



# ENGAGED

## Higher Education Department

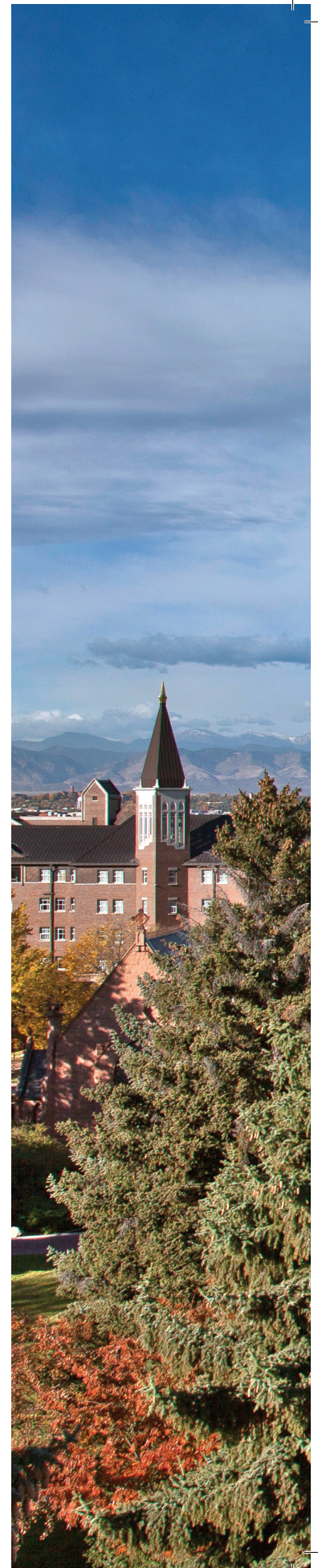
Morgridge College of Education | University of Denver



# TABLE OF CONTENTS

---

A Letter From Our Department Chair, Ryan Evely Gildersleeve, PhD	3
Who Are We	4
Student Professional Engagement	5
Student Research and Publications	6
HED Faces: Student & Alumni Spotlights	7
Our Faculty	9
Praxis Oriented Education	11
Community, Public Good, & Service Learning Activities	12
Curricular Innovations	13
HED Grads at Work, Testimonials from Employers	15
Our Community Partners	17









# A MESSAGE FROM OUR DEPARTMENT CHAIR

---

Greetings from the Higher Education Department (HED) in the Morgridge College of Education. Over the past four years, we have grown rapidly, as has our success. This report provides a glimpse into our student, faculty, and alumni achievements from the past two years. Our recent activity reflects our resolute foundation in social justice, our emerging expertise of systemic and policy-relevant postsecondary concerns, and our commitment to advancing the public good in higher education.

The HED faculty has grown recently, including our newest tenure-track assistant professor, Dr. Chris Nelson, who brings expertise in Tribal College finance and student success. Cumulatively the HED faculty gave 38 public lectures on their research in the last two years and remains active in publishing books and short-form publications. As the department continues to grow we look with pride to those that created the foundations we build upon today.

It was approximately five years ago (2011) that Dr. Frank Tuitt and former faculty member, Dr. MaryAnn Danowitz published their piece, “Enacting inclusivity through engaged pedagogy: A higher education perspective” in *Equity and Excellence in Education*, that not only featured data and reflections from the social justice transformation of our doctoral programs, but laid the groundwork for the publicly engaged, policy-relevant, and equity-focused department we continue to become today. It seems fitting that this coming year marks the official promotion of Dr. Tuitt to Professor and recognize his continue service to DU as Special Advisor to the Chancellor and the Provost on Diversity and Inclusion. Further we celebrate Dr. William Cross as the 2016-2017 University Lecturer, a recognition of his decades-long commitment to diversity and social justice through the study of identity.

In 2015, Higher Education officially gained *department status* in the Morgridge College of Education. In part, a reflection of our continued growth and overall success across teaching, research, and service. It is an exciting time for our students, faculty, and staff alike. We move forward with great optimism about our continued success. Our foundational principles of social justice and advancing the public good will continue to guide us. We desire that our previous, current, and future students continue to build upon and strengthen this emerging tradition as they strive to embody these principles in their current and future work in postsecondary settings.

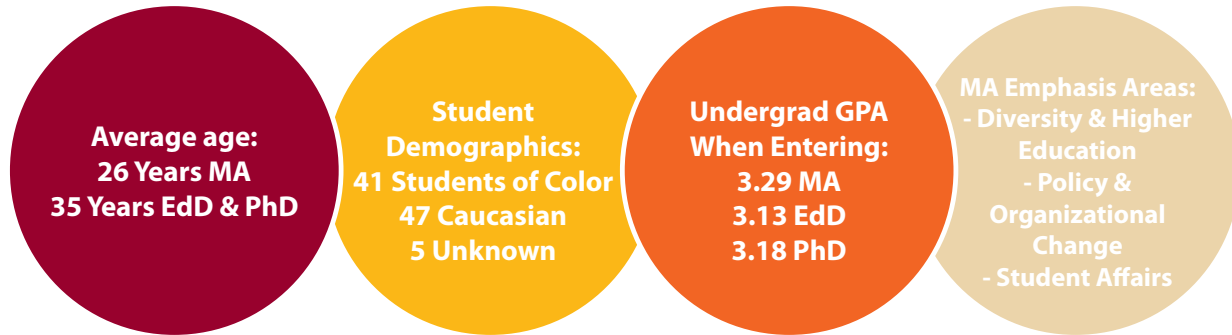


Ryan Evelyn Gildersleeve, PhD

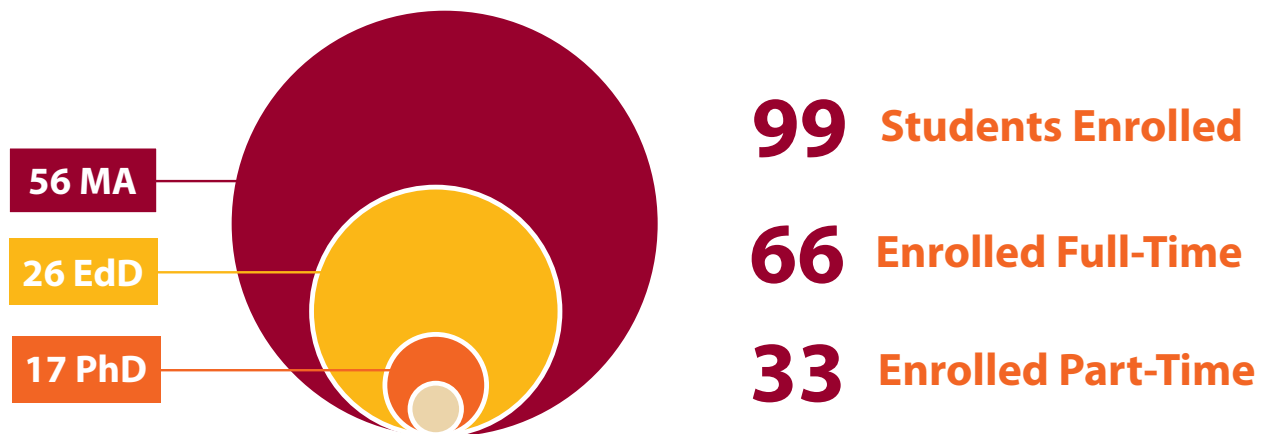
**Ryan Evelyn Gildersleeve, PhD**  
Department Chair  
Morgridge College of Education, University of Denver



# WHO WE ARE



## ENROLLMENT STATUS



2015-2016 Student Enrolled

## Students Undergraduate Institutions

George Washington University  
Grossmont Community College  
Johnson County Community College  
New Jersey Institute of Technology  
North Iowa Area Community College  
Northern Kentucky University  
Pennsylvania State University  
Pikes Peak Community College  
University of Rochester  
Universidad de Belgrano  
Universidad de Nacional  
University of San Diego  
University of Montana  
Ohio University Athens  
Regis University  
Arizona State University  
Arkansas Tech University  
Ashford University  
Longwood University  
Butler University  
Colorado College  
Creighton University  
Drexell University

California State University, Northridge  
Colorado School of Mines  
Columbia University Columbia College  
Community College of Denver  
Duke University  
Frisk University  
Florida Atlantic University  
Florida International University  
Rocky Valley College  
Santa Clara University  
Swarthmore College  
University of Wisconsin Green Bay  
University of Buffalo (SUNY)  
University of Utah  
University of North Texas  
Los Angeles Pierce College  
Sonoma State University  
Southern Illinois University  
University of Maryland  
Auburn University  
Azusa Pacific University  
Marist College  
Siena College  
Hope College

Colorado State University  
University of Denver  
University of Wyoming  
University of Colorado at Boulder  
University of Northern Colorado  
Colorado Mountain College  
Illif School of Theology  
North Park University  
Northeastern University  
Northern Arizona University  
Texas A&M University  
University Incarnate Word  
University of Burgundy  
University of Oregon  
University of Illinois Urbana  
University of Nebraska Kearney  
College Park  
University of Massachusetts Amherst  
University of Florida  
University of Wisconsin Milwaukee  
University of Pennsylvania  
Smith College  
University of Georgia Athens  
Doane College



# STUDENT PROFESSIONAL ENGAGEMENT

HED students attended a multitude of conferences during the past three years. National Conference of Student Affairs Administrators in Higher Education (NASPA) and the Association for the Student of Higher Education (ASHE) are the two highest attended conferences, followed by the American College Personnel Association (ACPA) and American Research Association (AERA) conferences.

On average, HED students attend 2 conferences per year, conference attendance ranges from 1-4 conferences per student during the academic year. In addition to attending NASPA, ASHE, AERA, and ACPA in 2015-2106, HED students actively participated in other conferences including:

AISES, AFA, CoLEADS, Continuums of Service, Colorado Community Colleges Summer Conference, CIES, DU Diversity Summit, DU Public Achievement Conference, DU Women's Conference, Keeping our Faculty of Color Symposium, NACADA, NAFSA, NCORE, and NSEE



***In 2015-16, HED students delivered 8 scholarly presentations at ASHE in 2015, 5 at NASPA in 2016, and 6 presentations at AERA in 2016.***





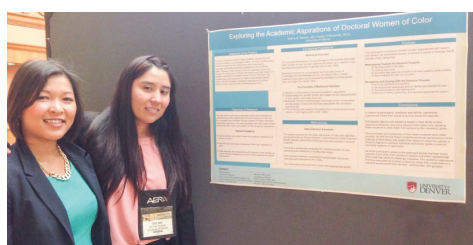
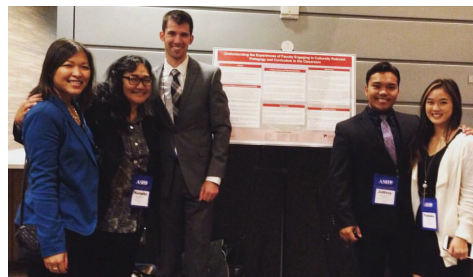
## STUDENT PUBLICATIONS

---

From 2014-2016, students have published 12 articles/book chapters in 10 different journals, books, or magazines!

Pieces published in:

- ASHE Special Reports
- Equity & Excellence in Education
- International Journal of Qualitative Studies in Education
- Journal of Student Affairs Research & Practice
- Journal About Women in Higher Education
- NASFA SIGnals
- Student Involvement and Academic Outcomes
- The Review of Higher Education
- The Wiley Blackwell Encyclopedia on Race, Equity, & Nationalism
- Today's College Student



*Over the last four academic years students in the program have increased the number of publications each year.*

## COMMUNITY ENGAGEMENT AWARD

---

The University of Denver Center for Community Engagement and Service Learning recently recognized the efforts of the Higher Education Department by awarding the department the Community Engaged Department of the Year Award. This award honors and recognizes an academic department dedicated to enhancing innovative service-learning courses, developing high quality community-based partnerships and carrying out rigorous public good scholarship.





# HED FACES: STUDENT & ALUMNI SPOTLIGHTS

---



## **Diana Madriz** **Alumna**

Diana graduated with a MA in Higher Education in June of 2015. Diana was very active in the Higher Education department, within the Higher Education Student Association, and with the Latina/o Graduate Association. Diana was committed to working on projects that focused on educational access for Latina/o students and families. Her master's capstone focused on understanding families' experiences in educational programming offered by RISE Colorado, a local-non-profit organization. Diana went above and beyond to offer a framework for understanding families' experiences with early childhood education programming and proposed a future research project for the organization. Diana continues her passion for educational access and opportunity and currently works as a College Advisor with the Denver Scholarship Foundation at Manuel High School's Future Center.



## **Sarah Pingel** **Alumna**

Sarah Pingel is a recent graduate from the EdD program and is currently serving as a policy analyst for Education Commission of the States. Sarah's doctoral research project titled, "Student Loans and the States: State-level Policy Impacts on Student Debt" uses regression techniques to increase understanding of how states can, or cannot, control student debt levels within their borders. Sarah's research not only has important policy implications but helps the field of higher education to better understand how state-level policies impact student debt across race, ethnicity, and socioeconomic status. Sarah's research has a clear link to the Higher Education department's commitment to Inclusive Excellence.



## **Delma Ramos** **Student**

Delma Ramos is a PhD student and Research Assistant. Her work focuses on access, retention, and graduation from higher education institutions, with an emphasis on underserved populations. Additionally she is interested in the assessment of programs with similar foci and on issues pertaining to educational quality and inclusive pedagogies in higher education, with a special interest in measure development. Delma's research agenda is driven by her passionate commitment to social justice and her vision for a more inclusive and accessible higher education system. Her research interests are further strengthened by her background as a first generation student and her exposure to scholars who study inequities in higher education as influenced by economic, social, and political contexts. Aside from her work at DU, Delma has collaborated with the RAND Corporation, Education Commission of the States, and the Colorado Department of Higher Education.



## **Clint Emerich** **Student**

Clint Emerich earned his bachelor's degree from the University of Denver in Finance and Marketing and earned his MBA with a concentration in Business Ethics and Legal Studies from the Daniels College of Business at the University of Denver. Clint is currently in his second year of the EdD in Higher Education. Clint works for the University of Denver as the Assistant Dean of Finance and Administration at the Sturm College of Law. He has been in this role for 6 years, and held positions in the Office of the Controller and Student Life Division. Clint lives in the Platt Park neighborhood with his wife, Margaret, and two young sons. Margaret is an alum of the Curriculum and Instruction master's degree program at Morgridge College of Education and she also earned her bachelor's degree from DU.



## **Liliana Diaz**

### **Student**

Liliana is an administrator at Arapahoe Community College. She produced a memo in her Organization and Governance class regarding financial aid information of youth transitioning out of foster care and homelessness who are entering college. This memo is symbolic of the many things she offers as a student - it is beautifully designed, well thought out backed in research, and provocative. In class, Liliana offers feedback and through analysis. She is also highly collaborative and creative in her work with fellow students. Liliana also has a knack for bringing her work experience to bear on classroom topics that greatly enhances our discussions.



## **Javon Brame**

### **Alumnus**

A Colorado native, Javon Brame grew up in Northeast Denver. He is a passionate advocate for social justice and is a change agent who enjoys working with individuals, groups, and organizations on strategies to better serve marginalized communities. Javon earned his Bachelors of Arts Degree in English in 2011 from Langston University and his Masters of Arts in Higher Education with emphases in Leadership and Organization Change and Diversity in Higher Learning in 2015 from the Morgridge College of Education at the University of Denver. He currently leads persistence, retention, completion and transfer efforts for first generation and differently-abled students from lower socioeconomic backgrounds at the Community College of Denver as the Director of Student Support Services.



## **Julie Wienski**

### **Student**

Julie Wienski is a student in the EdD program. She taught at Arapahoe Community College and was a coach for many years. She brings an amazing blend of theory and practice and is interested in advancing our understanding of the experience of student athletes who identify as LGBTQI and female. Her perspective on and interest in these issues is an asset to the program because these are areas that we have less emphasis on but that are closely connected with issues of equity. She is also extremely intentional in how she approaches her role as student, instructor, and coach and centers questions of purpose in everything she does.

***We prepare our students & alumni to serve the community.***





## OUR FACULTY

---



### **William E. Cross, PhD**

#### **Clinical Professor, Higher Education & Counseling Psychology**

Dr. Cross received his PhD from Princeton University. He holds a professor emeritus status from another university but remains active, he served as President-Elect for Div. 45 (APA). Dr. Cross' recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural miseducation and false consciousness; and the multiple ways racial identity is enacted in everyday life. His new book entitled "Meaning-Making, Internalized Racism, and African American Identity" was released October 2016. Dr. Cross is a dedicated audiophile and is never far from music.



### **Judy Marquez Kiyama, PhD**

#### **Associate Professor, Higher Education**

Dr. Kiyama received her PhD from the University of Arizona. Dr. Kiyama's research examines the structures that shape educational opportunities for underserved groups through an asset-based lens to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re)shape such structures. Her research is organized in three interconnected areas: the role of parents and families; equity and power in educational research; and underserved groups as collective networks of change. Dr. Kiyama's current projects focus on the high school to college transition experiences of first-generation, and low-income, and families of color and their role in serving as sources of cultural support for their college-aged students. In 2014 Dr. Kiyama was awarded the Mildred Garcia Exemplary Scholarship Award by the ASHE Council of Ethnic Participation.



### **Ryan Evelyn Gildersleeve, PhD**

#### **Associate Professor and Chair, Higher Education**

Dr. Gildersleeve received his PhD from the University of California-Los Angeles. He was a 2012 National Academy of Education / Spencer Foundation Postdoctoral Fellow. Dr. Gildersleeve received the 2011 Early Career Award from the American Educational Research Association's Division D - Research Methodology. His practical experience ranges across P-20 education in primarily out-of-classroom learning contexts with non-dominant youth. Dr. Gildersleeve's research agenda investigates the social and political contexts of educational opportunity for historically marginalized communities, focusing on college access and success for Latino/a (im)migrant families.



### **Chris A. Nelson, PhD**

#### **Assistant Professor, Higher Education**

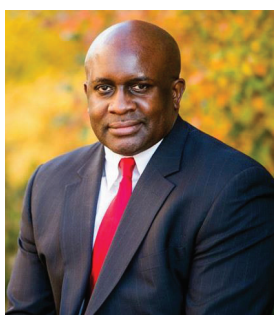
Dr. Nelson, formerly a postdoctoral fellow at the University of New Mexico, received her doctorate in Higher Education from the University of Arizona. Through Native Nation Building theory, Dr. Nelson's research explores the purpose of higher education by addressing the collective and political factors influencing Indigenous college students and tribal communities. Her research challenges the socially accepted norm that college is an individual pursuit resulting in primarily individual benefits. Ultimately, as a first-generation college student, she works for underserved communities and their students, who deserve every chance to access, persist, and complete a higher education degree.



### **Cecilia M. Orphan, PhD**

#### **Assistant Professor, Higher Education**

Dr. Orphan holds a PhD in higher education from the University of Pennsylvania and a bachelor's degree in political science from Portland State University. Dr. Orphan's research centers on the effects of neoliberal ideology and public policy on the democratic purpose of higher education, the role of open access universities in facilitating opportunity and regional civic life. From 2006-2011, Dr. Orphan directed the American Democracy Project, a national civic engagement initiative involving 240 colleges and universities. In 2011, Dr. Orphan was awarded the John Saltmarsh Award for Emerging Leaders in Civic Engagement, a national award given by AACSB presented annually to an emerging leader in the civic engagement field.



### **Frank A. Tuitt, EdD**

#### **Professor, Higher Education and Senior Advisor to the Chancellor and Provost on Inclusive Excellence**

Dr. Tuitt received his EdD from Harvard University. He is the Senior Advisor to the Chancellor, Provost on Inclusive Excellence, and an Associate Professor of Higher Education at the Morgridge College of Education. Dr. Tuitt's research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. His scholarship critically examines issues of race, Inclusive Excellence and diversity in and outside the classroom from the purview of faculty and students.



### **Laura E. Sponsler, PhD**

#### **Clinical Assistant Professor, Higher Education**

Dr. Sponsler received her doctoral degree in Higher Education from the University of Pennsylvania's Graduate School of Education. She also holds a bachelor's degree in biology from Saint Joseph's University and a master's degree in higher education management from the University of Pennsylvania. Previously, Dr. Sponsler served as the founding director for NASPA's Lead Initiative, a project recognizing a network of nearly 100 postsecondary institutions for their commitment to civic learning and democratic engagement. Dr. Sponsler represented NASPA and its civic work with local, regional, and national partners. She also collaborated with NASPA's Professional Development team to incorporate civic learning and democratic engagement into conferences and professional development opportunities for NASPA members. In addition, she provided research support to the NASPA Research and Policy Institute.

Collectively, our faculty have written and published 5 books in the last two years, as well as 20 short-form publications (journals and chapters) appearing in publications such as *Qualitative Inquiry*, *Education Policy*, and *Teachers College Record*, as well as *Education and Urban Society*, *College Student Affairs Journal*, and *Research, Theory, & Practice*.



# PRAXIS ORIENTED EDUCATION

---

Paige Mills finds that her assistantship enriches her experience as a Masters student in the Higher Education (HED) department.

“At the Community College of Aurora (CCA), I get to develop curriculum and implement and think through some of the issues we learn about in HED courses. There is a lot of space for innovating within advising and programming, in a community college,” Mills says. She thinks community colleges are incredibly important when talking about access to higher education. Her assistantship has enriched her perspective. In addition, Mills says her CCA assistantship helps her network with professionals. The Special Assistant to the President for Diversity, Equity, and Inclusive Excellence, the Dean of Retention and Student Success, and the President of CCA are all people who Mills has worked with.

“This is wonderful professional development,” says Mills. “As a Graduate Assistant at CCA in the Office of Student Life, I advise Phi Theta Kappa, a national honor society. I’ve had the opportunity to work with others to build the foundation for an inclusive leadership program for all CCA students.”

The students in the Higher Education Department in the Morgridge College of Education keep themselves busy, in a variety of ways, beyond their coursework.

At least 33 of our students have assistantships. HED boasts several Graduate Assistants, as well as Interdisciplinary Research Incubator for the Study of (In)Equality (IRISE) Graduate Fellows, two Marketing and Social Media Specialists and a Recruitment and Enrollment Counselor. Various sites for these endeavors include the Higher Education Department, the Morgridge College of Education Office of Admissions, the dean’s office, the Denver Scholarship Foundation, IRISE, the Office of Diversity and Inclusion at DU, and of course, the Community College of Aurora. All are paid positions.

For example, Molly Sarubbi learns more about the roles of faculty through her assistantship. She gets intentional and tangential exposure to being a professional in the field. In addition, just like Mills, Sarubbi has built a professional network.

Graduate students in HED keep themselves busy.

***“At the Community College of Aurora, I get to develop curriculum and implement and think through some of the issues we learn about in HED courses. There is a lot of space for innovating within advising and programming, in a community college.” -Paige Mills, MA Student***

# COMMUNITY, PUBLIC GOOD & SERVICE LEARNING ACTIVITIES

---

## Public Good Grants & Community Partners

Our faculty actively participate in scholarship that engages members of our community. One of the main ways these partnerships are forged is through public good grants.

## Funded Projects

Cultivating educational aspirations in low-income and families of color through education, engagement, and empowerment. Partner: RISE Colorado

EPIC Navigators Task Force: A youth participatory action research project. Partner: Empowering Pacific Islander Communities in Los Angeles

Leading Collective Civic Impact: Measuring and Advancing Higher Education's Contributions to Civic Health in Colorado. Partner: Campus Compact of the Mountain West

The Collecting Asian American and Pacific Islander Stories (CARS) Project. Partners: Asian Pacific Development Center & Project Ava

## Service Learning & Public Good Focused Courses

A large component of our departmental vision for the public good are courses that encourage and support our students to serve our community.

## Selected Courses

Seminar: Higher Education & Leadership for the Public Good

Issues of Access & Opportunity. Service-learning partners: RISE Colorado, College Track, The Bridge Project, Denver Scholarship Foundation

Current Issues in Higher Education. Service-learning Partners: Community College of Aurora, DU Office of the Provost

Seminar: Leadership During Uncertain Times: Examining the Role of Open Access Universities. Service-learning partners: American Association of State Colleges and Universities (AASCU)

Retention, Persistence, and Student Success in Postsecondary Settings. Service-learning partners: RISE Colorado, College Track, The Bridge Project, Denver Scholarship Foundation

## Public Good Service Activities

In addition to actively engaging in scholarship that fosters the public good and offering courses that empower our students to do so as well, our faculty participates in a variety of activities that serve the community at DU and beyond.

## Selected Activities

Participation in training and activities with DU's Center for Community Engagement & Service Learning, including service learning for scholars.

Service in the Civic Health Network, the P-20 Civic Engagement Network Group, and the Colorado Service-Learning Council





# CURRICULAR INNOVATIONS

---

## Issues of Access & Equity

Taught by Dr. Judy Marquez Kiyama, Issues of Access and Opportunity addresses theories and research on a variety of issues related to college preparation, school structures, and inequalities in college access. The course covers different levels of analyses: theoretical, individual levels (i.e., race, ethnicity, and social class), organizational levels (family, geography, high school context, and outreach), and field levels (i.e., policy, testing, rankings, media, and policy). Special attention is paid to the sociocultural context, particularly on the role of families. The course is required for first-year masters students and open to all students in the HED department.



In 2015 we began offering two sections of the course, a case study (mini research) section and a service-learning section. Students in the service-learning section have the opportunity to partner with a community organization that focuses on issues of college access, transition, and success with the goal of bridging theory and research with hands on experience. Students complete approximately 15 hours of service during the winter quarter. At the completion of the 2015 winter quarter, the 15 students enrolled in the course completed over 225 hours of service with three community partners, the Denver Scholarship Foundation, College Track, and RISE Colorado.

## Current Issues in Higher Education

Taught by Dr. Ryan Gildersleeve, Current Issues in Higher Education serves as a required course for first-year doctoral students, where they are expected to synthesize theory into practice by serving as consulting teams for executive level administrators at local area colleges and universities. Previous consulting projects included work on Title IX education and implementation initiatives, massive open online coursework considerations, and a redesign of academic advising practices. The consulting projects are designed to provide the higher education client with evidence-based report of findings and recommendations that are actionable on their home campuses. The consulting project allows doctoral students to connect classroom learning with real life administrative concerns in higher education.

---

## STUDENT PRAXIS PROJECTS

### Student Financial Knowledge at the University of Denver

Given the rising cost of tuition and increasing levels of student debt, four first-year students in the Higher Education MA program examined the effects of parent financial socialization, financial independence, and student employment on DU students' financial knowledge. The research design utilized data collected by the National Student Financial Wellness Survey (NSFWS), correlation analysis, and descriptive statistics. Results show that financial knowledge generally increases with higher levels of parent socialization and financial independence. The only statistically significant result showed that students who work both on and off campus have more financial knowledge than students who work only on or off campus. Finally, an examination of the financial knowledge quiz in the NSFWS showed that over 50 percent of DU students failed to answer the questions about credit score components and take home pay correctly. The project concluded with a recommendation that DU create a financial skills workshop for first-year students crafted around these financial skills.

### Keeping the Dream Alive: A Case Study of the Educators Conference

The number of undocumented students entering into college is on the rise. As the student demographics and populations shift, grow, and change, educators, counselors, administrators, and community members must be up to date on the latest needs and policies around educational opportunities that are available to undocumented students. The Keeping the Dream Alive Conference is an annual conference for students, families, and educators to address these exact needs. Findings from the students research result in an overall satisfaction of the conference. This includes the need for updated information around national policies and financial aid, ways to empower and act as advocates for undocumented students, and lastly and overall need for more interaction with undocumented youth during the day of the conference.





# HED GRADS AT WORK

---

## TESTIMONIALS FROM EMPLOYERS

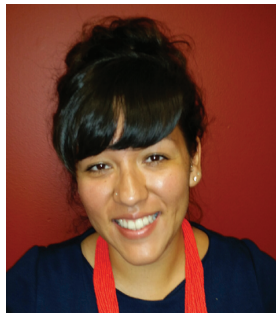


### **Ryan Barone, PhD**

**Director, Student Leadership & Development,  
Aims Community College**

**By Shannon McCasland, Associate Dean of Student Services,  
Aims Community College**

Since his arrival to Aims Community College in 2014, Dr. Ryan Barone has immeasurably and positively impacted programming and services; working tirelessly to predict student academic success and completion. The Director of Student Leadership and Development, Ryan is a fierce advocate for students. His deeply rooted passion for social justice, equity, and inclusion have served to fuel a change momentum that is incubating in and through various areas of the college. From curriculum development to teaching circles and staff mentoring and training, Ryan's innovative efforts resulted in the development of the popular United Women/Men of Color student groups. He has worked intentionally to grow a culture of evidence and measurable student success outcomes. It is refreshing to work alongside a professional of Ryan's caliber. DU has much for which to be proud! Ryan has already made a long and lasting difference at Aims Community College and in the lives of countless students.



### **Diana Madriz, MA**

**College Advisor, Manual High School,  
Denver Scholarship Foundation**

**By Leticia Treviño, College Advisor, Bruce Randolph School,  
Denver Scholarship Foundation**

Diana Madriz has made an immediate impact as the College Advisor at Manual High School. She has been able to cultivate relationships with students and advise them about their post-secondary paths. Diana has been able to use her passion for family engagement to connect families to the college going process and build a foundation for a college going culture at Manual High School. She has also been able to intentionally work with DREAMer students and work to create safe space in her school and with staff to support this student population. Diana also has made an immediate impact with the Access staff of Denver Scholarship Foundation reminding her fellow advisors of what it is to be eager to learn this job and the volume of information we are required to know including all the Colorado college admission information, enrollment steps, FAFSA process, and various scholarship processes. She is a valued member of our staff.



### **Lexi Anderson, EdD & Sarah Pingel, EdD**

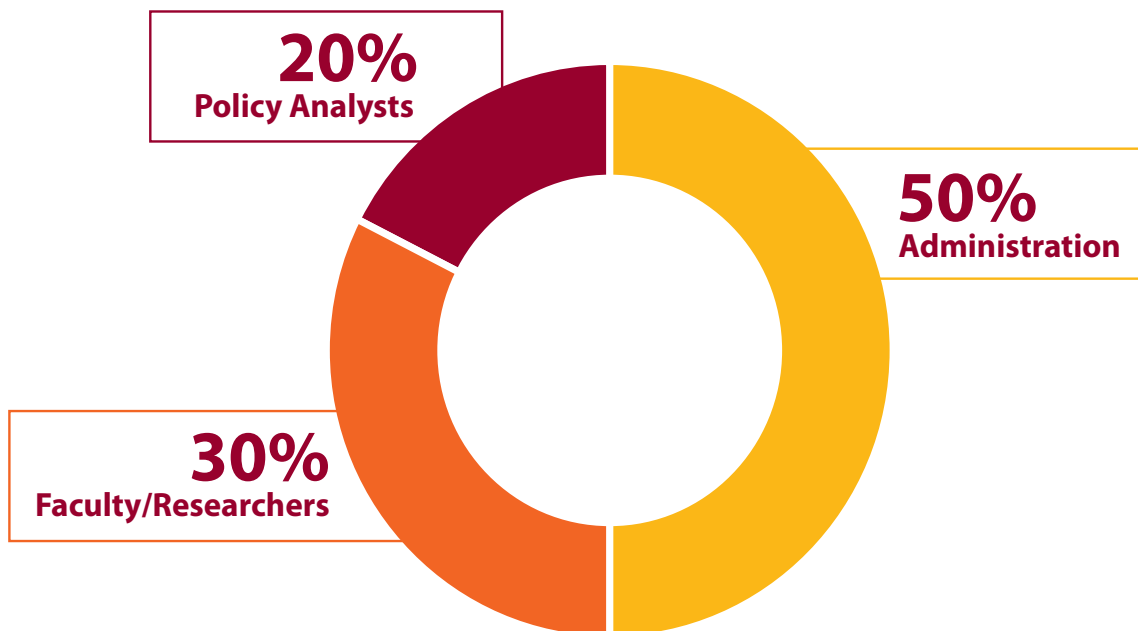
Policy Analysts, Education Commission of the States

By Brian Sponsler, EdD, Vice President, Policy & Director,

Postsecondary & Workforce Development Institute, Education Commission of the States

Lexi Anderson and Sarah Pingel have been tremendous assets to the work of Education Commission of the States, supporting a diverse array of state policy makers to make more informed public policy choices. Their ability to think creatively, simplify complex information into digestible and actionably bites for policy audiences, and effective communication styles have aided the work of the Postsecondary and Workforce Development Institute. It is refreshing to see professionals who are able to build off of a theoretical foundation gleaned through strong academic preparation and create useful real-world applications.

***In the last 3 years Doctoral Graduates have entered the following fields:***





## WE APPRECIATE OUR COMMUNITY PARTNERS

---







UNIVERSITY *of*  
DENVER

---

MORGRIDGE COLLEGE OF EDUCATION  
Higher Education Department

Morgridge College of Education | 1999 E. Evans Ave. | Denver, CO 80210 | [morgridge.du.edu](http://morgridge.du.edu) | P. 303.871.2509



@DUHigherEd