

The Institute for the Development of Gifted Education

Building on 25 years of extensive experience in curriculum development at the Ricks Center for Gifted Children, the Institute has produced a variety of curriculum units that utilize an integrated thematic approach carefully matched to the learning characteristics and dispositions of gifted children. In conjunction with the production of curriculum units, the Institute sponsors periodic curriculum seminars for school practitioners, graduate students, and university professors interested in learning about development and adaptation of curriculum to be utilized especially with gifted learners. Contact: Dr. Norma Hafenstein at 303-871-2527 or nhafenst@du.edu

Marsico Insitute for Early Learning and Literacy

The Marsico Institute is a research and social policy institute dedicated to improving learning environments and outcomes for children, birth to age 8. The work of the Institute includes identifying the best in early learning research, practice, and policy, and delivering that information to academics, practitioners, policymakers, and parents: the people who can create and implement changes to improve the lives of young children. Contact: Dr. Doug Clements at 303-871-2217 or douglas.clements@du.edu

APPENDIX B: STUDENT ASSOCIATIONS

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

Curriculum Studies & Teaching Student Association

The Curriculum and Instruction Student Association (CISA) provides an avenue for CS&T students to connect and interact with other members of the Morgridge College of Education community; attend presentations on topics of interest; participate in mentoring; and gain assistance in all phases of their academic program. Being part of a supportive network of individuals contributes to a successful, satisfying graduate student experience. We encourage you to make the most of your time at the University of Denver by participating in CISA.

Higher Education Student Association

The Higher Education Student Association (HESA) provides an educational, professional and social base for students interested in the field of higher education. Activities of the organization encourage and enhance all facets of graduate student growth and development and provide an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

APPENDIX C: PROFESSIONAL ORGANIZATIONS / ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Becoming a higher education professional is usually facilitated by joining one or several national associations related to the field and receiving their journals and publications. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. Student memberships at a reduced rate are usually available. Listed below are several major associations which can be particularly helpful to students for their professional and academic socialization and career advancement:

American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) AERA is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The MCE faculty and students usually present between 10 and 15 papers annually at the conference. URL: <http://www.aera.net/>

Curriculum Studies and Teaching

- General organizations
 - American Association for Teaching and Curriculum (AATC) <http://www.aatchome.org/>
 - Association for Supervision and Curriculum Development (ASCD) www.ascd.org
 - National Association for Gifted Children www.nagc.org
- Interest based organizations
 - National Association of Multicultural Education (NAME) www.nameorg.org
 - National Art Education Association (NAEA) <http://www.naea-reston.org/>
 - National Council on Family Relations (NCFR) <http://www.ncfr.org/>
 - National Association for Bilingual Education (NABE) <http://www.nabe.org/>

Higher Education

The **Association for the Study of Higher Education (ASHE)** is one of the most important associations for doctoral students. This association of approximately 1000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. URL: <http://www.ashe.ws/>

The **American Association for Higher Education (AAHE)** is dedicated to administrative professionals in colleges and universities. It is the leading higher education association for educational change through its national conferences on higher education, assessment, and school/college collaboration. URL: <http://www.aahe.org/>

The **American Association of Community Colleges (AACC)** is the most important for those persons interested in community college positions. Fifty percent of all higher education students in the

country hold positions or are intending to work in this group of institutions. URL: <http://www.aacc.nche.edu/>

The **National Association of Student Personnel Administrators** (NASPA) is the largest association for individuals interested in the chief student affairs officer position. For those students seeking positions in this area of higher education or wishing to know about the latest developments in student life, this is an important conference to attend. URL: <http://www.naspa.org/>

The **American College Personnel Association** (ACPA) is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally. URL: <http://www.myacpa.org/index.cfm>

The **Professional and Organizational Development Network in Higher Education** (POD Network) develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. POD fosters human development in higher education through faculty, instructional, and organizational development. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community. URL: <http://www.podnetwork.org/about.htm>

APPENDIX D: UNIVERSITY RESOURCES

Anderson Academic Commons

- University Libraries <http://library.du.edu/>
- Research Center <http://library.du.edu/site/users/students/researchCenter.php>
- Writing Center <http://www.du.edu/writing/writingcenter/>

Campus Safety <http://www.du.edu/campussafety/>

Center for Multicultural Excellence <http://www.du.edu/cme/>

Driscoll Student Center <http://www.du.edu/studentlife/driscoll/>

- Bookstore <http://du.bkstr.com/>
- Pioneer ID Card Office <http://www.du.edu/pioneercard/>
- RTD Pass <http://www.du.edu/transcenter/transit/students.html>

Katherine A. Ruffatto Hall morgridge.du.edu

- Classrooms
- Computer Lab
- Faculty and Staff Offices
- Morgridge Financial Aid Office
- Morgridge Office of Admissions

Light Rail Station http://www.rtd-denver.com/lightRail_subHome.shtml

Mary Reed Building

- Office of Graduate Studies <http://www.du.edu/learn/graduates/>

Parking Services

- Parking Permit Information <https://www.parking.du.edu/>

Ritchie Center <http://www.recreation.du.edu/>

- Coors Fitness Center <http://www.du.edu/ritchiecenter/coorsfitnesscenter/index.html>
- Health & Counseling Center <http://www.du.edu/duhealth/>
- Intramural and Club Sports
<http://www.du.edu/ritchiecenter/studentprograms/index.html>
- Sports/Entertainment Events <http://www.denverpioneers.com/>

The International House

- The Office of Internationalization <http://www.du.edu/intl/index.html>
- International Student and Scholar Services <http://www.du.edu/intl/iss/index.html>

University Hall

- Bursar <http://www.du.edu/bursar/>

- Financial Aid <http://www.du.edu/apply/gradfinaid/>
- Registrar <http://www.du.edu/registrar/>

University Technology Services Help Desk <http://www.du.edu/uts/>

APPENDIX F: QUICK LINKS/FORMS FOR STUDENTS AND ADVISORS

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions:

<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter before the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at http://www.du.edu/registrar/forms/Incomplete_application.pdf

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>