Higher Education
Student Handbook

2016-2017

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* and the *MCE Policies and 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/The Office of Title IX, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7481. 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/The Office of Title IX with concerns regarding determinations of religious accommodations. For disability accommodations and /or issues about access, see this website .

TABLE OF CONTENTS

WELCOME TO HIGHER EDUCATION, FROM THE DEPARTMENT CHAIR

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), 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* and the *MCE Policies and 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

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) 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 Higher Education page of the Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab.

Higher Education Department Grade Requirements
Credits carrying below a grade of "B-" will not be accepted by the Department as meeting degree requirements. In addition, 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.

MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Students are responsible for adhering to policies in both the MCE Policies & Procedures and the DU Graduate Studies Policies & Procedures.

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.

William E. Cross, Jr., PhD
Clinical Professor
Phone: 303-871-4592
William.Cross@du.edu

Ryan Evely Gildersleeve, PhD
Associate Professor
Department Chair, Higher Education
Phone: 303-871-4573
Ryan.Gildersleeve@du.edu

Judy Marquez Kiyama, PhD
Associate Professor
Phone: 303-871-3753
Judy.Kiyama@du.edu

Anna Millies
Academic Services Associate
Higher Education Department
Phone: 303-871-2494
Anna.Millies@du.edu

Christine Nelson, PhD
Assistant Professor
Phone: 303-871-2487
Christine.Nelson@du.edu

Cecilia M. Orphan, PhD
Assistant Professor
Phone: 303-871-3619
Cecilia.Orphan@du.edu

Laura Sponsler, PhD
Clinical Assistant Professor
Phone: 303-871-2720
Laura.Sponsler@du.edu

Frank Tuitt, EdD
Professor
Senior Advisor to the Chancellor and the Provost for Inclusive Excellence
Phone: 303-871-2591
Frank.Tuitt@du.edu

MASTER OF ARTS DEGREE REQUIREMENTS

Coursework Requirements

The Higher Education page of the [Graduate Bulletin](#) contains all program course requirements and course descriptions under the Program of Study tab.

The HED Master's degree 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" degree 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. Research Courses 4
II. Higher Education Core Courses 20
III. Elective/Optional Emphasis Courses 24
IV. Internship.. 2
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 an internship experience and the successful completion of a capstone project. Specific course requirements can be found in the coursework plan document that follows.

Optional Degree Emphasis
Elective coursework may be fulfilled by any of the HED courses, but MA students may also complete an *optional* emphasis by taking 12 of the 24 required elective credits in one of the areas listed below. The menu of courses suggested for these emphases can be found in the coursework plan document that follows.

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

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

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

The **Public Policy and Organizational Change** emphasis prepares experienced professionals to assume greater responsibility, pursue longer-term career goals, or change their emphasis in higher education administration. This emphasis area has been especially designed for individuals working in or seeking to understand postsecondary education in a changing multicultural and global society. Experienced professionals who are interested in enhancing their careers will discover that this program challenges them to discover and strengthen an array of skills essential for success: analytical, communication, multicultural competence, and leadership. The Public Policy and Organizational Change emphasis area enables participants to link professional knowledge and research with the world of practice in postsecondary education, for-profit companies and not-for-profit agencies, foundations, think tanks, research institutes and the private sector.

Internship Requirement

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 70 hours of work per credit hour. Students may satisfy the two credit internship requirement through one 140-hour (minimum) internship or two 70-hour (minimum) internship experiences. Academic credit is earned for 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

As part of the internship course, students are expected to reflect and make meaning of their experiences by connecting the theoretical foundations of coursework with the practicalities of working in an organization as well as developing professional knowledge, skills, and competencies. As such, students are required to produce the following:

1) A confirmation letter (email will suffice) from the student's supervisor with the following information:
    a. Verification of hours completed
    b. Verification that the student has completed all work expectations in a satisfactory manner.

2) A three-page reflection paper that addresses:
   a. How the internship relates to the student's coursework.
   b. How the internship is relevant for future professional practice.
   c. The knowledge, skills, and abilities were gained through the experience.

Both the letter from the supervisor and reflective paper are to be submitted via email to the MA advisor by the last day of classes for the quarter in which internship credit is sought.

Students must register for the internship course using the Experiential Learning Registration Form 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 Portfolio
Students complete the Capstone under the direction of a faculty member in HED. The Capstone can take the form of a portfolio that demonstrates the student's professional competencies, skill sets, and experiences gained throughout the MA degree program. Additional details about the Capstone Portfolio are available from the MA advisor.

Department of Higher Education Department

Master of Arts Coursework Plan 2016-17

NAME _____   STUDENT #_____

Please discuss the course plan most appropriate for your schedule with your advisor. Substitutions are acceptable with advisor approval on the course substitution form. Students must receive a B- or better in coursework for it to be counted toward the degree. A grade-point average of 3.0 or better must be maintained throughout the degree.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (4 credits)			
Educational Research and Measurement	RMS 4900		4
Subtotal			**4**
II. HED Required Courses (22 credits)			
History of American Higher Education	HED 4214		4
Org. and Governance of Higher Education	HED 4220		4
Introduction to Higher Education	HED 4219		4
Issues of Access & Opportunity	HED 4246		4
Retention, Persistence, and Student Success in Postsecondary Settings	HED 4247		4
Internship (HED 4270, 4295, 4296, or 4297)	HED 42__		2
Subtotal			
III. HED Elective Requirement (24 credits)	*Mix and match courses or complete an emphasis by taking 12 credits in that group.*		
College Student Affairs Emphasis *Choose at least 12 of the 24 elective credit hours from:*	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
Introduction to Student Affairs Administration	HED 4217		4
Students and College Environments	HED 4260		4
College Student Development Theory	HED 4261		4
Student Support in College	HED 4229		4
Program Evaluation and Assessment	HED 42XX		4
Seminar in Higher Education (as appropriate)	HED 4294		4

Diversity & Higher Learning Emphasis *Choose at least 12 of the 24 elective credit hours from:*	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
Inclusive Excellence in Organizations	HED 4284		4
Critical Race Theory and Education	HED 4287		4
Race and Racism in Higher Education	HED 4289		4
Inclusive Excellence Programming and Devel.	HED 4281		4
Gender & Sexual Orientation in Education	HED 4288		4
Seminar in Higher Education (as appropriate)	HED 4294		4
Leadership & Organizational Change Emphasis *Choose at least 12 of the 24 elective credit hours from:*	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
Introduction to Public Policy in Higher Education	HED 4212		4
Leadership and Supervision	HED 4213		4
Financing Higher Education	HED 4221		4
Legal Issues in Higher Education	HED 4222		4
Policy Analysis in Higher Education	HED 42XX		4
Seminar in Higher Education (as appropriate)	HED 4294		4
Total of Elective Credits			18
ADMINISTRATIVE USE ONLY			
Summary			
I. Research Requirement (4 credits)			
II. HED Required Courses (22 credits)			
III. HED Electives (24 credits)			
Total Credit Hours for MA			**50**

Student's Signature: **Date:**

Advisor's Signature: **Date:**

DOCTORAL (EDD & PHD) DEGREE REQUIREMENTS

The Higher Education page of the Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab. Students are responsible for adhering to policies in both the MCE Policies & Procedures and the DU Graduate Studies Policies & Procedures.

At the doctoral level, students gain knowledge and demonstrate competence through coursework, the 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.

Coursework Requirements

EdD Requirements

I. Research Courses	29
II. Higher Education Required Courses	24
III. Electives	12
Minimum Total Hours	**65**

PhD Requirements

I. Research Courses	37
II. Higher Education Required Courses	24
III. Electives	16
IV. Cognate Courses	13
Minimum Total Hours	**90**

Specific course requirements can be found in the EdD and PhD coursework plan documents found in the next section.

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, using the Experiential Learning Registration Form.

Doctoral Comprehensive Examination

Comprehensive exams are scheduled twice each year, in the fall and in the spring. Exact dates are available from the Academic Service Associate. It is the student's responsibility to register for the exam by the published registration deadline.

Comprehensive Examination General Guidelines

Exam Eligibility — Coursework completion and incomplete grades

Doctoral students are eligible to complete the comprehensive exam after successful completion of 80% (44 credits for the EdD and 64 credits for the PhD) of coursework with a B- or better grade in each course. Any and all incomplete coursework must be satisfied prior to the exam registration deadline. Exceptions to this policy may be made only by petition to the Higher Education Department Chair.

PhD Comprehensive Exam Process and Guidelines

Upon completion of 80% of coursework, PhD students will be eligible to register for the comprehensive exam. Registration is required by the end of the second week of the quarter within which the student intends to sit for the examination.

The actual exam will consist of the following three parts:
- PART I: A 27-30 page dissertation prospectus, including
  - Preface (2-5 pgs.) - Articulation of Research Problem
  - Section 1 (10 pgs.) – Focused review of literature and/or frameworks to support doctoral research project.
  - Section 2 (10 pgs.) – Focused review of methodology and methods to support doctoral research project.
  - Section 3 (5 pgs.) – Strategy paper on how students see their research contributing to higher education policy, practice, and theory.

Part I can be drafted through completion of the "HED 4216: Research Processes" course. Students must work *independently* to finalize their prospectus after the course. The final version of the paper will be turned in as part of the comprehensive exam.

- PART II: Seated exam. Students will sit for a one-day exam proctored by an MCE authority. The exam will consist of two questions, each requiring a 6-10 page written response. One question will be compulsory and required of all students taking the exam. The second question will be designed to reflect the student's emerging research interest and expertise; it will be designed by the student's advisor.
  - Students must submit the final draft of their dissertation prospectus (Part I) at the time of their exam. The prospectus then constitutes a "third question" for the exam.
  - The exam will be read and graded by two readers. If the two readers cannot reach agreement on the outcome of the exam, a third reader will be solicited. Students will have an opportunity to rewrite one question, should they not pass

one of the three questions. If students are required to rewrite a question, they will not have to participate in an additional oral exam meeting. The student will work directly with their advisor to satisfactorily pass that question. If a student fails to pass at least two out of three questions, then they must sit the exam again the next time it is offered.

- PART III: Oral exam meeting. Following the written exam, an oral exam date and time will be set. The oral exam also will constitute the student's dissertation proposal meeting.

EdD Comprehensive Exam Process and Guidelines
Upon completing 80%, or 44 credits, of coursework, EdD students will be eligible for enrollment in HED 4216: Research Processes (4 credits). This course will be offered each summer over a 10-week period. The purpose of the course is to structure the comprehensive exam writing process, offer feedback on the writing, and offer a comps cohort of peers to support one another during the process. Students must enroll in the class as part of the comprehensive exam process.

The actual exam will consist of the following:
- PART I: A 27-30 page paper.
    - Preface (2-5 pgs.) - Articulation of Research Problem
    - Section 1 (10 pgs.) – Focused review of literature and/or frameworks to support doctoral research project.
    - Section 2 (10 pgs.) – Focused review of methodology and methods to support doctoral research project.
    - Section 3 (5 pgs.) – Strategy paper on how students see their research, service/community engagement, and professional work contributing to policy, practice and/or finding solutions to the problems facing higher education.

Part I will be worked on during the Research Processes course. Students will work *independently* on finalizing the comprehensive exam paper after the course. Advisors will not offer feedback during this time. The final version of the paper will be turned into the student's advisor the following Fall Quarter. During the Fall Quarter students will participate in Part II of the process.

- PART II: Present final paper and Oral exam meeting.
    - The final paper and oral exam will also constitute the student's doctoral research project proposal meeting.
    - The exam will be read and graded by two readers in three separate sections. If the two readers cannot reach agreement on the outcome of the exam, a third reader will be solicited. Students will have an opportunity to rewrite up to one section, should they not pass a specific section. If students are required to rewrite a section they will not have to participate in an additional oral exam meeting. The student will work directly with their advisor to satisfactorily pass

that section. If a student fails to pass at least two out of three graded sections, then they must resubmit the paper and sit for the oral exam again the next time the comprehensive exam is offered.

Doctoral Comprehensive Examination Results
The outcome of the examination is determined by the department faculty 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.

The Dissertation (PhD) / Doctoral Research Project (EdD) Proposal

Doctoral students who do not successfully defend a research project / dissertation proposal within 24 months of the date of the comprehensive examination will be dismissed from the HED Department.

Office of Research Integrity and Education

The DU Office of Research Integrity and Education (ORIE) provides support and oversight for research conducted by members of the University of Denver community so as ***"…to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research."***

MCE students, staff and faculty who conduct research are required to review the following checklist and flow chart as the first steps to determine if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the examples of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information on their office is listed on the *ORIE website*.

Doctoral Degree Completion Component

The Dissertation - PhD
The final degree requirement for the PhD is a successfully defended dissertation. The dissertation is ultimately intended to be an opportunity to learn and demonstrate expertise on a particular issue or problem, and through subsequent publications communicate that

information to professional colleagues and practitioners. The basic requirement is that the dissertation be original research that examines some issue or problem of significance related to postsecondary education and be of significance to advance the knowledge, theory, and professional practice of higher education. The dissertation topic should be directly related to some aspect of postsecondary education.

Specific guidelines regarding the dissertation are available [here](#).

Doctoral Research Project - EdD
The Doctoral Research Project represents the culminating research experience for Doctorate of Education students through which degree candidates are expected to complete a publication quality project that investigates a key issue or problem important to the field of higher education. Upon completing the research-based project, students will be able to reach conclusions and offer practical and policy recommendations. Through this process, students have an opportunity to translate what they have learned into real-world applications.

The structure of the doctoral project is meant to provide both a standard of excellence for a scholarly contribution on the part of the student, as well as a significant degree of flexibility by which the student may make such a contribution. All empirical research needs to comply with the ethical guidelines for human subjects research, including receiving approval by the DU Office of Research Integrity and Education, as appropriate.

Doctoral Research Projects can follow one of two options that require critical analysis to link scholarship and practical application: program evaluation or policy analysis. Each requires a significant commitment of time and effort to produce an extended piece of writing. Preparation of the final written product will require extended review of bodies of literature relevant to the project. These options extend opportunities for students to demonstrate research skills, theoretical understandings and practical applications.

Program Evaluation option
Students engaged in program evaluation designs explore the effectiveness of educational interventions and developing implications for practice. The program evaluation identifies, clarifies, and applies defensible criteria to determine the effectiveness of an educational program, project, process, policy, or product. In every case, the program evaluation is intended to improve student learning and achievement and/or organizational effectiveness. Students' program evaluation projects should include effective aspects of evaluation capacity building.

Policy Analysis option
Students engaged in policy analysis designs seek to impact education issues through the review, research, and development of educational policy. This option begins with the review of an educational issue ranging from federal, state and/or local levels. Through this review new or revised policy recommendations and implications are developed by considering internal requirements, external requirements, existing policy, and stakeholder recommendations. Policy analysis designs include implementation plans.

Selection of Doctoral Research Topics

Doctoral research topics should be selected on the basis of the following factors:

1. The author's individual interests.
2. The significance or value of the topic and/or issue to the field of higher education.
3. The real world application of the outcomes of the study.
4. The project is feasible and can be completed in a nine to fifteen-month timeframe.

Doctoral Research Final Oral Defense

An oral defense of the doctoral research project is required and is conducted by the candidate's committee. The defense must be held at least three weeks before the end of the quarter in which the degree is to be granted. All members of the defense committee shall receive a copy of the candidate's doctoral research project at least two weeks prior to the scheduled defense. The defense is expected to be held with the student present in person at DU unless emergency circumstances make it impossible for the student to be physically present. The student must submit a completed Schedule of Oral Defense form to the Educational Research Policy and Practice Department Office no later than three weeks prior to the date of the defense.

      Committee Composition. Students will select a Doctoral Research Project faculty chair (who must be an appointed faculty member with an earned Doctorate) with a full time faculty appointment within his/her respective program, and form a committee composed of a minimum of three and a maximum of five members. At least two members will be voting members who are full time DU faculty. The third member may be a community member, adjunct faculty member, post-doctoral appointee, or a professor from another college or institution. In cases in which the third member is a not a DU full time faculty member, the third member will be a non-voting member. In these cases the non-voting community member will review the Doctoral Research Project and provide written feedback to inform the voting process. In rare cases in which there is a three person committee with two voting members and the review results in a split decision, an additional full time faculty member, whose appointment is within the department, will be asked to review the documentation and vote on the project.

      Conducting the Oral Defense. The student's chair will preside over and manage the defense process. The chair is responsible for making certain that the defense is conducted in a professional manner and that the student has a fair opportunity to defend his/her doctoral research project. The chair is expected to provide opportunities for each voting member of the oral defense committee to participate in the defense and to ensure that the defense is of high quality while remaining within proper limits of inquiry. The oral defense is an open forum and MCE Faculty members and graduate students and other may attend the oral defense. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if pertinent, appropriate as determine by the defense committee.

When the defense is completed, the chair will request that the candidate and all other persons not on the defense committee leave the room and will call for a motion to pass or fail the candidate. A recommendation to pass can have no more than one negative vote from members

of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

- Pass with no revisions means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.
- Pass with minor revisions indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.
- Pass with major revisions means that a complete section or sections must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the sponsor, but committee members also may require their approval before final submission.
- Fail indicates that the content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in the rejection of the student's DRP and a new or related study usually will need to be undertaken.

A candidate who fails the oral defense may petition to the oral defense committee for a maximum of one re-defense.

The Result of Oral Defense form must be signed by all committee members and returned to the Educational Research Practice and Policy Department Office. All signatures must be original. On occasions when a committee member participates remotely, a faxed or scanned signature will be accepted.

Doctoral Research Continuous Enrollment Requirement (EdD and PhD)

MCE doctoral students who have finished all required course work are required to register for a minimum of 1 dissertation (PhD) credit of HED 5995 or 1 doctoral research (EdD) credit of HED 5993 for consecutive terms, fall through spring, until the student graduates. With advisor approval, doctoral students may register for up to 5 of the 10 dissertation or doctoral research credits required prior to the completion of all coursework and comprehensive exams.

The EdD and PhD degrees require students to register for a minimum of ten doctoral research/dissertation credits, but *student progress toward the degree may require students to register for additional credits to maintain degree candidacy.* Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete the dissertation or doctoral research project, required courses, or the comprehensive exam.

University Continuous Enrollment (CE) Policy

All graduate degree-seeking students must be in active status and continuously enrolled in consecutive quarters, except for the summer term. Students who are planning to miss more than one quarter of enrollment are required to submit a leave of absence request to avoid being assessed a readmission fee. The one (1) credit of required minimum enrollment may consist of registration for courses, thesis or dissertation credits, or CE credits.

The CE Policy is ideal for students who need to defer loan repayment while preparing for comprehensive exams (if all course work is completed) or completing the doctoral research project/dissertation. Please refer to the [Enrollment Status](#) page of the Graduate Studies Bulletin for complete information regarding all enrollment requirements, as well as the full explanation of CE. Students are advised to consult with the appropriate DU Financial Aid Office to clarify any financial aid requirements that may be related to CE.

The Continuous Enrollment request form can be found [here](#). CE permission is granted for one academic year beginning in the fall quarter, and must be requested each fall. Upon approval of the request to enroll for CE, the student will receive notification from the Office of Graduate Studies that will include the appropriate registration crn. It is the student's responsibility to register for CE each quarter.

Time Limit for Completion of Degree
The candidate for the doctorate (EdD or PhD) is expected to complete all requirements for the degree no later than seven (7) years after beginning the program, as measured by matriculation into the degree program. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The college, school, or department chair and advisor must recommend this extension in writing. If it is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter up to a maximum of one year per request.

Final Student Responsibilities for Earning the Doctorate
The student must assume full responsibility for meeting all requirements for the degree. Before becoming a candidate for graduation, the student must complete the following:
- The candidate must apply for graduation by the deadline. Failure to do so will automatically delay graduation to a subsequent quarter, resulting in a graduation deferral fee.
- Satisfactorily complete the final oral defense at least three weeks before the end of the quarter in which the degree is to be awarded. All Incomplete grades must be removed at least three weeks before the end of the quarter in which the degree is to be awarded.
- If revisions of the doctoral research project or dissertation in its final form are not filed at least two weeks before the end of the quarter, the awarding of degree will be postponed.

Department of Higher Education

Doctor of Education (EdD) Coursework Plan 2016-17

NAME _____   STUDENT #_____

Please discuss with your advisor the course plan most appropriate for your schedule. Substitutions are acceptable with advisor approval on the course substitution form. Students must receive a B- or better in coursework for it to be counted toward the degree. A grade-point average of 3.0 or better must be maintained throughout the degree.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (29 credits)			
A. Foundations Courses (12 credits)			
Structural Foundations of Research	RMS 4940		3
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
Subtotal			**12**
B. Higher Education Research Courses (4 credits)			
Choose one of the following:			
Program Evaluation and Assessment	HED 42XX		4
Educational Policy Analysis	HED 4242		4
Subtotal			**4**
C. Doctoral Research Project Design (3 credits)			
Research Processes	HED 4216		3
Subtotal			**3**
D. Doctoral Research Credits (min 10 credits)			
Students must register for at least 1 credit hour each quarter following all other coursework, until graduation.			
Doctoral Research - EdD	HED 5993	***Students are required to register for at least 1 credit of HED 5993 each quarter following the completion of all other coursework, until graduation.***	10
Subtotal			**10**

II. HED Required Courses (24 credits; 6 courses)			
Critical Higher Education	HED 4210		4
Current Issues in Higher Education	HED 4211		4
Organization and Governance of Higher Education	HED 4220		4
The Community College	HED 4226		4
Seminar in Higher Education	HED 4294		4
Seminar in Higher Education	HED 4294		4
Subtotal			**24**
III. Higher Education Electives (12 credits; 3 courses)			
Subtotal			**12**
SUMMARY			
I. Research Requirement (29 credits)			
II. HED Required Courses (24 credits)			
III. Higher Education Electives (12 credits)			
Total Credit Hours for EdD			**65**

Student's Signature: **Date:**

Advisor's Signature: **Date:**

Morgridge College of Education

Higher Education Doctor of Philosophy (PHD)

Student: _____   **Student ID:** _____

This course work plan must be completed, with advisor's signature, and submitted to the department office by the end of the first quarter of enrollment, or at the completion of 24 credits. Transfer credits will NOT be approved after the first quarter of enrollment. *Substitutions are acceptable with advisor approval on the course substitution form. Students must receive a B- or better in coursework for it to be counted toward the degree. A grade-point average of 3.0 or better must be maintained throughout the degree.* Transfer credits will NOT be approved after the first quarter of enrollment.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Requirement (38 hours.)			
A. Foundations Courses (12 hours; 3 courses)			
Structural Foundations of Research	RMS 4940		3
Introductory Statistics	RMS 4910		5
Introduction to Qualitative Research	RMS 4941		4
Subtotal			**12**
B. Intermediate/Advanced Methods Courses (9 hours; 2-3 courses)			
Subtotal			**9**
D. HED Research Experience* (6 hours)			
Subtotal			**6**
E. Dissertation Research Credits (min 10 hours)			
Students must register for at least 1 credit hour each quarter following all other coursework, until graduation.			
Dissertation Research	HED 5995	***Students are required to register for at least 1 credit of HED 5995 each quarter following the completion of all other course work, until graduation.***	variable
Subtotal			**10**

II. HED Required Courses (24 hours; 6 courses)			
Critical Higher Education	HED 4210		4
Current Issues in Higher Education	HED 4211		4
Organization and Governance in Higher Education	HED 4220		4
Seminar in Higher Education	HED 4294		4
Seminar in Higher Education	HED 4294		4
Seminar in Higher Education	HED 4294		4
Subtotal			**24**
III. HED Electives (16 hours; minimum 4 courses)			
Subtotal			**16**
VI. Cognate Courses (13 hours; 3-4 courses)			
Subtotal			**13**
Total Credit Hours for Ph.D.			**90**

Student's Signature: **Date:**

Advisor's Signature: **Date:**

*HED Research Experience can be satisfied through any combination of the following, with the approval of the advisor:
- Independent study that focuses on research methodology or research practice.
- HED 4216: Research Processes
- Additional Research Methods & Statistics (or related) coursework
- Internship experiences wherein research practice is a primary component of the internship (e.g., institutional research or policy analysis or program evaluation)

ETHICAL CODES AND PROFESSIONAL STANDARDS (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](#) (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.