# Higher Education Program

## Doctor of Philosophy
## Student Handbook
## 2011 – 2012

UNIVERSITY OF
DENVER

Morgridge College
of Education

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees certificates. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available at http://www.du.edu/education/resources/current-students/handbooks.html and the University of Denver Graduate Studies Policies available at http://www.du.edu/grad/current-students/forms.html.  In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu.

The University of Denver (Colorado Seminary) 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, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

This Handbook was last revised on 10/25/11.

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**PART I: OVERVIEW**

**General Contact Information**

Dr. Lori Patton, Program Coordinator
Lori.Patton@du.edu,
303-871-3753,
Katherine A. Ruffatto Hall, 359
For assistance in all matters relating to the Higher Education Program.

Office of Academic Services, Morgridge College of Education
303-871-2112, oas@du.edu
For assistance related to academic records, comprehensive exam registration,
graduation application process, and general college support.
Primary contact: Karen Paul-Masaoka, kpaulmas@du.edu

Office of Admissions, Morgridge College of Education
303-871-2509. ed-info@du.edu For assistance related to admissions.

Janet Erickson, Director of Financial Aid
303-871-2485, jerickso@du.edu
For assistance with Financial Aid, scholarships, and GA.

In Part III of this handbook, a complete list of faculty and staff associated with the
Higher Education program is provided.

**Location**
The faculty and staff offices for the Higher Education Program are located in Ruffatto
Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Many,
but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in
lots near the building. For parking information, consult
https://www.parking.du.edu/default.aspx.

**Accreditation**
All degrees at the University of Denver are accredited through the North Central
Association of Colleges and Schools.

**Higher Education Mission**
The Higher Education Program's mission is to prepare transformative intellectuals for
careers in postsecondary education related to leadership, administration, teaching and
research, as well as careers in public and private agencies of higher education, and for
profit and not-for-profit settings in a multicultural and changing world.  The Higher
Education Program is an Inclusive Excellence (www.AACU.org)

unit and supports the concept that inclusiveness and excellence are one in the same. That is, all students, including members of the GLBTIQ community, African Americans, Latinos, Asian, Native Americans, White, People with Disabilities, International students, Religious individuals, women, men, veterans, and many other important social dimensions, who become part of the program bring unique gifts, talents, backgrounds and experiences that make tremendous contributions to the teaching, learning, and climate of the Higher Education Program.

**Higher Education Learning Outcomes**
The Higher Education Program in the Morgridge College of Education has identified learning outcomes for all students which span the P-20 spectrum: leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education and our own university personnel; leadership that builds systems and supports to expand pre-K through postsecondary options, access, and success for all youth and adults; appreciation for and the practice of creating inclusiveness environments, and leadership for early care, developing systemic supports for optimal growth and development for individuals and families, preparing all people for educational success.

**Higher Education Doctoral Program Description**
While higher education courses date back to 1952, Professor Allan O. Pfnister formally organized the Higher Education Program in 1969. The program continues to enable individuals to explore issues related to postsecondary education, and to undertake research to expand their personal and contextual understanding.  We seek to develop highly competent, socially responsible, ethical, and caring professionals. To that end, we focus on what it means to become researchers, scholarly practitioners and effective leaders.

Students in Higher Education doctoral courses will explore literature and research related to postsecondary education so that you will become more reflective in your practice. Through our extensive research course offerings representing multiple approaches to inquiry as well as your own research activities associated with your dissertation, you will become a researcher who will investigate important and crucial problems to improve thought and practice in postsecondary education, whether it may be on a college or university campus or in a corporate setting. Wherever you may go in your professional career, the Higher Education Program faculty expects you to become a responsible, effective leader who has a solid grounding in the literature and research related to higher education and who knows how to do research to address pressing problems. All of these abilities will enable you to become a highly competent professional. Appropriately, this larger Morgridge College of Education mission is directly related to the goals in the Higher Education Program.

Who are our students? They are women and men of diverse backgrounds who are enrolled full- and part-time and who are seeking to expand and deepen their knowledge and expertise about higher education. Some are administrators and staff members of colleges and universities aspiring to more senior administrative leadership positions. Some are persons desiring to make career shifts from business, law, and K-12 education to apply their skills to institutions of higher learning. Some in the health professions, such as nurse educators, are seeking to enhance their knowledge of education to assume roles associated with pedagogy, human resources, or management in their professional or academic organizations. Others are faculty members who wish to acquire greater knowledge of curriculum planning and delivery, improvement of teaching, and assessment of learning. Still others are interested in adult education in university, agency, or business settings. Most students hold or have held positions in public policy agencies, colleges, universities, hospitals, community, or business settings. Applying what they have gained in this program, they usually assume administrative, teaching, research, and policy leadership roles.

Our graduates have pursued significant and diverse positions such as undersecretary in the United States Department of Education, Dean of the faculty at the United States Air Force Academy, and President of the Colorado Community College and Occupational Education System (CCMCES).  Higher Education graduates have also gone on to become presidents of several colleges and universities, others occupy positions in public policy personnel in state coordinating agencies, as nurse educators, researchers, and trainers in business settings, as well as accepting faculty positions in many disciplines and professional fields at colleges and universities nationally and around the world.

The doctoral program offers two concentrations: Leadership and organizational change and diversity and higher learning. Given a general core and these two distinctive concentrations, the University of Denver's Higher Education Program is designed to prepare individuals who are capable of leading as well as analyzing and managing crucial problems in a variety of postsecondary settings.

The Leadership and Organizational Change concentration prepares experienced professionals to assume great responsibility, pursue long-term career goals or change their emphasis in higher education.  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 skills. The built-in flexibility of LOC enables participants to develop a customized component according to their intellectual interests, and links 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.

The Diversity and Higher Learning concentration is designed for students with a special interest in diversity, access and equity, or teaching and learning (adult education). Structured around courses that provide both theoretical and practical skills, this concentration 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. It is important to note that this concentration places a great deal of emphasis on developing critical understanding of the impact that race, ethnicity, gender, sexual orientation, religious affiliation, and other social identities 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 concentration to be a good fit.

## Part II: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures 2011-12 are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures 2011-12 document can be found at:
http://www.du.edu/media/documents/graduates/10-11policy.pdf.

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at:
http://www.du.edu/education/resources/current-students/index.html.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

**Autumn Orientation**
Prior to the beginning of the autumn quarter, students are strongly encouraged to attend an orientation session that introduces them to the program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, filling out initial course work plans, registering for courses, receiving pre-practicum materials, and engaging in Q&A sessions comprise the basic agenda.

**Morgridge College of Education Office of Admissions and Office of Academic Services**

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA) and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509.  For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112.

The Office of Academic Services can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

**Student Responsibilities**

In addition to following the University of Denver Honor Code (see page 23) and behaving according to the professional ethical standards of our field (see page 25), students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field.  If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

**Doctoral Degree Components and Research Process Overview**

At the doctoral level, students gain knowledge and demonstrate competence through the course work, the doctoral comprehensive exam paper, and the completion of a dissertation.  The successful dissertation defense and graduation are a statement of academic and professional competence in higher education.  The formal curriculum prior to dissertation research includes the following four areas: (1) Morgridge College of Education research courses; (2) Higher Education core courses; (3) Higher Education concentration courses; and (4) cognate and elective courses. Additional credit may be obtained through the practicum and internship experiences.

Degree Component Rationale

Course Work: Higher education core courses offer foundational academic work in the field of higher education. Core courses acquaint students with the scope and nature of the field and provide an opportunity to work with the appointed faculty members.

Concentration: Students are required to identify a concentration from one of the program's individualized emphases: Leadership and Organizational Change and Diversity and Higher Learning. Concentrations are described earlier in the handbook and the courses for each are listed under Higher Education Concentration Requirements.  Some students may already be familiar with a focus of concentration because they are serving professionally in employment related to one of these areas or have a clear goal that lends itself to an individualized concentration. Others may be less sure of their concentration interests and may need to do some exploring. Others will use these courses to build new areas of expertise, with the intent to make a career transition.

Within the concentration, beginning students will meet advanced doctoral students as well as students from other schools and colleges of the University who also find these courses of interest. For example, in public policy courses, you may find students from the Center for Public Policy and Contemporary Issues, and in teaching and learning courses, you may find students from the Daniels College of Business. Concentrations are also used to develop knowledge of research and to clarify one's theoretical perspective to prepare for the comprehensive examination and dissertation research.

Cognate: This more advanced level of study involves an increase emphasis on specialized studies and experiences related to the student's identified concentration and scholarly and professional emphasis. This approach consists of a cognate (see the following section) or advanced courses and seminars, independent study, practica, internships, and related research activities, which should include exploring and identifying possible topics for research. Independent study emphasizes students' mature use of appropriate methodologies and the development of a variety of techniques for studying a wide range of problems. These might include an independent analysis of a public policy issue at the state or federal level, identifying theoretical models of equity and diversity, testing a research instrument or engaging in research with a faculty member.

Higher Education students are encouraged to pursue academic work within other academic units at the University of Denver. The purpose of the cognate is to build subject matter competence in a teaching field; to develop in-depth expertise in a theoretical area; or to develop additional skills for conducting research. Students may develop useful sequences of study in cognate areas from throughout the university such as international studies, gender and women's studies, human communication studies, law, psychology, sociology, political science, history, theology, or foreign languages. The cognate enables a student to extend theories taken from their master's degree, or to

embark on new research interests more closely related to future career aspirations. A cognate may be disciplinary or interdisciplinary. Cognates provide an individual approach to enriching the plan of study by making available to students the graduate study resources of the entire university.

Admission to courses in the cognate field is granted by the department in which the student seeks to complete the cognate. Be aware that the department of interest may have specific requirements regarding enrollment of students from other departments. Most are very flexible in working out a series of courses; others have an established admissions process. Coordination with the Higher Education program advisor is critical before making initial contact with the potential cognate advisor.

After discussing the choice of cognate advisor and courses with his or her program advisor, students should meet with one or more possible cognate advisors and discuss their interests and devise a plan for meeting the cognate requirements. Once the plan has been negotiated and approved by a cognate advisor, students should complete the course work plan with the cognate section and have the cognate advisor sign this form. Students must also obtain the approval and signature of his or her program advisor. Copies of the completed course work form should then be given to both advisors before the final form is turned in to the MCE Office of Admissions and Enrollment Services.

Graduate course work in the cognate field should constitute an identifiable sequence of course work at post-master's level. The student will pursue in an orderly way courses that provide a degree of concentration in a particular aspect of a cognate field. The work in the cognate field must be more than a miscellaneous collection of courses. It should result in some kind of concentrated and focused study.

Practicum and Internship Possibilities: Students without teaching, training, administrative, or public policy experiences or who are considering a career change are especially encouraged to arrange for field experiences that provide appropriate graduate level learning. These activities may assist the learner in acquiring knowledge about an area of intended career specialization such as teaching, public policy, or administration, or areas related to the dissertation topic and research. Practica and internships also can help students develop skills and networks which lead to subsequent employment. These credit-earning, experience-based learning opportunities are to be first arranged in consultation with the student's program advisor and then with the sponsoring agency or organization.

Professional Development:  A significant part of the doctoral experience is academic and professional socialization. During the progression from admission to graduation, students are encouraged to develop their sense of professionalism. By taking advantage of opportunities to further develop their course work, independent studies, and collaborative faculty research into publishable work and conference presentations both during and after the doctoral program, students will increase their identification with

higher education as a field of study. These activities should be undertaken in consultation with the student's program or dissertation advisor. This can be done in many ways, and each student will need to find his or her preferred ways, but we strongly recommend at least one, and if possible more than one, of the following:

1. submitting a conference presentation proposal or article through a refereed process,
2. assisting a faculty member in research,
3. participating in a significant national or international professional meeting in an area of interest,
4. demonstrating a significant professional contribution in an employment setting through a distinctive effort undertaken in collaboration with others, or
5. engaging in a paid or voluntary internship for those lacking previous professional experience through employment in a postsecondary setting.

Research Process Overview: Four Phases

The doctoral degree in the Higher Education Program consists of four overlapping and interdependent phases. This generic sequencing of the Ph.D. program is dependent upon the student's ability to demonstrate critical thinking, in-depth knowledge of the field, sophisticated understanding and application of theory and research, and strong written and verbal competencies associated with the tasks in each of these phases. Some students may move more quickly through these phases, with some overlap, while others may take longer. The following schedule is recommended for full-time students. Individual variations may be approved with the prior consent of the program advisor if part-time attendance is more appropriate.

Phase I.
1. Formal admission to Higher Education Program
2. Discuss course work plan with advisor
3. Discuss course work plan with cognate advisor; obtain signature
4. Obtain HED advisor signature, approving course work plan
5. File approved course work plan with the OAES
6. Complete core courses
7. Complete Cognate courses

Phase II.
1. Enroll in HED 4216, Higher Education Research Processes
2. Identify Doctoral Comprehensive Exam Paper (DCEP) topic
3. Complete Doctoral Comprehensive Exam Paper Proposal (DCEPP)
4. Complete concentration, required, research, and elective courses
5. If appropriate, participate in an administrative, teaching, or public policy internship or practicum
6. Identify a tentative dissertation topic
7. Successfully complete the Doctoral Comprehensive Exam Paper (DCEP)

Phase III.      1. Enroll in HED 4216, Higher Education Research Processes
                2. Select Dissertation Chair and additional committee members
                3. Work with advisor on refining the dissertation proposal. Submit proposal for consideration for dissertation committee approval.
                4. Receive dissertation proposal approval from chair and committee members at scheduled meeting
                5. Submit proposal to Institutional Review Board (IRB) for approval

Phase IV.       1. Conduct dissertation research
                2. Complete all recommended revisions
                3. Select outside faculty chair to complete the four-member Faculty Committee for Dissertation Defense
                4. Schedule dissertation presentation after advisor approval of final dissertation copy is granted
                5. Defend dissertation at oral examination
                6. Submit modifications, if required, for dissertation committee approval

**PhD Degree:  Core Curriculum and Specializations**
A minimum of 90 hours is necessary to qualify as a Ph.D. candidate. Completion of the degree is achieved by successfully passing the required examination and successfully defending a dissertation. Students may be required to take additional course work to develop an academic foundation to prepare for dissertation research and/or additional dissertation credits (beyond the minimum of 10) to fulfill the Morgridge College of Education's continuous enrollment policy.

MCE Research Coursework Requirements
A major competence to be gained as a doctoral student is the ability to conduct research. To facilitate learning in this area, the student is required to complete research foundation courses, a research design course, advanced methods courses, and a program-specific dissertation design course. Depending on the quantitative, qualitative, or mixed quantitative-qualitative sequences, students are required to take one research design class which provides a broad overview of the types of research methods in either of these basic approaches to doing research. Depending on the current course sequence, students are then prepared for taking a minimum of three-to-four advanced research methods courses which specifically address different types of methods (e.g., survey, correlational, etc.). These courses will be chosen in consultation with the program advisor and, if possible, potential dissertation advisor.  Additional research courses may be required, pending dissertation research method. Through these courses, students will meet faculty and students from outside the program.

A minimum of 38 credits of research specific coursework is required to demonstrate Higher Education research competency. See the Morgridge College of Education Bulletin on this disk for specific information on courses, including testing and waiving options, and the current research sequence.

A. Foundations Courses                                                      (11 cr.)
B. Intermediate Methods Courses                                     (8 cr. min.)
C. Advanced Methods Courses                                         (3 cr. min.)
D. Program Requirement
      HED 4216 Higher Education Research Processes (3 cr. twice)      (6 cr.)
E. Dissertation Research
      HED 5995 Dissertation Research                              <u>(10 hrs. min.)</u>
                                                    38 cr. min.

<u>Higher Education Coursework Requirements</u>

A minimum of 21 credits of core and required higher education courses, 15 credits of higher education concentration courses, and 16 credits of elective courses are required to demonstrate scholarly competency in the Higher Education doctoral program.  These courses are intended to assist students to develop analytical skills, apply, and integrate various theoretical frameworks, and pursue issues and topics in depth. At the same time, they prepare students for the marker and evaluation points in the degree program, the comprehensive examination, and the dissertation.

Students must enroll in at least one higher education seminar, HED 4294, to pursue a topic in greater depth or be exposed to an area in which they have little knowledge or experience. One or more seminars in higher education will be offered each academic year. In the event that HED 4294 is not offered during an academic year, students may meet the seminar requirement during that year only with a three-credit independent study (HED 5991).

<u>Higher Education Core Courses</u>
*(HED 4210, 4211, and 4291 are introductory doctoral courses taken in the fall and winter quarters of students' first year)*

HED 4210 Social/Political Context of Higher Education          (3 cr.)
HED 4211 Current Issues in Higher Education                      (3 cr.)
HED 4212 Public Policy in Higher Education                       (3 cr.)
HED 4220 Organization & Governance of Higher Education      (3 cr.)
HED 4214 History of American Higher Education                   (3 cr.)
HED 4291 Seminar in Professional Development                   (3 cr.)
HED 4294 Seminar in Higher Education                            (3 cr.)

<u>Concentration Courses</u>
A concentration consists of a strand of courses to be taken beyond the core. It is designed to allow students to pursue their particular interests, research specialties, and career directions, and must demonstrate focused, intellectual coherence. Students may choose from the three defined concentrations discussed below or, in consultation with their academic advisor, may develop one that is more closely aligned to their research

agenda. While a concentration may be declared as early as the first quarter of enrollment, it is not formalized without approval of the program advisor.

The Higher Education Doctoral Program offers two defined concentrations which build upon their higher education core courses: organization and governance, postsecondary public policy, and diversity and higher learning. Students may enroll in the concentration courses after completing or while enrolled in the core courses. Additional courses to fill out the degree requirement should be chosen with the advice and approval of the student's advisor.

A. Leadership and Organizational Change (15 hrs.)
Students who intend to work in college and university settings, especially in administrative leadership or managerial roles, should take some or all of these courses to complete their higher education administration general program requirements. The following courses are intended to give doctoral students further study in the administrative area of higher education.

| | |
|---|---|
| HED 4213 Leadership and Supervision | (3 hrs.) |
| HED 4221 Financing Higher Education | (3 hrs.) |
| HED 4222 Higher Education and Law | (3 hrs.) |

Students will choose a minimum of two of the following courses to complete the concentration requirement:

| | |
|---|---|
| HED 4223 Institutional Research & Enrollment Management | (3 hrs.) |
| HED 4224 College Human Resources Policies & Practices | (3 hrs.) |
| HED 4284 Diversity in Organizations | (3 hrs.) |
| HED 4226 The Community College | (3 hrs.) |

B. Diversity and Higher Learning (15 hrs.)
Students who intend to work in postsecondary settings, adult education teaching and curricular development position, corporate or diversity training, or proprietary education should take some or all of these courses to complete their general program requirements. The following courses are intended to give doctoral students further study in the area of Diversity and Higher Learning.

| | |
|---|---|
| HED 4215 Curriculum Development in Higher Education | (3 hrs.) |
| HED 4280 Teaching Strategies for College Students & Adult Learners | (3 hrs.) |
| HED 4281 Design & Administration of Multicultural Programs | (3 hrs.) |

Students will choose a minimum of two of the following courses to complete the concentration requirement:

HED 4261 Characteristics of College Students & Adult Learners     (4 hrs.)
HED 4284 Diversity in Organizations     (3 hrs.)
HED 4283 Training in Business, Government, & Not-For-Profit Orgs.     (3 hrs.)
HED 4287 Critical Race Theory     (3 hrs.)
HED 4288 Gender and Sexual Orientation in Education     (3 hrs.)
HED 4226 The Community College     (3 hrs.)
HED 4246 Issues of Access and Opportunity in Postsecondary Education   (3 hrs.)

Cognate Courses

Each student will choose a cognate (16 hours) to broaden his or her knowledge base and/or develop additional areas of specialization and expertise.

Courses for the cognate may come from the Higher Education, other Morgridge College of Education programs, or from other Colleges and Schools in the University. Students will work with the program advisor to design a cognate which both fulfills the requirements and meets the student's needs.

Internship and Practicum (optional)

Practica and internships may be arranged and are optional, but they are recommended for students with no collegiate administrative, public policy, or teaching experience.

HED 4295 Internship in College and University Administration
HED 4296 Internship in Postsecondary Public Policy
HED 4297 Internship in Teaching College Students and Adults

Total Degree Hour Requirements

Higher Education Doctor of Philosophy degree: minimum 90 quarter hours (likely distribution)

| | |
|---|---|
| 1. Research Coursework | 38 hrs (min.) |
| 2. HED Program Requirements | 21 hrs |
| 3. Program Concentration | 15 hrs (min.) |
| 4. Cognate and Electives | 16 hrs (min.) |
| **Total** | **90 credit hrs, min.** |

Transfer credits

A maximum of 15 quarter hours above the M.A. may be transferred into the doctoral degree when advisor approval is granted during the **first quarter of enrollment only.** Credits must meet MCE guidelines in addition to having advisor approval, and must have been taken within the last five years.

**MCE Dissertation Credit Policy**

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some programs, however, a student may be under the direct supervision of a faculty member and begin preliminary work on the

dissertation. A student may register for dissertation credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation.

To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The dissertation credit form can be obtained from the Morgridge College of Education's Office of Academic Services, where the eligibility for credit will be verified prior to obtaining the faculty advisor's required signature.
**The student must register for dissertation credits during the first week of class of the quarter in which the work will be conducted.**

The policy regarding preliminary dissertation work is as follows:
- A student may register for no more than 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all course work 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.
- Once the student has completed successfully all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work.

In order to encourage the completion of the dissertation, the policy requiring dissertation credits is as follows:

**A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.**

**University Continuous Enrollment Policy**
All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation, though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (HED 5995) each quarter until you graduate per the MCE Dissertation Credit Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, please see your program handbook for specific instructions on meeting MCE and DU requirements.

If a student is registering for HED 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. You are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to: http://www.du.edu/media/documents/graduates/10-11policy.pdf.

For the University Continuous Enrollment form and instructions, please go to: http://www.du.edu/media/documents/graduates/CE.pdf.

Please note that completing the University Continuous Enrollment form DOES NOT register you for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment each quarter, and for payment of the $50.00 registration fee and the associated technology fee, $4 per credit hour. Students should register for CENR 5600 (Doctoral, 8 credit hours). Doctoral students working on a dissertation CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid
Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years Doctoral) register for: CENR 5700 (Doctoral Level, Non Financial Aid Eligible, 0 credit hours). CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

**Academic Advisor**

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty.  However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements.  The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation.  The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals.

***It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.***

***First year students should meet with the academic advisor during the first quarter of study.***

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

**Grade Requirements**

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate course work counted toward the degree. The average is determined on the basis of the University's grading system. 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. The Graduate Student Records Office informs the Morgridge College of Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

**Time Limit for Degree Completion**
The time limit to complete the PhDs degree is seven (7) years.

**Coursework Plan**
The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at http://www.du.edu/registrar/. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form (http://www.du.edu/education/resources/current-students/coursework-plans.html) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at http://www.du.edu/education/resources/current-students/coursework-plans.html and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

**Incomplete Grade Policy**
Students with three (3) incompletes will not be allowed to register for additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete. After one calendar year following the term of registration for the course, the Incomplete automatically reverts to a grade of F.

**Student Annual 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 in identify a plan of action toward continuous improvement and success in the program.

**The Doctoral Comprehensive Examination Paper Proposal and Examination (DCEPP)**

The Comprehensive Examination Committee

The Comprehensive Committee will be the approving body for the student's Doctoral Comprehensive Exam (DCE) and members will be determined in discussion between the student and the advisor. After gaining faculty approval of the selection, the student will invite the second faculty person to join this committee. This second faculty member and the faculty advisor will read and provide feedback and approval of the Doctoral Comprehensive Exam Paper (DCEP). 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.  It is important to allow enough time to select another faculty member if the first selection is unavailable.

The Doctoral Comprehensive Examination Paper Proposal (DCEPP)

At or near the completion of the Higher Education core and cognate courses, the student will enroll in HED 4216, Higher Education Research Processes, and begin the development of the brief proposal and outline referred to as the Doctoral Comprehensive Examination Paper Proposal (DCEPP).  This proposal paper will consist of approximately 1500-2000 words and must be submitted within six weeks of completing HED 4216, while the theoretical foundations for the research being proposed are clear in the student's mind, and before major analysis or writing has taken place. The student will meet with faculty advisor to discuss and review the DCEPP, and will make recommended changes before circulating a draft of it with the Comprehensive Committee.  Successful completion of the DCEPP largely depends on how the distribution of the drafts to the Comprehensive Committee is handled.  Students should allow readers a minimum of two-weeks to complete their review.  In addition, students should not assume that readers will automatically sign off on the first draft.

When final draft revisions are complete and faculty approval has been given, the student will complete all parts of the Doctoral Comprehensive Examination Paper Proposal Coversheet found at the back of this handbook. If instructed by the advisor/committee, the student will request IRB approval of the proposal. It is also the student's responsibility to schedule a formal meeting with the Comprehensive Examination Committee for the review and approval of the final draft of the DCEPP. All members of the committee must read the proposal in its final form and indicate their approval by signing the completed proposal coversheet.  This approval is required before work on the DCEP may begin.

**The Doctoral Comprehensive Examination Paper and Examination (DCEP)**

The Doctoral Comprehensive Examination Paper (DCEP)

As the written portion of the Doctoral Comprehensive Exam, the DCEP is intended to assess the student's: (1) capacity to integrate knowledge; (2) proficiency in conducting a thorough and succinct critical review of relevant literature; and (3) ability to successfully gather and analyze data. It is usually written on a topic closely associated with the student's anticipated dissertation focus and should contain a clear statement of a higher education problem, a critical analysis of pertinent theoretical scholarship and evidence based research, and implications of the analysis for further research.

The student will work closely with the faculty advisor during draft development to insure that the DCEP will be successfully completed by the required submission date.  It is expected that the student will also provide drafts for the committee to review. The final version of the DCEP will be considered ready to submit to the Comprehensive Examination Committee only after submission approval has been given by the faculty advisor and IRB approval of the DCEPP proposal (if required) has been obtained.  It is the student's responsibility to deliver final draft copies, including word count certification, to all readers.

Readers are given at least two weeks to read and comment on the DCEP. Students are cautioned against making any major revisions until *all* of the readers' comments have been returned.  Upon completion of all recommended revisions, and with advisor approval that the DCEP is satisfactory for an oral examination, the student will schedule the Doctoral Comprehensive Exam with the Office of Admission and Enrollment Services. Note:  The DCEP must be completed by the end of the quarter following (not including summer) the Comprehensive Examination Committee's approval of the DCEPP.  **Students may not begin the DCEP before approval of the DCEPP has been granted.**

The Doctoral Comprehensive Examination (DCE)

The Higher Education student advances to doctoral candidacy with the successful completion of the Doctoral Comprehensive Exam (DCE).   The 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.

*To take an official examination, all incomplete course work 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 Director of the Higher Education Program. Students who do not complete their requirements in a timely manner face considerable risk that their course work must be updated to be current and/or that their dissertation research is no longer advancing current research in the field.  Students who do not successfully defend a dissertation*

*proposal within 24 months of the date of the comprehensive examination will be dismissed from the academic program.*

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. It consists of both a written portion, the Doctoral Comprehensive Examination Paper (DCEP), and an oral portion. It is the student's responsibility to schedule the examination in the Office of Admissions and Enrollment, after gaining the approval of the Comprehensive Examination Committee, and during the same quarter the student is enrolled in HED 4216.

The written portion of the examination (DCEP) emphasizes the student's ability to work independently and his or her capacity to prepare and present a scholarly analysis of a higher education problem, issue, or idea, and it is typically 40-50 pages in length, including references.

The oral portion of the examination will last approximately 90 minutes and consists of the student's overview of the DCEP 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 DCEP 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 which make up the comprehensive committee.

The outcome of the comprehensive examination is reached by the committee in the absence of the student, and is communicated by the advisor to the student immediately following the exam. At the end of the DCE, the committee will assign one of the following values to the DCEP:
(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 DCEP readers.

After approval of final revisions has been made, the student will submit one copy recorded to a CD labeled with student and advisor's names, the title of the DCEP and the date of the DCE to the Office of Admission and Enrollment Services. The student will also submit one bound copy to both the faculty advisor, and the Higher Education

Program Assistant Director. Students who are unable to meet the one quarter deadline due to significant and exceptional circumstances may petition the Comprehensive Examination Committee for an extension. This new deadline date must not exceed three months from the original deadline. All committee members must agree to the extension. Students who do not submit the DCEP by the deadline or fail to request and receive approval of an extension of the deadline will placed on registration hold until a completed draft of the DCEP is submitted.

**The Dissertation**
In Phases III and IV of the Higher Education Program, the doctoral student concentrates on research and the writing of a doctoral dissertation related to the student's area of concentration and professional interest. The dissertation topic should be directly related to some aspect of postsecondary education. The basic requirement is that the dissertation examines some issue or problem of significance related to postsecondary education and be of significance to advance the knowledge, theory, or professional practice of higher education. The dissertation ultimately is 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.

Students should refer to the *Morgridge College of Education Dissertation Handbook* for detailed information on the dissertation process available at [www.du.edu/education](www.du.edu/education) and on this disk.

Progress to Degree
Students are responsible for becoming familiar with the following key components of a successful completion of the DCE and progress toward candidacy.

Know where to find Morgridge College of Education and Higher Education resources and consult with them often. Faculty members maintain regular office hours, and can be reached by email and phone. The Higher Education Program support staff and the staff in the Office of Admission and Enrollment Services are available during regular daily working hours. All offer many types of support.

Be aware of DU, MCE, and Higher Ed requirements, timelines and deadlines by using the resources available on the MCE website and in the handbooks. Strategic timing in the completion of the required steps during the research process is important if the student seeks a satisfying and successful research experience. Timely and sequential course completion and attention to university and MCE deadlines and requirements are also critical to students' success.

Meet often with the faculty advisor. Ongoing, regular communication with the faculty advisor is needed if the comprehensive exam is to be completed successfully. Students

should not submit drafts or final versions of any document without first gaining advisor approval.

Be thoughtful in the selection of, and the quality of the subsequent relationship with, the Comprehensive Examination Committee.  Using a good-neighbor policy plays a significant role in the success of the research process. Gain faculty advisor approval before approaching a second member for the committee, and allow enough time to secure approval to approach someone else if the first person is unavailable.  Close communication with DCEP readers is essential. Students should check with readers when planning a schedule for writing and submission to avoid conflicts with committee members' schedules.

Follow all required writing conventions.
Style—use the established and widely-accepted style of the *Publication Manual* from the American Psychological Association. Any variance from APA formatting requires faculty advisor approval.
Word Count—includes the text; excludes title page, bibliography, and other appendices. Fairness is maintained by limiting the word count for each type of submission. Students must be able to certify the word count of the DCEPP. If automatic word count is not available, the student may count the words on a complete page and multiply that number by the number of pages in the document. Two thousand (2000) words are the absolute word limit for the DCEPP—no exceptions.
Appendices—follow APA Guidelines for appropriate use of appendices.  Appendices may be copied from elsewhere and may remain in the original format and typeface, but must be legible. The number of appendices used is not limited for the DCEPP as long as the materials are obviously relevant to the argument outlined in the document.

Remember Academic Integrity
The Doctoral Comprehensive Examination Paper is expected to be your own work. If you receive help, you are required to explicitly acknowledge the specific help received (e.g., computing, analyzing data, editing the manuscript, use of existing database, etc.) with clear references to sections of the manuscript and the person who did the work or provided the source. Acknowledgments should be made in the introduction of the DCEP.

Allow appropriate time for the circulation of draft(s).
Please be aware that the faculty are not required to read papers in the summer. Allow at least two-weeks for readers to review all drafts of the DCEPP and four-weeks for the final dissertation, and consider all recommendations seriously. Any one of the readers may decide that more work is necessary before approving the final draft. It is unwise to place time-pressure on committee members who do not believe that the DCEP is ready for approval. Students may not submit a dissertation proposal before approval of the DCEP has been granted.

Follow the Morgridge College of Education AND the University of Denver Continuous Enrollment (CE) Policies and/or register for dissertation credits in completing this examination.  Full policy and procedures for compliance with these policies can be found in the MCE Bulletin contained on this disk.

**Graduation**
Completing a degree in the Morgridge College of Education deserves celebration. The University of Denver, Morgridge College of Education, and the faculty applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

***Students must register for graduation.*** Official deadlines and forms are online at http://www.du.edu/grad/gradinfo/graduation.html. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline*.*

**Reasons for Probation and Dismissal**
Students who do not adhere to Program or University 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, 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 Director and HED faculty in consultation with the MCE's Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Violation of the DU Honor Code
 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 this *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.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code. http://www.du.edu/ccs/honorcode.html

**Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:**

- **Plagiarism:** representation of another's work or ideas as one's own in academic submissions.
- **Cheating:** actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
- **Fabrication:** falsification or creation of data, research, or resources to support academic submissions.

Violations of these codes are overseen by the Office of Citizenship and Community Standards (CCS) (www.du.edu/ccs) in conjunction with an appointed DU Conduct Review Board. Please contact the CCS office at 303-871-4851 with questions about these policies and procedures.  HED students are expected to demonstrate the highest level of ethical behavior.  Unethical behavior will be considered cause for dismissal at any time during a student's degree program.  HED students are expected to demonstrate the highest level of ethical behavior.  Unethical behavior will be considered cause for dismissal at any time during a student's degree program.  As a guide to professional behaviors and expectations, at a minimum, the HED program expects students to follow the standards noted by several professional associations.

Response to Academic Dishonesty
Every member of the University community is strongly encouraged to report apparent violations of the Honor Code to the appropriate faculty member, academic unit, and/or the CCS. Before initiating a formal complaint, an individual may consult with the CCS to request anonymous advice as to the nature of the procedures, information about available options, or on any other relevant matter. No records are kept of such consultations. A faculty member who believes that there is reasonable suspicion that a student may have committed of a violation of the Honor Code should contact the CCS to ascertain whether the student in question has previously been sanctioned for academic dishonesty.

Faculty members who believe they have observed an incidence of academic dishonesty or plagiarism are encouraged to directly confront the student(s) involved. Should it be determined that a violation of University policy has taken place, faculty are further encouraged to complete and submit an Academic Dishonesty Allegation Form to the CCS office. More information on the Honor Code, the DU Plagiarism Statement, and related procedures can be found at the CCS web site at www.du.edu/ccs/faculty resources. Questions should be directed to the Director of CCS at 303-871-4851.

Student Rights and Responsibilities

All students have the right to pursue 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 CCS, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction short of removal from campus (for more details on Student Rights and Responsibilities see the CCS website at http://www.du.edu/ccs/rights.html).

 Please refer to the MCE Bulletin for additional information.

**Grievances**

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Domain Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct his/her concern to the Domain Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policy Manual.

## PART III: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

**Student Associations**

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.

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.

<u>Higher Education Student Association</u>
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.

**Higher Education Faculty**
The Higher Education Program faculty is committed to working closely with students to facilitate their academic progress. As part of this process, 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 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.  Faculty bios can be found on the MCE website, [www.du.edu/education](www.du.edu/education)


## PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations.  Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

**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.

**Part V: PROFESSIONAL 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:

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 Educational Research Association** (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 Morgridge College of Education faculty and students usually present between 10 and 15 papers annually at the conference. URL: http://www.aera.net/

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. Cheryl Lovell is the Regional Vice President for NASPA and is on the editorial board of the *NASPA Journal*. URL: http://www.naspa.org/

**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

**Part VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY**

**APA Requirements**
The Morgridge College of Education 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, along with
- other elements that are a part of every manuscript

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

**Distributed Email List**
All accepted and enrolled students in an MCE program should immediately subscribe to their program's distributed email list, using their PREFERRED email address. These lists are used to deliver official program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to https://listserv.du.edu/mailman/listinfo/hesa-1 in order to subscribe.

**Laptops**
It is strongly recommended that students invest in a quality laptop.  Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet.  For recommended specs on laptops, visit the DU Bookstore website.

**Computer Labs and Technology Resources**

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall.  Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

 Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule.  Labs are closed on holidays.

**Software Installed in Computer Lab**

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative Research Methods course software is also available. For questions about specific software titles please call 303-871-2789 for information.

**Technology Support and Services**

The computer lab in Katherine A. Ruffatto Hall is located in Room 210.  Generally, hours are Monday through Thursday 8:00 a.m.- 9:00 p.m., Fridays 8:00 a.m. - 4:30 p.m., closed on weekends and holidays. The Penrose Library computer lab has extended evening and weekend hours for your convenience.  The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m.  Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

**Student Training**

The University Technology Services (UTS) offers various training and events to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

**Computer and Software Purchases**

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the Laptops and Learning Page for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

**Digital Cameras, Camcorders, Transcribers and Laptop Computers**

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students.  In order to check out this equipment, your DU identification number, email, and phone number are required.

It is recommended you make a reservation for the equipment by calling 303-871- 3222.

http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg
*(Note: Course offerings with an asterisk\* indicate courses primarily designed for the master of arts students who wish to specialize in diversity and higher learning, college student development, or leadership and organizational change,  although some required core courses are for both doctoral and master's students.)*

**HED 4210 Social and Political Contexts of Higher Education**
This course examines the social and political context of U.S. education and provides an analysis of schooling, cultural politics, and global influences that inform current practices and structures of the higher education system. Central to this course is the development of a critical understanding of topics related to meritocracy, stratification, diversity, and decentralization in higher education. Prerequisite: Ph.D. student in higher education or permission of instructor. *3 cr. hrs.*

**HED 4211 Current Issues in Higher Education**
A study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work. Explores institutional missions as well as entities such as administration, faculty, curriculum, and students in relation to current issues. *3 cr. hrs.*

**HED 4212 Public Policy in Higher Education**
Overview of federal and state public policy, current issues, research methods. Introductory seminar to public policy sequence.  Recommended prerequisites: HED 4210 and 4211.  *3 cr. hrs.*

**HED 4213 Leadership and Supervision in Postsecondary Settings**
General leadership theory and its implications for higher education; specific focus on leadership skills, such as conflict resolution, problem solving, use of teams, and change advocacy. *3 cr. hrs.*

**HED 4214 History American Higher Education**
Development of North American higher education from colonial times to the present, focusing on important educators and institutions. *3 cr. hrs.*

**HED 4215 Curriculum Development in Higher Education**
The purpose of this course is to provide students with the knowledge and understanding of curriculum design, development, and change in higher education. *3 cr. hrs.*

**HED 4216 Higher Education Research Processes**
Enables students to explore current research and theories associated with their scholarly interests and resources for doing research, and to address problems in

conducting original inquiry and investigations in postsecondary education. Attention is directed to the investigation of a research problem of each student's interest. Prerequisite: Successful completion of 10 credit hours of research courses or permission of instructor. *3-5 cr. hrs.*

**\* HED 4217 College Student Personnel Administration**
Review of student services, emphasis on programmatic content and relationship to student development; organization of student service programs and national trends. Introductory course for all master's students. *3 cr. hrs.*

**HED 4220 Organization & Governance of Higher Education**
Study of theoretical perspectives and empirical research drawn from the social sciences related to higher education organizations and governance with an emphasis on application of theory and practice. *3 cr. hrs.*

**HED 4221 Financing Higher Education**
Financing public and private institutions of higher learning; sources of income, budgeting procedures, funding and control, use of simulated exercises to illustrate principles. Recommended prerequisites: HED 4210, 4211 and 4214. *3 cr. hrs.*

**HED 4222 Higher Education and Law**
Review of a broad range of administrative problems with legal dimensions; process for analyzing case law on issues of access, student rights, employment, collective bargaining, church-state relations, private sector and liability. *3 cr. hrs.*

**\*HED 4223 Institutional Research & Enrollment Management**
Explores the important area of institutional research (IR) in a postsecondary setting. Issues relating to how an IR office functions and typical responsibilities of the professionals who staff these offices will be explored. Enrollment management concepts and themes will be highlighted along with data collection and reporting aspects of the college admissions and retention processes. Prerequisites: HED 4213, 4217 and 4260 for master's students. HED 4213, 4220 for doctoral students. *3 cr. hrs.*

**HED 4224 College HR Policies**
Organizational dynamics of human resource administration related to faculty and staff at colleges and universities. *3 cr. hrs.*

**HED 4225 Tools-Institutional Research and Planning,** *1 cr. hr.*

**HED 4226 The Community College**
General issues related to community college, such as history, mission, characteristics, students, curricula, teaching, and student services. *3 cr. hrs.*

**HED 4227 American Professoriate**
Overviews the complexity of the professoriate and the challenges it faces; initial historical context provides background for problems of the past two decades; issues include contemporary composition, characteristics, and reward systems among others for public and private postsecondary education. *3 cr. hrs.*

**HED 4228 Grant Writing**
Skills and elements necessary to produce effective grant proposals, including searching for and selecting proper funding sources, writing measurable objectives, and preparing charts and timelines. *1 cr. hr.*

**\*HED 4229 Student Personnel Helping Skills**
This class will introduce students to basic interpersonal helping skills required in Higher Education settings, including relationship building, listening, giving feedback, problem-solving, and resolving conflicts. Students will become familiar with crisis intervention models and techniques; signs and symptoms of distress and mental illness; strategies for making appropriate referrals to mental health providers; and considerations about self and other when engaged in helping relationships, particularly those with cultural differences. Central to the course will be discussion of the appropriate role Higher Education professionals have in helping students while recognizing their limitations. *3 cr. hrs.*

**\*HED 4246 Issues of Access & Opportunity**
Overview of issues related to race, gender, and socioeconomic status, as they affect access to and success in higher education. *3 cr. hrs.*

**HED 4247, Retention, Persistence, and Student Success in Postsecondary Settings.**
This course introduces students to relevant research, theory, and practice related to college student retention and persistence. Students explore cultural, institutional, and individual factors that may impact college student persistence and critically examine theories attempting to explain why students leave college. In addition, students also closely explore the dynamics of oppression at the individual, institutional, and socio-cultural levels and the resulting impact on student retention. Effective retention practices, programs, and assessment procedures are also identified and examined.

Prerequisite: Students are expected to have taken HED 4246 either prior to or concurrently with this class in order to have the necessary background to engage at a high level of understanding in the course. However, this prerequisite may be waived based on prior educational or work experience at the discretion of the instructor. *3 cr. hrs.*

**\* HED 4260 Students & College Environment**
Historical overview of student life, research, and literature relating to contemporary college students and student services. Recommended prerequisite: HED 4217. *3 cr. hrs.*

**\* HED 4261 College Student Development Theory**
Overview of theories related to college student development to understand issues and problems facing college students; application and use of theories as part of working with college students. *4 cr. hrs.*

**\* HED 4262 Program Development & Assessment in Postsecondary Settings**
How student affairs administrators conduct student outcomes assessment, evaluate program development and monitor program and division budgets. *3 cr. hrs.*

**\* HED 4263 Sports in Higher Education**
General history of college and university sports, athletics, intramurals, and wellness programs as a broad introduction; emphasis on gender equity and NCAA norms and regulations related to intercollegiate sports. *3 cr. hrs.*

**\* HED 4264 Psychosocial Dimensions of Sports**
Psychology and sociology of sports as they relate to college and university athletics and wellness. *3 cr. hrs.*

**HED 4265 Students and the Law**
Overviews higher education law related to student personnel issues, programs, and life. 3 cr. hrs.

**\* HED 4268 Design and Facilitation of Developmental Workshops**
Issues related to training and student life; overviews the development of workshops, associated learning and assessment theory and instructional technologies. *3 cr. hrs.*

**\* HED 4269 Student Affairs Practicum**
Supervised experience in student-related issues including residence life, counseling, admissions, academic advising; practicum for graduate students interested in improving counseling skills to work effectively with traditional and nontraditional students. Arranged as one-credit seminars for three successive academic quarters at the beginning of the master's degree. *1 cr. hr.*

**HED 4270 Student Affairs Internship** *1 cr. hr.*
Supervised experience in administration at college or university level.

**HED 4280 Teaching Strategies for College Students & Adult Learners**
The goal of the course is to help educators develop the analytical and problem-solving skills that are necessary for teaching college students and adults in postsecondary settings. Specifically, this course will focus on the generic skills, strategies, and issues common to university teaching and provide an overview of research and practice related to the pedagogical approaches appropriate for college students and adult learners. *3 cr. hrs.*

**\*HED 4281 Design and Administration of Multicultural Programs**
Course seeks to provide an overview related to the development and implementation of multicultural and diversity programs in a variety of organizational settings. *3 cr. hrs.*

**HED 4282 Characteristics of College Students and Adult Learners**
Characteristics to consider in working with adult learners, including aptitude, motivation, cognitive development, psycho-social development, intelligence, learning styles, gender, ethnicity and social class; practice in analyzing learning characteristics of a specific individual. *3 cr. hrs.*

**HED 4283 Training in Business, Government, and Not-for-Profit Organizations**
Factors in the economic and social environment giving new importance to learning; scope and variety of training programs, place of training in organizations, role of training directors, examples of training programs, and current efforts to measure training effectiveness. *3 cr. hrs*

**HED 4284 Diversity in Organizations**
In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of the workplace. As a result, the need for understanding how to enhance cultural diversity in organizations has taken a greater importance. Accordingly, this course focuses on the changing demographics of our society, especially related to race and culture, gender, age, physical ability, sexual orientation, and socio-economic status, emphasizing the implications these factors have for leadership and management in a variety of organizational settings. *3 cr. hrs.*

**HED 4286 Use of Technology for Instructors**
Technology for instruction in college, adult education and training settings, including information retrieval systems, uses of computer, video, multimedia, amplified telephone and distance learning arrangements; practice in designing instructional technology.
*3 cr. hrs.*

**HED 4287 - Critical Race Theory and Education**
The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education. *3 cr. hrs.*

**HED 4288 - Gender & Sexual Orientation in Education**
The purpose of this class is to explore the implications of sexual orientation or gender inequality for P-20 education. Feminist and queer theory serve as the foundational theoretical frameworks for this class. Through these theoretical lenses, the course

examines the complex ways gender and sexual orientation are related to identity development, curriculum, academic policies, and school climate. *3 cr. hrs.*

**\*HED 4290 Professional Development Seminar**
This course will assess and help students develop critical self-reflection, leadership, and communication skills, and the capacity to work with others. This course will help students prepare their professional portfolio, outline personal and career goals, and network with leaders in the field. The course units will be delivered through seminars, workshops, and individual student and instructor sessions and supported by e-learning. *1 cr. hr.*

**HED 4291 PhD Professional Development Seminar**
This course is designed to introduce the first year doctoral students to the field and discipline of Higher Education and to prepare doctoral students for their academic study. *3 cr. hrs.*

**HED 4294 Seminar in Higher Education**
Advanced seminar to examine timely topics, issues, and problems. The course description is developed each time the course is offered to describe the topics to be investigated. Prerequisite: Permission of instructor. *1-4 cr. hrs.*

**HED 4295 Internship in College and University Administration**
Supervised experience in administration at college or university level.  Prerequisites: HED 4210, 4211, and 4220. *1-6 cr. hrs.*

**HED 4296 Internship in Public Policy**
Supervised experience in postsecondary public policy analysis or research, usually at a state or national compact or agency in the Denver-Boulder area. Recommended prerequisites: HED 4210, 4211, 4212, 4221, 4242, 4243. *1-6 cr. hrs.*

**HED 4297 Internship in College Teaching**
Supervised experience in teaching at college level. Prerequisites: HED 4210, 4211, 4280 at the doctoral level, or HED 4217, 4261, 4280 at the master's level*.  1-6 cr. hrs.*

**HED 5991 Ph.D. Independent Study**, *1-5 cr. hrs.*

**HED 5992 Directed Study**, *1-5 cr. hrs.*

**HED 5995 Dissertation Research,** *10  cr. hrs minimum required.*

**Morgridge College of Education**
**Doctor of Philosophy in Higher Education**
**Diversity and Higher Learning Concentration**

Student: _____          Student ID: _____

This course work plan must be completed, with advisor's signature, and submitted to the MCE Office of Admissions and Enrollment by the end of the first year 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  (38 hrs.)** | | | |
| *A. Foundations Courses* | | | |
| Introductory Statistics | RMS 4930 | | 5 |
| Introduction to Qualitative Research | CUI 4951 | | 3 |
| Empirical Research Methods | RMS 4903 | | 3 |
| **Subtotal** | | | **11** |
| *B. Intermediate Methods Courses* | | | |
| | | | |
| | | | |
| | | | |
| **Subtotal** | | | **8** |
| *C. Advanced Methods Courses* | | | |
| | | | |
| **Subtotal** | | | **3** |
| *D. Program Requirement (to be taken twice)* | | | |
| Higher Education Research Processes | HED 4216 | | 3 |
| Higher Education Research Processes | HED 4216 | | 3 |
| **Subtotal** | | | **6** |
| *E. Dissertation Research Credits* | | | |
| Students must register for 1 credit hour each quarter following completion of coursework | | | |
| Dissertation Research | HED 5995 | | varies |
| **Subtotal** | | | **10** |

| II. HED Required Courses (21 hrs.) | | | |
|---|---|---|---|
| Social and Political Context in Higher Education | HED 4210 | 2nd quarter | 3 |
| Current Issues in Higher Education | HED 4211 | 1st quarter | 3 |
| Public Policy in Higher Education | HED 4212 | | 3 |
| Organization and Governance in Higher Education | HED 4220 | | 3 |
| History of American Higher Education | HED 4214 | | 3 |
| Seminar in Professional Development | HED 4291 | 1st quarter | 3 |
| Seminar in Higher Education | HED 4294 | | 3 |
| **Subtotal** | | | **21** |

| III. DHL Concentration Courses (15 hrs.) | | | |
|---|---|---|---|
| Curriculum Development in Higher Education | HED 4215 | | 3 |
| Teaching Strategies for College Students & Adult Learners | HED 4280 | | 3 |
| Design, Administration of Multicultural Programs | HED 4281 | | 3 |
| *Plus 2 of the following courses:* | | | |
| Diversity in Organizations | HED 4284 | | 3 |
| Characteristics of College Students, Adult Learners | HED 4261 | | 4 |
| Training in Business, Government, Non-Profit Orgs | HED 4283 | | 3 |
| Critical Race Theory | HED 4287 | | 3 |
| Gender and Sexual Orientation in Education | HED 4288 | | 3 |
| The Community College | HED 4226 | | 3 |
| Equity and Access in Postsecondary Ed | HED 4246 | | 3 |
| **Subtotal** | | | **15** |
| | | | |
| VI. Cognate and Elective Courses (16 hrs. min.) | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| **Subtotal** | | | **16 min.** |

| HED PhD Diversity and Higher Learning Concentration Summary | CREDIT HOURS |
|---|---|
| I. MCE Research Required Courses | 38 |
| II.  HED Required Courses | 21 |
| III. DHL Concentration Courses | 15 |
| IV. Higher Education Electives | 16 |
| V. Transfer of Credit (maximum of 15 hrs.) | |
| **TOTAL** | |

**Student's Signature:** _____

**Advisor's Signature:** _____

**Date:** _____

**Morgridge College of Education**
**Doctor of Philosophy in Higher Education**
**Leadership and Organizational Change Concentration**

| Student: | Student ID: |
|---|---|

This course work plan must be completed, with advisor's signature, and submitted to the MCE Office of Admissions and Enrollment by the end of the first year 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 (38 hrs.)** | | | |
| *A. Foundations Courses* | | | |
| Introductory Statistics | RMS 4930 | | 5 |
| Introduction to Qualitative Research | CUI 4951 | | 3 |
| Empirical Research Methods | RMS 4903 | | 3 |
| **Subtotal** | | | **11** |
| *B. Intermediate Methods Courses* | | | |
| | | | |
| | | | |
| | | | |
| **Subtotal** | | | **8** |
| *C. Advanced Methods Courses* | | | |
| | | | |
| **Subtotal** | | | **3** |
| *D. Program Requirement (to be taken twice)* | | | |
| Higher Education Research Processes | HED 4216 | | 3 |
| Higher Education Research Processes | HED 4216 | | 3 |
| **Subtotal** | | | **6** |
| *E. Dissertation Research Credits* | | | |
| Students must register for 1 credit hour each quarter following completion of coursework | | | |
| Dissertation Research | HED 5995 | | varies |
| **Subtotal** | | | **10** |
| | | | |

| II. HED Required Courses (21 hrs.) | | | |
|---|---|---|---|
| Social and Political Context in Higher Educatin | HED 4210 | 2nd quarter | 3 |
| Current Issues in Higher Education | HED 4211 | 1st quarter | 3 |
| Public Policy in Higher Education | HED 4212 | | 3 |
| Organization and Governance in Higher Education | HED 4220 | | 3 |
| History of American Higher Education | HED 4214 | | 3 |
| Seminar in Professional Development | HED 4291 | 1st quarter | 3 |
| Seminar in Higher Education | HED 4294 | | 3 |
| **Subtotal** | | | **21** |

| III. LOC Concentration Courses (15 hrs.) | | | |
|---|---|---|---|
| Leadership and Supervision | HED 4213 | | 3 |
| Financing in Higher Education | HED 4221 | | 3 |
| Higher Education and Law | HED 4222 | | 3 |
| *Plus 2 of the following courses:* | | | |
| Institutional Research and Enrollment Management | HED 4223 | | 3 |
| College Human Resources Policies and Practices | HED 4224 | | 3 |
| Diversity in Organizations | HED 4284 | | 3 |
| The Community College | HED 4226 | | 3 |
| **Subtotal** | | | **15** |
| | | | |
| **VI. Cognate and Elective Courses (16 hrs. min.)** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| **Subtotal** | | | **16 min.** |

| HED PhD Leadership and Organizational Change Concentration Summary | CREDIT HOURS |
|---|---|
| I. MCE Research Required Courses | 38 |
| II.  HED Required Courses | 21 |
| III. LOC Concentration Courses | 15 |
| IV. Higher Education Electives | 16 |
| V. Transfer of Credit (maximum of 15 hrs.) | |
| **TOTAL** | |

**Student's Signature:** _____

**Advisor's Signature:** _____

**Date:** _____

# APPENDIX C:  POSSIBLE COURSE OPTIONS FOR AREA OF SPECIALIZATION*

**A. Curriculum and Instruction**
- CUI 4532 Culturally Responsive Teaching
- CUI 4034 Curriculum and Cultural Context
- CUI 4035 Urban Education: Problems and Perspectives
- CUI 4036 Community Based Research in Urban Settings
- CUI 4159 Educating Multiethnic Populations in the 21st Century
- CUI 4161 Ethnicity, Gender, & Diversity in the Curriculum

**B. International Studies**
- INTS 4462 Ethnic Conflict
- INTS 4804 Realism and Democracy
- INTS 4876 Gender and Education: International Perspectives
- SOWK 4765 International Social Development
- CUI 4055 International Human Rights and Educator's Responsibility
- INTS 4920 Conflict & Conflict Resolution

**C. Management & Leadership**
- MGMT 3900 Leadership & Organizational Dynamics
- ACTG 4607 Not-For-Profit & Gov Actg
- MGMT 4340 Human Resources Management
- Leadership and Communication
- MGMT 4200 Organizational Behavior
- INTS 4391 Management and Fundraising in Non-Profit Organizations

**D. Gender, Sexuality, and Identity**
- *HCOM 4701 Gender and Communication*
- SOWK 4370 Social Work Practice with Women
- PSYC 3440 Gender and Society
- PSYC 4080 Gender Issues & Socialization
- SOCI 3790 Sociology of Gender Roles
- SOWK 4790 Human Sexuality

**E. Intercultural Communication**
- HCOM 4231 Discourse and Race
- HCOM 3140 Intercultural Communication
- HCOM 4221 Culture, Power, & Representation
- Culture & Communication in Contexts of Global & Local Transformations
- HCOM 4701 Gender and Communication
- Culture & Conflict Transformation
- Cultural Identification and Subjectivity
- Intersecting Cultural Identifications
- HCOM 3030 Women in Organizations

**F. Community and Schools**
- CFSP 4302 Legal and Ethical Issues: School and Community
- SOWK 4132 Multicultural Social Work Practice: Examining Oppression and Valuing Diversity
- SOWK 4435 Empowerment Practice with Diverse Communities
- SOWK 4715 School-Based Prevention and Early Intervention Strategies
- SOWK 4749 Social Work Interventions with Latinos/as

**G. Adult Development**
- CNP 4642 Adult Development
- CNP 4710 Career Counseling
- CNP 4785 Techniques in Leadership Education I: Training the Trainer
- SOWK 4735 Psychotherapeutic Interventions with Adults
- CPSY 5180 Life Cycle: Adolescent-Adult

**H. Cross Cultural Counseling**
- CNP 4772 Diversity Seminar: Psycho-Social Issues
- CPSY 4505 Cross Cultural Analysis I (GSPP)
- CPSY 4520 Cross Cultural Analysis II (GSPP)
- CFSP 4304 Family Systems and Diversity
- PSYC 4571 Multicultural Issues in Mental Health

**\*Please note that this is not an extensive list of possible electives. Students are encouraged to check with academic departments beyond HED to learn about additional course options.**

**APPENDIX D:  HED DOCTORAL COMPREHENSIVE EXAMINATION CHECKLIST**

The Proposal                                                                  Date Completed:

1.  Enroll in HED 4216                                                        _____
2.  Register and pay the fee for comps. This form can be found
     online and needs to be submitted with payment to OAS.      _____
3.  Develop a Doctoral Comprehensive Exam Paper Proposal
     (DCEPP)  within **6 weeks** of completing HED 4216            _____
4.  Establish a committee of two readers (generally faculty
     advisor and one other person)                                       _____
5.  Meet with faculty advisor to discuss and review the proposal    _____
6.  Circulate a draft of DCEP proposal to readers and make
     recommended changes                                             _____
7.  Download a Doctoral Comprehensive Examination Paper
     Proposal Coversheet found online.                                _____
8.  Format DCEPP according to specifications                        _____
9.  Turn in DCEPP to advisor                                            _____
10. Obtain the signatures of Comprehensive Committee members
     For the DCEPP Coversheet and submit to OAS.                   _____

The Paper

1.  DCEPP is approved                                                     _____
2.  Obtain IRB approval (if needed) *prior* to beginning project    _____
3.  Format DCEP according to specifications                         _____
4.  Obtain certification of word count                                   _____
5.  Submit final draft of DCEP to readers within 1 quarter of
     approval of the DCEPP.                                              _____
6.  Make recommended changes                                        _____
7.  Schedule oral portion of the DCE with advisor approval        _____
8.  Download a Doctoral Comprehensive Exam Approval Page
     and bring to oral portion of the DCE.                             _____
9.  Pass Comprehensive Examination                                   _____
10. Chair will obtain Signatures of Comprehensive Committee members
     for the DCE Approval Page and submit to OAS.                   _____
11. DCEP Rating is received from committee                          _____
12. Make revisions, if necessary                                          _____
13. Final copies submitted to:
        a.  Office of Admission and Enrollment Services            _____
        b.  Assistant Director of Traditional Programs               _____
        c.  Advisor                                                           _____

Begin dissertation proposal                                              _____

# APPENDIX E: DOCTORAL SEQUENCE FIVE-PHASE WORKSHEET

## PhD Higher Education Program Phases

| | I | II | III | IV | V |
|---|---|---|---|---|---|
| **Higher Ed Courses** | Core & Required | Concentration or Electives ⟷ | Cognate | Cognate completed | n/a |
| **Research Courses** | Introductory | Intermediate | Advanced Enroll in HED 4216 | Enroll in HED 4216 Dissertation Proposal Draft (Ch. 1-3) | Write Dissertation |
| **Advising** | Review Pgm faculty research/dissertations | Progress meetings to solidify DCEPP | Progress meetings to solidify DCEP | Dissertation/Topic Research | Research Progress |
| **Dissertation** | | 1) Identify ?s you want literature to answer 2) Identify 2 faculty for committee for DCEP | Begin to identify dissertation committee members | Confirm committee | Defend dissertation |
| *Deliverables* | *Tentative Topic/DCEP Topic* | *Confirm Topic / DCEP (8-10 pp.) / Complete DCEPP* | *Complete DCEP (40-50pp.)* | *Dissertation proposal defense* | *Dissertation* |
| **Professional Development** | Write a book review and literature review | Submit conference proposal | Present at conference | Submit something for publication | Apply for jobs? |

**Note: This phase plan is based upon 8-10/credits per quarter.**

# APPENDIX F:  THE DOCTORAL PROCESS

Phase I.
- Formal admission to HED
- Plan to enroll in courses for Fall, Winter, and Spring quarters each year
- Discuss course work plan, obtain advisor and cognate advisor approval signatures, and file with the MCE admissions office.
- Enroll in enough additional courses in HED, cognate and/or research to maintain full-time status each quarter
- Complete core and cognate courses
- Enroll in QRM 4920, Structural Foundations of Research in Social Sciences
- Identify Doctoral Comprehensive Exam Paper (DCEP) topic

↓↓↓↓

Phase II.
- Enroll in HED 4216, Higher Education Research Processes
- Complete Doctoral Comprehensive Exam Paper Proposal (DCEPP)

| **Doctoral Comprehensive Examination Paper Proposal (DCEPP)** |
| :---: |
| This is the proposal for the Doctoral Examination Paper |
| Select a second reader, in addition to advisor |
| 2000 words (8-10 pages) |

- Complete concentration, required, research, and elective courses
- If appropriate, participate in an administrative, teaching, or public policy internship or practicum
- Identify a tentative dissertation topic
- Register for Doctoral Comprehensive Examination in OAES ($50)
- Successfully complete the DCEP within six months after the date of exam registration

Phase III.

| **Doctoral Comprehensive Examination Paper (DCEP)** |
| :---: |
| This is an opportunity for theoretical investigation of a potential dissertation topic with the view of justifying future area of research or dissertation. |
| 12,500 words (45-50 page paper) |

↓↓↓↓

- 
- Enroll in HED 4216, Higher Education Research Processes
- Finalize Dissertation Chair and additional committee members: advisor, an additional HED faculty member, and an outside faculty member
- Refine the dissertation proposal with advisor

Phase IV.

| **Dissertation Proposal** |
| :---: |
| The proposal is the next step in preparation for the dissertation |
| The proposal includes the first three sections of the dissertation: the Introduction, Literature Review (a substantial part of which may come from the DCEP), and Methods, or a 40-50 page integrated proposal |

- Submit proposal for consideration for dissertation committee approval
- Defend proposal to chair and committee members at scheduled meeting
- Receive dissertation proposal approval from committee
- If needed, submit proposal to Institutional Review Board (IRB) for approval

↓↓↓↓

Phase V.

- Conduct dissertation research
- Write the dissertation

| Dissertation |
| --- |
| Must relate to the student's area of concentration and professional interest |
| Must examine some issue or problem of significance for postsecondary education practice in Higher Education |
| Should advance the knowledge, theory, or professional standing of the field |

- Complete all recommended revisions
- Select outside faculty chair to complete the four-member Faculty Committee for Dissertation Defense
- Schedule presentation after final dissertation copy has advisor approval
- Defend dissertation at oral examination
- Submit modifications, if required, for dissertation committee approval
- Graduate!

## APPENDIX G:  FUNDAMENTAL HIGHER EDUCATION BIBLIOGRAPHY

Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (1999). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

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Apps, G. W. (1988). *Education in a learning society: Meeting new demands for education and training*. San Francisco: Jossey-Bass Publishers.

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