

# Higher Education Student Handbook

**2015-2016**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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The Higher Education Department *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our Department handbook, the student should become familiar with the Graduate Policies and Procedures: <http://bulletin.du.edu/graduate/gradpolicy/> and the MCE Policies and Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/> Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms and requirements regarding degree programs in all documents and to complete various program steps in a timely fashion.

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

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

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

## WELCOME TO THE HIGHER EDUCATION DEPARTMENT

Welcome to the Higher Education Department (HED) in the Morgridge College of Education at the University of Denver! Many things distinguish the HED MA, EdD, and PhD degree programs: outstanding faculty, a focus on access and success, a foundation in Inclusive Excellence ([www.aacu.org](http://www.aacu.org)), and the friendly and supportive nature of our community. Fundamental to the Department's success are its outstanding students – a phenomenal group of engaged emerging scholars and experienced leaders in postsecondary education. Professional relationships developed through HED will be rewarding and long-term.

This handbook provides detailed information about HED degree programs. Please review all the information contained herein. The Office of Graduate Studies (OGS) at DU will use the course requirements outlined in this Handbook when it reviews transcripts prior to graduation. Students will want to work closely with an HED advisor to ensure that all program requirements are met. It is important to be aware, though, that students are ultimately responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined in the Graduate Policies and Procedures: <http://bulletin.du.edu/graduate/gradpolicy/> and the MCE Policies and Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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

Respectfully,  
Dr. Ryan Evely Gildersleeve, PhD  
Department Chair, Higher Education

## Vision Statement

The Morgridge College of Education will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity and will provide leadership for the improvement of education, mental health and information services and systems.

## Higher Education Department Mission Statement

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

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

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

## Department Overview

Colleges and universities all over the world face multiple challenges. These institutions need enlightened leaders and faculty who can guide various external audiences and internal constituencies toward new educational solutions to societal challenges. Our degrees provide students opportunities to study various subjects in the field of higher education, providing deep research-based understandings across a breadth of postsecondary education concerns.

### *Higher Education Course Descriptions*

The [DU Course Catalog](#) contains the official, current course descriptions. Select a term, and then select Higher Education.

### *HED Additional Grade Requirements*

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

### *Student Review*

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

## Higher Education Department Faculty and Staff

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

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MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

Academic Policies

Please refer to the Morgridge website for the latest updates of the MCE Policies and Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

MASTER OF ARTS DEGREE REQUIREMENTS

Coursework Requirements

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

- I. Higher Education Research Courses ..... 12
- II. Higher Education Core Courses ..... 20
- III. Elective/Optional Emphasis Courses ..... 18
- Minimum Total Hours..... 50**

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

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

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

Please refer to the [Graduate Bulletin](#) for more details.

Internship Requirements

The internship experience provides students with an experiential learning opportunity in the field of higher education. MA students usually do their internship during the summer between their first and second years, or during the second year of coursework. However, students may pursue an internship at any time. As a two credit learning experience, it is designed to expand the parameters of a student's current and/or previous (para)professional experience. The internship experience is intended to broaden students’ practical experience in postsecondary institutions and organizations and serves to further their professional skills. The *minimum* time commitment expected is equivalent to 100 hours of work per credit hour. Students may satisfy the two credit internship requirement through one 200-hour (minimum) internship or two 100-

hour (minimum) internship experiences. Academic credit is earned as part of any of the internship courses listed below:

HED 4270: Student Affairs Internship

HED 4295: Internship in College and University Administration

HED 4296: Internship in Public Policy

HED 4297: Internship in College Teaching

Students must register for the internship course during a quarter within which the internship takes place. While there is some assistance in finding and designing internship experiences, it is the student's responsibility for securing meaningful internship experience(s). All internships must be approved by the student's advisor, who should generally also serve as the instructor of record for the internship course.

"Postsecondary institution/organization" is understood to be any accredited institution of higher education (e.g., Arapahoe Community College, Metropolitan State University), as well as community organizations (e.g., Denver Scholarship Foundation, Education Commission of the States) and/or government agencies (e.g., Colorado Department of Higher Education).

### **Degree Completion Component**

#### *The Capstone Project*

Students complete the Capstone Project in combination with the second-year MA sequence, HED 4230: Inclusive Excellence in Capstone, and under the direction of the instructor. A field site supervisor also is required to help adjudicate the final product. The capstone project proposal must be completed at least one (and preferably two) quarters prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the instructor of HED 4230. Additional details about the Capstone Project, including the proposal and all approval forms, are provided through the course. Please see the [Graduate Bulletin](#) for further detail.

## Higher Education Master of Arts Coursework Plan 2015-16

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
<b>I. Research Requirement (12 credits)</b>			
Inclusive Excellence in Praxis	HED 4290		6
Inclusive Excellence in Capstone	HED 4230		6
<b>Subtotal</b>			<b>12</b>
<b>II. HED Required Courses (20 credits)</b>			
Leadership and Supervision	HED 4213		3
History of American Higher Education	HED 4214		3
Org. and Governance of Higher Education	HED 4220		3
Introduction to Higher Education	HED 4219		3
Issues of Access & Opportunity	HED 4246		3
Retention, Persistence, and Student Success in Postsecondary Settings	HED 4247		3
Internship (HED 4270, 4295, 4296, or 4297)	HED 42__		2
<b>Subtotal</b>			<b>20</b>
<b>III. HED Electives (18 credits)</b> <i>Select courses from these emphasis area options (courses listed on following page):</i>		<ul style="list-style-type: none"> <li>• <i>Student Affairs/Development</i></li> <li>• <i>Diversity &amp; Higher Learning</i></li> <li>• <i>Leadership &amp; Organizational Change</i></li> </ul>	
<b>Subtotal</b>			<b>18</b>
<b>TOTAL Credit Hours for MA</b>			<b>50</b>

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Emphasis Area Options:</b>	<b>COURSE NUMBER</b>	<b>QUARTER OF COMPLETION</b>	<b>CREDIT HOURS</b>
<b>College Student Affairs Emphasis</b> <i>Choose at least 9 of the 15 elective credit hours from:</i>			
Student Affairs Administration	HED 4217		3
Students and College Environments	HED 4260		3
College Student Development Theory	HED 4261		3
Student Personnel Helping Skills	HED 4229		3
Seminar in Higher Education (as appropriate)	HED 4294		3
Counseling Theory	CNP 4700		3
<b>Diversity &amp; Higher Learning Emphasis</b> <i>Choose at least 9 of the 15 elective credit hours from:</i>			
Critical Race Theory and Education	HED 4287		3
Inclusive Excellence in Organizations	HED 4284		3
Inclusive Excellence Programming and Development	HED 4281		3
Gender & Sexual Orientation in Education	HED 4288		3
Seminar in Higher Education (as appropriate)	HED 4294		3
<b>Leadership &amp; Organizational Change Emphasis</b> <i>Choose at least 9 of the 15 elective credit hours from:</i>			
Public Policy in Higher Education	HED 4212		3
Financing Higher Education	HED 4221		3
Higher Education and Law	HED 4222		3
Institutional Research & Enrollment Mgt.	HED 4223		3
Seminar in Higher Education (as appropriate)	HED 4294		3
I. Research Requirement (12 credits)			
II. HED Required Courses (20 credits)			
III. HED Electives (18 credits)			
<b>Total Credit Hours for MA</b>			<b>50</b>

## DOCTORAL (EDD/PHD) DEGREE REQUIREMENTS

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

### Coursework Requirements

#### *EdD Requirements*

I. Research Courses .....	25
II. Higher Education Core Courses .....	30
III. Electives .....	10
<b>Minimum Total Hours.....</b>	<b>65</b>

#### *PhD Requirements*

I. Research Courses .....	39
II. Higher Education Core Courses .....	18
III. Electives .....	18
IV. Cognate Courses .....	15
<b>Minimum Total Hours.....</b>	<b>90</b>

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

#### *Doctoral Internships*

When possible, doctoral students are encouraged to pursue internships with local, regional, and (inter)national postsecondary institutions and organizations. While not required for degree completion, students can receive elective or cognate credit hours for internships by registering for one of the following courses:

- HED 4270: Student Affairs Internship
- HED 4295: Internship in College and University Administration
- HED 4296: Internship in Public Policy
- HED 4297: Internship in College Teaching

Internship credit requires a *minimum* of 100 hours of work per credit hour, and students must register for credit during the quarter within which the internship takes place.

## Doctoral Comprehensive Examination

Please see the [Graduate Bulletin](#) for details regarding the Doctoral Comprehensive Exam.

### *Scheduling the Doctoral Comprehensive Examination*

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

### *Doctoral Comprehensive Examination Results*

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

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

## Degree Completion Component

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

Please see the [Graduate Bulletin](#) for details on the EdD Doctoral Research Project and the PhD Dissertation.

## Higher Education Doctor of Education (EdD) Coursework Plan 2015-16

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
<b>I. Research Requirement (25 credits)</b>			
<i>A. Foundations Courses (12 credits)</i>			
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
<i>Choose one of the following:</i>			
Educational Measurement	RMS 4920		3
Empirical Research Methods	RMS 4930		3
Program Evaluation Theory	RMS 4960		3
<b>Subtotal</b>			<b>12</b>
<i>B. Intermediate Methods Courses (3 credits)</i>			
<i>Choose one of the following:</i>			
Qualitative Data Collection and Analysis	RMS 4942		4
Correlation and Regression	RMS 4911		4
Survey Design and Analysis	RMS 4931		3
<b>Subtotal</b>			<b>3</b>
<i>E. Doctoral Research Credits (10 credits)</i>			
Students must register for at least 1 credit hour each quarter following all other coursework.			
Doctoral Research	HED 5993		10
<b>Subtotal</b>			<b>10</b>
<b>II. HED Required Courses (30 credits)</b>			
Social and Political Context in Higher Education	HED 4210		3
Current Issues in Higher Education	HED 4211		3
Organization and Governance of Higher Education	HED 4220		3
The Community College	HED 4226		3
Public Policy in Higher Ed	HED 4212		3
Financing Higher Education	HED 4221		3
Higher Education and the Law	HED 4222		3

Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
<b>Subtotal</b>			<b>30</b>
<b>III. Higher Education Electives (10 credits)</b>			
<b>Subtotal</b>			<b>10</b>
<b>SUMMARY</b>			
<b>I. Research Requirement (25 credits)</b>			
<b>II. HED Required Courses (30 credits)</b>			
<b>III. Higher Education Electives (10 credits)</b>			
<b>Total Credit Hours for EdD</b>			<b>65</b>

**Student's Signature:**

**Date:**

**Advisor's Signature:**

**Date:**

## Higher Education Doctor of Philosophy (PhD) Coursework Plan 2015-16

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
<b>I. Research Requirement (39 credits)</b>			
<i>A. Foundations Courses (12 credits)</i>			
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
<i>Choose one of the following:</i>			
Educational Measurement	RMS 4920		3
Empirical Research Methods	RMS 4930		3
<b>Subtotal</b>			<b>12</b>
<i>B. Intermediate Methods Courses (8 credits)</i>			
<b>Subtotal</b>			<b>8</b>
<i>C. Advanced Methods Course (3 credits)</i>			
<b>Subtotal</b>			<b>3</b>
<i>D. Additional Methods Courses (6 credits)</i>			
<b>Subtotal</b>			<b>6</b>
<i>E. Dissertation Research Credits (10 credits)</i>			
Students must register for at least 1 credit hour each quarter following all other coursework.			
Dissertation Research	HED 5995		
<b>Subtotal</b>			<b>10</b>
<b>II. HED Required Courses (18 credits)</b>			
Social and Political Context in Higher Education	HED 4210		3
Current Issues in Higher Education	HED 4211		3

Organization and Governance in Higher Education	HED 4220		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
Seminar in Higher Education	HED 4294		3
<b>Subtotal</b>			<b>18</b>
<b>III. HED Electives (18 credits)</b>			
<b>Subtotal</b>			<b>18</b>
<b>VI. Cognate Courses (15 credits)</b>			
<b>Subtotal</b>			<b>15</b>
<b>SUMMARY</b>			
<b>I. Research Requirement (39 credits)</b>			
<b>II. HED Required Courses (18 credits)</b>			
<b>III. HED Electives (18 credits)</b>			
<b>VI. Cognate Courses (15 credits)</b>			
<b>Total Credit Hours for PhD</b>			<b>90</b>

Student's Signature:

Date:

Advisor's Signature:

Date:

## ETHICAL CODES AND PROFESSIONAL STANDARDS

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 \(ASHE\)](#).

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.