

# Higher Education Student Handbook

**2022-2023**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

The Higher Education Department (HED) *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of Morgridge College of Education (MCE) degrees and certificates. In addition to this department handbook, the student should become familiar with the [Academic Policies and Procedures](#) in the Graduate Bulletin and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement among these 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 MCE website and the content of this handbook provide additional policy and procedure information specifically affecting Morgridge College of Education students and may be more stringent than the policies outlined in the Graduate Bulletin. All college and program policies which are considered the minimum requirements for all members of the university community are administered under the HYPERLINK "<http://bulletin.du.edu/graduate/>" Graduate Bulletin. The University of Denver reserves the right to make changes in the regulations, rules, fees, or other aspects of the policy manual without advance notice. The University of Denver reserves the right to make changes in the regulations, rules, fees, or other aspects of the policy manual without advance notice.

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC - NCA) 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 and 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 [Equal Opportunity & Title IX Home | University of Denver \(du.edu\)](#) You may also contact the Office of Equal Opportunity and Title IX with concerns regarding determinations of religious accommodations. For disability accommodations and/or issues about access, see this [website](#).

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## WELCOME TO HIGHER EDUCATION — FROM THE DEPARTMENT CHAIR

Welcome to the Higher Education Department (HED) in the Morgridge College of Education (MCE) at the University of Denver! Amid an ongoing global health crisis, as well as the ongoing crises of racial, sexuality, gender, religion, and disability injustice, the crumbling social safety net, and retrenchment in higher education, here we are starting a new academic year together. We face seemingly insurmountable challenges within postsecondary education and beyond. Yet, there are important lessons to be learned in periods of crisis and anguish. During this academic year, questions may seem more abundant than answers, and yet, I ask you—I ask all of us—to stick with the questions and to lean into our desires for more in postsecondary education practice, policy, and theory.

For those of you who are new to the MCE HED community, I welcome you and all your wide-eyed awe at the newness that you will learn to navigate with support from this community and the communities with whom you remain in relationship. For those of you who are continuing, your experience in HED and at DU may feel oddly unfamiliar, even as others tout a return to “normal.” What had become normal for you in the last two-plus years is fading away. Together, as a community, we will embrace all these transitions and more, supporting each other to reach toward the new and revisioning the old with our values as a HED community in mind.

Many things distinguish the HED PhD, EdD and MA degree programs: outstanding faculty, a focus on policy and practice, a critical examination of higher education organizations and systems, a foundation in equity and justice, and engagement with local, tribal, regional, national, and international communities. Fundamental to the department’s success are its outstanding students – a phenomenal group of engaged emerging scholars and experienced leaders in postsecondary education. In other words, YOU. Professional relationships developed through HED will be rewarding and long-term.

This handbook provides detailed information about HED’s degree programs, including guidance concerning processes, policies, and expectations. Please review carefully all the information contained herein. The Office of Graduate Education (OGE) 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 their assigned 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,

D-L Stewart, PhD  
Professor and Department Chair, Higher Education

## **DUHigherEd Commitment Statement** (updated January 2022)

The University of Denver’s Higher Education Department (DUHigherEd) engages in collective learning about the foundations of postsecondary institutions, structures, and systems across diverse educational pathways. Our scholarship is grounded in theory, praxis, and community engagement to address persistent and emergent postsecondary phenomena at the institutional, local, regional, tribal, state, and national levels.

The DUHigherEd community is committed to:

- Teaching and mentoring educators and professionals who seek careers related to postsecondary contexts, such as administration, policy, teaching, and research, as well public and private agencies of higher education.
- Uplifting and celebrating the diverse knowledge bases held by communities historically and contemporarily excluded from higher education.
- Centering [and generating] [consequential research, scholarship, and creative activities] that addresses interlocking systems of oppression that perpetuate inequities and injustices influencing the ecology of higher education [by informing policy, practice, and theory].
- Fostering a sense of accountability to build liberatory practices needed to disrupt and dismantle oppressive higher education policies.
- Engaging in critical self-reflexivity as part of an intergenerational, collective, and life-long (un)learning process.
- Serving and partnering with communities to build knowledge and enact policy and practice that dismantles systems of oppression.

As a policy-aware and globally conscious department, we recognize that U.S.-based institutions of higher education are founded on ideologies of stolen land, bodies, and labor. [We align our commitments to uplift critical scholars who name the ableism, genderism, genocide, heterosexism, homophobia, nativism, racism, settler colonialism, sexism, transphobia, and xenophobia continuously informing the operations of education.]

As a community of learners, we traverse the boundaries of valuing education as a human right, while understanding the complicated and problematic relationship higher education has with communities that continue to be systemically marginalized. DUHigherEd welcomes learners who seek to actualize a critical praxis for making meaningful contributions that shift the landscape of higher education.

### **Higher Education 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*

Degree requirements and course descriptions can be found on the Higher Education page of the [Graduate Bulletin](#).

### *Seminars*

A unique Higher Education Seminar (HED 4294) series is offered each year, giving students an opportunity to participate in a course where faculty members bring in their current research, expertise, and/or a topic within the field to be explored in greater depth. Seminar courses have a limited enrollment of 12 students, and offer a space to explore new theoretical, methodological, and pedagogical innovations. Although most seminars are restricted to doctoral students, at least one seminar per year will be designated as open to all HED students. With special permission from the instructor and advisor, MA students might also be permitted to enroll in other, doctoral-restricted, seminars.

### *Higher Education Department 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 Policies, Resources, and Expectations**

### *Higher Education Department Grade Requirements*

University policy holds that any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or dismissed. However, credits falling below a grade of "B-" will not be accepted by the Higher Education Department regardless of the resulting overall GPA. Students who do not meet department degree requirements will be put on departmental academic probation.

Further, students earning a grade which is lower than a B- in any course will participate in a mandatory review with the advisor to discuss and finalize a written action plan to be filed with the department. At a minimum, the following conditions must be met in order to have academic probation lifted:

- Student provides a copy of the signed remediation plan to the department ASA no later than the second week following the quarter that below B- grades were earned.
- The student will repeat all courses the next quarter they are offered by the department, earning a B- or higher.
- The student will be responsive to communications from the advisor and instructors, as well as communicate any issues in a timely manner.

These requirements are supported by additional information found in the [Graduate Student Bulletin](#). The department highly recommends that students review the information found at this link.

### *Academic Integrity*

All work submitted must be your own and produced exclusively for your respective course, culminating project, dissertation in practice, or dissertation. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. The department chair will be notified immediately if an incident of plagiarism is suspected or confirmed, with the result being remediation and possible dismissal from the program.

### *Accommodations for Differently-Abled Individuals*

If you qualify for academic accommodations because of a disability or medical issue, please submit a Faculty Letter from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. DSP is located on the 4th floor of Katherine A. Ruffatto Hall; 1999 E. Evans Ave.; Tel. 303.871/ 2372 / 2278/ 7432. More information is available online at <https://studentaffairs.du.edu/disability-services-program>.

### *Attendance, Preparation and Participation Policy*

Attendance in all class sessions is essential to successfully completing this program and is expected by the department regardless of course modality (in-person or online). Specific guidelines for online courses follow below.

#### **Online Courses (if necessary)**

The format of online courses may be slightly different from what you are accustomed to, so please read the following information very closely. This document covers courses delivered entirely online. Courses can be offered in both “synchronous” (live) and “asynchronous” (on your own time) modalities, or a combination of both.

- **Synchronous component:** Courses will meet via the Zoom platform in order to hold “live” (synchronous) class sessions. These meetings are required, and attendance will be taken.
  - Please note that all times are noted in Mountain Standard Time (MST). You are responsible for calculating any time zone differences if you are away from campus and making sure that you make it into our online Zoom classroom on time.
  - Students who miss more than two class meetings *may* have their final grade docked by one letter grade. It is the responsibility of the student to contact the instructor if you are going to miss class.
  
- **Asynchronous component:** You may also have required course components such as: pre-recorded lectures, podcasts, readings, and activities that you are expected to complete before synchronous sessions every week. These will all be made available to you via the Canvas platform and should be organized into weekly modules.

#### **Required Technologies**

HED courses will use the following technologies extensively. Please prepare accordingly.

- **Canvas:** All course materials and asynchronous work will be available through Canvas. Please be sure that you can access Canvas, and that all announcements and

emails that are sent through Canvas are getting to an inbox that you check regularly.

- 24/7 Technical support for Canvas: 1-855-712-9770
- <https://otl.du.edu/academic-technology/canvas/>
- **Zoom:** Our synchronous class sessions will be held via Zoom. Zoom is an interface for creating real-time meetings online. Please be sure to download Zoom prior to your first live session and test it to be sure it is working.
  - 24/7 Technical support for Zoom: 888-799-9666, Ext 2
  - <https://otl.du.edu/academic-technology/zoom/>

### **Zoom Etiquette**

The Higher Education department strongly encourages you to use your video when participating in Zoom classes. We recognize that it is not always possible to include video, though it is appropriate to encourage its use when possible. To protect one's privacy, many people choose to use an alternate background for Zoom versus their real-time background. This is acceptable; however, please keep in mind not all platforms have this feature. Please also select an innocuous and non-offensive background if you choose this option. Illicit, exploitive, or otherwise inappropriate content is prohibited.

We are aware that everyone comes from different circumstances and upbringings. We are also aware that "professional etiquette" is informed by values that are, at times, exclusive of certain communities. (Example: expecting you to have access to a dedicated workspace where there will be no noise distractions.) We will work to develop our shared expectations with Zoom together as a class.

All students are expected to abide by the Student Conduct Policies associated with the Honor Code regardless of whether students are on-campus or learning remotely through an online learning platform. These relevant Student Conduct Policies include but are not limited to Impediment and Violation of Professional Standards as defined under Academic Integrity (A.6. and A.8, respectively), Harassment (F) Interference (H), Non-compliance (I), Provocation (L) from the Students Rights and Responsibilities Section. Students who violate this policy will be reported to The Office of Student Rights & Responsibilities and may be subject to both legal sanctions for violations of copyright law and disciplinary action under Student Rights & Responsibilities Policies.

### ***Basic Needs Security***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Outreach and Support for resources and support at 303.871.2400 or at <https://www.du.edu/studentlife/studentssupport/>

### ***Communications***

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours (about 2 days), Monday-Friday. Students are encouraged to seek

out faculty members during scheduled office hours or by appointment.

### *Course Changes*

The instructor reserves the right to alter information in their syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make schedule adjustments. Any anticipated changes will be discussed with the class for input and as part of the decision-making process; however, final decisions about changes are the responsibility of the instructor.

### *Inclusive Learning Environments*

We will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, ethnicity, culture, gender, language, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

### *Gender Neutrality*

This department supports elective gender pronoun use and self-identification. As course assignments include group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

### *Land Acknowledgment*

The Higher Education Department recognizes that the University of Denver resides on the traditional territories of the Arapaho, the Cheyenne, and the Ute. The Treaty of Fort Laramie (1851 and 1861) and Cession 426 within the treaties of Confederated Tribes of Arapaho and Cheyenne are examples of how US federal policy disrupted these Indigenous nations from their homeland. DU has a troubling history with Indigenous communities and the university acknowledges that John Evans, DU founder, was culpable in the events leading up to the Sand Creek Massacre. With that knowledge in mind, it is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma.

Throughout time, over 100 different tribal nations have a history of occupying the lands now defined as the State of Colorado. It is important to emphasize that the lands we occupy continue to be held in stewardship by these Indigenous communities. Finally, it is important to critically

reflect upon and personally reconcile how the aforementioned genocidal acts against Indigenous communities intersect with our learning and collaboration around the study of higher education. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evan's report at <https://portfolio.du.edu/evcomm/page/52699>

### ***Netiquette***

Aside from fully online courses, the Higher Education Department will, on occasion, host classes or meetings in a virtual setting to accommodate students and faculty. When this occurs, it is important for students to remember "netiquette," or the norms and behaviors associated with being in a virtual space. When participating in a virtual classroom it is important to remember that you are still in a class. With that being said, treat the space in the same way you would in person. Please be cognizant of your clothing, the background and noise. Also, when not speaking, remember to mute yourself so as to not distract others, be aware that people can still see you (no eye-rolling) and try to limit excessive movements.

### ***Religious Accommodations***

University policy grants students excused absences from class or other organized activities for observance of religious holy days unless the University determines that such an accommodation would fundamentally alter the curriculum or academic program. Faculty are asked to be responsive to requests when students contact them in advance to request such an excused absence. Students are responsible for completing assignments given during their absence but should be given an opportunity to make up work missed because of religious observance.

### ***Title IX***

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. Please visit <https://www.du.edu/health-and-counseling-center/cape/> for more information.

### ***Use of Technology in the Classroom***

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of social media, texting, or other off-topic diversions.

### *Probation and Dismissal*

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

## 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 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.

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## DOCTOR OF PHILOSOPHY (PHD) DEGREE REQUIREMENTS

PhD students gain knowledge through coursework and demonstrate competence through the successful oral defense of the doctoral comprehensive exam (also known as the *preliminary oral examination*) and the completion of the dissertation.

The Higher Education page of the [Graduate Bulletin](#) contains all degree course requirements under the Program of Study tab. Course descriptions are found under the Course Description tab. Specific course requirements and elective course options can be found in the coursework plan document that follows. Course substitutions are allowed only with advisor approval on the [course substitution form](#). The completed form is submitted to the department Academic Service Associate (ASA) along with an updated and signed coursework plan.

### *Transfer Credits*

Up to 15 transfer credits may be approved if they have not been counted toward a previous degree. Requests will be submitted to the advisor for department approval before being sent to the Office of Graduate Education for consideration during the first quarter of study.

### *Grade Requirements*

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.

### **Required Degree Components, PhD**

I. Research Courses.....	38 cr
Included in this category are 6 credits of HED Research Experience which can be satisfied through any combination of the following, with the approval of the advisor:	
a. Independent study (HED 5991) that focuses on research methodology or research practice.	
b. HED 4216: Research Processes	
c. Additional Research Methods & Statistics (or related) coursework	
d. Internship experiences wherein research practice is a primary component of the internship (e.g., institutional research or policy analysis or program evaluation)	
II. Higher Education Required Courses.....	28 cr
III. Electives.....	12 cr
IV. Cognate Courses.....	12 cr
<b>Minimum Total Credit Hours.....</b>	<b>90 cr</b>

### *The Internship Requirement*

The Higher Education department considers experience in college teaching to be a fundamental competency for doctoral students. PhD students are *required* to complete 4 credits of teaching competency, which can be fulfilled either by enrolling in *HED 4215 Curriculum Development & Teaching Strategies (4 cr)* or by enrolling in 2 credits of teaching internship, *HED 4297: Internship in College and University Teaching* for two quarters. Four (4) credits of teaching internship equate to serving as a teaching intern in two HED courses.

Teaching internships are available with the full-time and part-time faculty in the HED department. Students who are interested in interning with a faculty member outside of the HED department or with an adjunct instructor will be required to request an exception from their advisor.

Students who do not complete a teaching internship to fulfill the teaching competency requirement are encouraged, with guidance from their advisor, to pursue internships with local, regional, and (inter)national postsecondary\* institutions and organizations by registering for these internships:

HED 4295: Internship in College and University Administration

HED 4296: Internship in Public Policy

\*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).

Students will register for credit during the quarter within which the internship takes place using the [Experiential Learning Registration Form](#). Before registering for an internship, the student and the advisor will determine the expectations to be met in the internship. Both will sign the registration form, signifying agreement of the teaching intern requirements, and submit the form to the department ASA. Teaching interns may be assisting with course design, curriculum facilitation, lesson planning, and offering feedback on assignments. Teaching interns will also have the opportunity to attend professional development workshops through the Office of Teaching and Learning.

### *Elective Requirement and Cognate Guidelines*

12 credits of elective courses and 12 credits in a cognate complete the coursework requirement for the PhD. These two categories allow for the greatest flexibility in degree planning. Any non-HED courses selected by the student must be pre-approved by the advisor on the course substitution form found [here](#) and the completed signed form is submitted to the department ASA.

Areas of focus for the cognate include the College Teaching Cognate, the Public Policy Cognate, the Research Methods & Methodologies Cognate, and the student/advisor designed DIY Cognate. For course options specific to each cognate, see the table PhD Cognate Options following the PhD coursework plan.

### **The PhD Comprehensive Examination**

The student will work with their advisor to determine the student's readiness for the exam. Comprehensive exams for PhD students are scheduled twice a year: early fall and spring.

### *Exam Eligibility*

PhD students may be eligible to take the comprehensive exam upon completion of 80% (64 credits) of coursework with a grade of B- or better in each course. Advisor approval to take the

exam is required one quarter before the one within which the student intends to sit for the examination. All coursework with a grade of “I” must be satisfied prior to the exam approval. Exceptions to this requirement may be made only by petition to the Higher Education Department Chair.

PhD students *may choose* to enroll in HED 4216: Research Processes (4 credits) as part of the comprehensive exam process. 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, provide feedback on the drafts of the comprehensive exam, and offer a community of peers to support one another during the process. The PhD comprehensive exam will consist of the following three parts:

PART I: A 10-20 page dissertation fellowship prospectus following the guidelines of a dissertation fellowship application decided upon by the student and their advisor (e.g., AERA Dissertation Fellowship). Sections will include:

- Articulation of Research Problem
- Focused review of literature and/or frameworks to support research.
- Focused review of methodology and methods to support research.
- Strategy paper on how students see their research contributing to higher education policy, practice, research, and theory.

Part I can be drafted through completion of the HED 4216: Research Processes course. (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, provide feedback on the drafts of the comprehensive exam, and offer a community of peers to support one another during the process.) Students must work *independently* to finalize their prospectus after the course.

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 fellowship prospectus (Part I) at the time of their exam. The prospectus then constitutes a “third question” for the exam.
- The exam will be evaluated by two readers. If the two readers cannot reach agreement on the outcome of the exam, a third reader’s assessment 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 portion of the exam. If a student fails to pass at least two out of three questions, they must sit the exam again the next time it is offered.

PART III: The oral exam meeting. Oral exams will be scheduled twice a year, early fall, and

spring. Oral exams will occur approximately one week after the student completes the written portions of this exam.

### **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 evaluations to the exam:

1. Outstanding—Pass with Distinction.
2. Acceptable—approved.
3. Revisions Requested—two weeks to revise; circulate among readers who requested revisions.
4. Unacceptable—two sections are unacceptable. In this case, the student will repeat the exam the next time it is offered. If the second attempt is not successful or the student does not retake the exam the next time it is offered, the student, advisor, and the department chair will meet to discuss next steps for the student’s successful involvement in the program, which may include dismissal.

### **Degree Completion Requirement, PhD**

#### *The Dissertation Proposal*

After passing the comprehensive exam, the next steps in completing the degree involve the successful defense of the dissertation proposal and the formation of a dissertation committee. PhD students are strongly encouraged to defend the dissertation proposal within 24 months of the date of the comprehensive exam. Those students who do not comply with this timeline may be dismissed from the HED Department.

Detailed information regarding all aspects of the completion of the PhD can be found in the [Graduate Bulletin](#) and on the Current Student Resources tab of the Office of Graduate Education website found at this link <https://www.du.edu/graduate-education/current-student-resources/dissertation-thesis-information>. Students are strongly advised to refer to this portion of the bulletin and the website for specifics on the composition of the oral defense committee, forms that are to be submitted, timeline for submission of forms, and the formatting and submission of the dissertation. Upon approval of the proposal, but before the gathering of data, the student must comply with the requirements of Research Integrity & Education. Upon ASA receipt of ORIE approval, the student is recommended for degree candidacy.

#### *The Dissertation Committee*

With the advisor’s help, the student will identify an oral defense committee chair, a dissertation director, and a committee of three to six members. All selections must be approved by the department chair and the Vice Provost for Research Graduate Education in the Office of Graduate Education. This is done by submitting the committee recommendation form to the Office of Graduate Education.

### *The Dissertation*

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. PhD students are strongly encouraged to complete and defend the dissertation within 24 months (about 2 years) of the date of the proposal meeting. Those students who do not comply with this timeline may be dismissed from the HED Department.

**Higher Education Department**

**Doctor of Philosophy (PhD) Coursework Plan 2022-23**

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

*Please discuss with your advisor the course sequence most appropriate for your schedule. Substitutions are allowed only 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
<b>I. Research Requirement (38 cr)</b>			
<i>A. Foundations Courses (11 cr; 3 courses)</i>			
Structural Foundations of Research in Soc. Sci.	RMS 4940		3
Introductory Statistics	RMS 4910		4
Introduction to Qualitative Research	RMS 4941		4
<b>Subtotal</b>			<b>11</b>
<i>B. Intermediate/Advanced Methods Courses (11 cr; 2-3 courses)</i>			
<b>Subtotal</b>			<b>11</b>
<i>C. HED Research Experience (6 cr) * see <a href="#">page 15</a> of this handbook for options.</i>			
<b>Subtotal</b>			<b>6</b>
<i>D. Dissertation Research Credits (min 10 crs)</i>			
<i>Students are required to register for at least 1 credit of HED 5995 each quarter, except summer, following the completion of all other course work, until graduation.</i>			
Dissertation Research registration <a href="#">form</a>	HED 5995		
<b>Subtotal</b>			<b>10</b>



### PhD Cognate Options

Cognate Options (12 hrs)	COURSE NUMBER	QUARTER PLANNED	CREDIT HOURS
<b>College Teaching Cognate</b>			
Curriculum Development in Higher Education	HED 4215		4
Internship in College Teaching	HED 4297		1-4
Seminar in Higher Education (as appropriate)	HED 4294		4-8
<b>Public Policy Cognate</b>			
Public Policy in Higher Education	HED 4212		4
Internship in Public Policy	HED 4296		1-4
Organizational Change	HED 4235		4
Educational Policy Analysis	HED 4242		4
Seminar in Higher Education (as appropriate)	HED 4294		4-8
<b>Research Methods &amp; Methodologies Cognate</b>			
RMS Courses	ANY		1-12
Seminar in Higher Education (as appropriate)	HED 4294		4-8
<b>DIY Cognate</b>			
Courses approved by advisor*			4-8
Seminar in Higher Education (as appropriate)	HED 4294		4-8

**\*With the exception of University College classes which will not be counted toward the degree.**

## DOCTOR OF EDUCATION (EDD) DEGREE REQUIREMENTS

EdD students gain knowledge through coursework and demonstrate competence through the successful oral defense of the doctoral comprehensive exam (also known as the *preliminary oral examination*) and the completion of the dissertation in practice (DiP).

The Higher Education page of the [Graduate Bulletin](#) contains all degree course requirements under the Program of Study tab. Course descriptions are found under the Course Description tab. Specific course requirements and elective course options can be found in the coursework plan document that follows. Course substitutions are allowed only with advisor approval on the [course substitution form](#). The completed form is submitted to the department Academic Service Associate (ASA) along with an updated and signed coursework plan.

### *Transfer Credits*

Up to 15 transfer credits may be approved if they have not been counted toward a previous degree. During the first quarter of study, requests will be submitted to the advisor for department approval before being sent to the Office of Graduate Education for consideration.

### *Grade Requirements*

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.

### **Required Degree Components, EdD**

I. Research Courses .....	29 cr
II. Higher Education Required Courses .....	24 cr
III. Higher Education Electives.....	12 cr
<b>Minimum Total Credit Hours.....</b>	<b>65 cr</b>

### **Coursework, EdD**

HED required courses and the research courses are offered in a two year sequence. Twelve (12) credits of Higher Ed elective courses complete the coursework requirement for the EdD. Electives are not sequenced but are offered in a two year cycle. EdD students are allowed very limited opportunities to take courses outside of the department but if pre-approved by the advisor, the course substitution form found [here](#) is to be completed, signed, and submitted to the department ASA. EdD students do not have the option of creating a cognate of courses outside of the college.

### **The Optional Internship**

While not required for the degree, EdD students are encouraged to pursue teaching internships in the department or internships with local, regional, and (inter)national postsecondary institutions and organizations. [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).]

EdD Students can receive elective credit hours for internships by registering for one of the following:

HED 4295: Internship in College and University Administration

HED 4296: Internship in Public Policy

HED 4297: Internship in College & University Teaching

Teaching internships are available with the full-time and part-time faculty in the HED department. If students are interested in interning with a faculty member outside of the HED department or with an adjunct instructor, they will need to apply for an exception with the advisor. Teaching interns may be assisting with course design, curriculum facilitation, lesson planning, and offering feedback on assignments. Teaching interns will also have the opportunity to attend professional development workshops through the Office of Teaching and Learning.

The student will work with the host instructor to determine the internship requirements, which is then approved by the advisor. The internship will be limited to 2 credits (in one course) per quarter. Students are required to register for credit during the quarter within which the internship takes place using the [Experiential Learning Registration Form](#).

### **The EdD Comprehensive Examination**

The student will work with their advisor to determine the student's readiness for the exam. Comprehensive exams for EdD students are scheduled in the early fall of each year. Additional exams may be scheduled during other quarters if approved by the department chair.

#### ***Exam Eligibility***

EdD students may be eligible to take the comprehensive exam upon completion of 80% (44 credits) of coursework with a grade of B- or better in each course. Advisor approval to take the exam is required one quarter before the one within which the student intends to sit for the examination. All coursework with a grade of "I" must be satisfied prior to the exam approval. Exceptions to this requirement may be made only by petition to the Higher Education Department Chair.

EdD students *are required* to enroll in HED 4216: Research Processes (4 credits) as part of the comprehensive exam process. 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, provide feedback on the drafts of the comprehensive exam, and offer a community of peers to support one another during the process. The EdD comprehensive exam will consist of the following two parts:

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 the dissertation in practice.
- Section 2 (10 pgs.) – Focused review of methodology and methods to support the dissertation in practice.
- 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 developed during the Research Processes course, HED 4216. Students will work *independently* on finalizing the comprehensive exam paper after the course; advisors will not offer feedback during this time. The student will submit the final version of the paper to the advisor the following quarter.

PART II: The oral exam meeting. Oral exams will occur approximately 2-3 weeks after the student completes the written portions of this exam.

- The final paper and oral exam will also constitute the student’s DiP proposal meeting.
- The exam will be evaluated 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, they must then resubmit the paper and sit for the oral exam again the next time the comprehensive exam is offered.

### **Comprehensive Examination Results, EdD**

The outcome of the examination is determined by the department faculty and communicated by the advisor to the student immediately. Results will be recorded on Appendix B, the Comprehensive Exam/DiP Proposal Approval form, which is then submitted to the department ASA. The committee will assign one of the following evaluations to the exam:

1. Outstanding—Pass with Distinction.
2. Acceptable—Approved.
3. Revisions Requested—one section unacceptable. Student has two weeks to revise and circulate among readers who requested revisions. No repeat of oral exam meeting.
4. Unacceptable—two sections are unacceptable. In this case, the student will repeat the exam the next time it is offered. If the second attempt is not successful or the student does not retake the exam the next time it is offered, the student, advisor, and the department chair will meet to discuss next steps for the student’s successful involvement in the program, which may include dismissal.

## **Degree Completion Requirement, EdD**

### ***Dissertation in Practice (DiP) Committee Composition***

The DiP is the culminating research experience for EdD students. The final DiP and its oral defense will be evaluated by the student's committee. The student and the advisor will determine the composition of the DiP committee, which is composed of a minimum of three and a maximum of five members. In general, all members of the HED doctoral research committee should hold doctorate degrees. Three members are voting members: two HED faculty (committee chair and a committee member) and a third member who may be a community member, adjunct faculty member, post-doctoral appointee, or a professor from another college or institution. If the third voting member is not a Morgridge College of Education faculty member, the selection must be supported by a strong rationale and submitted for department chair approval. The non-voting community member will review the DiP and provide written feedback to inform the voting process. In rare cases in which there is a three-person committee with only 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. Composition of the committee is recorded on the committee form (Appendix A: DiP Committee Recommendation and Schedule of Oral Defense) which the candidate will submit to the department ASA.

EdD students are strongly encouraged to complete and defend the dissertation in practice within 24 months of the date of the comprehensive oral exam / proposal meeting. Those students who do not comply with this timeline may be dismissed from the Higher Education EdD program.

### ***The Dissertation in Practice (DiP)***

Candidates are expected to complete a 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 dissertation in practice 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 participant research, including receiving approval by ORIE, the [DU Office of Research Integrity and Education](#), as appropriate. Upon ASA receipt of ORIE approval, the student is recommended for degree candidacy.

The DiP 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.

### *The 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.

### *The 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:

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

### *Dissertation in Practice Final Oral Defense*

An oral defense of the DiP 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, and the time, date, and location of the defense will be recorded on Appendix A along with the committee recommendations. All members of the defense committee shall receive a copy of the candidate's DiP at least two weeks prior to the scheduled defense. The defense is expected to be held with the student physically present at DU unless emergency circumstances make it impossible for the student to do so.

### *Conducting the Oral Defense*

The student's committee 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/their dissertation in practice. 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, graduate students, and others may attend. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if, appropriate, as determined by the defense committee.

When the defense is completed, the chair will request that the candidate and all other persons who are 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 DiP 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 C is provided by the DiP advisor and must be signed by all committee members before being returned to the Higher Education Department ASA. All signatures must be original. On occasions when a committee member participates remotely, a faxed or scanned signature will be accepted.

Any changes or additions to the DiP must be made and approved no later than 2 weeks before graduation. Results of the DiP are recorded on the DiP Final Approval form, which is available to the DiP Committee Chair from the department ASA.

**Higher Education Department  
Doctor of Education (EdD) Coursework Plan 2022-23**

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

*Please discuss with your advisor the course sequence most appropriate for your schedule. Substitutions are allowed only 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.*

	<b>COURSE NUMBER</b>	<b>QUARTER OF COMPLETION</b>	<b>CREDIT HOURS</b>
<b>I. Research Requirement (29 credits)</b>			
<i>A. Foundations Courses (12 credits)</i>			
Structural Foundations of Research in Soc. Sci.	RMS 4940		3
Introductory Statistics	RMS 4910		4
Introduction to Qualitative Research	RMS 4941		4
<b>Subtotal</b>			<b>11</b>
<i>B. Higher Education Research Courses (4 credits)</i>			
<i>Choose <b>one</b> of the following:</i>			
Program Evaluation in Higher Education	HED 4202		4
Educational Policy Analysis	HED 4242		4
<b>Subtotal</b>			<b>4</b>
<i>C. DiP Design (4 credits)</i>			
Research Processes	HED 4216		4
<b>Subtotal</b>			<b>4</b>
<i>D. Doctoral Research Credits (min 10 credits)</i>			
<i>Students are required to register for at least 1 credit of HED 5993 each quarter following the completion of all other coursework, until graduation.</i>			
Doctoral Research registration <a href="#">form</a>	HED 5993		10
<b>Subtotal</b>			<b>10</b>

NAME \_\_\_\_\_

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

	COURSE	QUARTER OF COMPLETION	CREDIT
<b>II. HED Required Courses (24 credits; 6 courses)</b>			
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
<b>Subtotal</b>			<b>24</b>
<b>III. Higher Education Electives (12 credits; 3-4 courses) <i>Student designed cognate is <u>not</u> an option</i></b>			
<b>Subtotal</b>			<b>12</b>
<b>SUMMARY – ADMINISTRATIVE USE ONLY</b>			
<b>I. Research Requirement (29 credits)</b>			
<b>II. HED Required Courses (24 credits)</b>			
<b>III. Higher Education Electives (12 credits)</b>			
<b>Total Credit Hours for EdD</b>			<b>65</b>

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

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

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

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

## Additional Degree Completion Information, EdD and PhD

### *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 Research Integrity & Education webpage as the first step to determine if your research project qualifies as human participant 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 their office at 303-871-2121. More information on their office is listed on the site [Research Integrity & Education](#) .

### *MCE Research Registration Requirement*

The EdD and PhD degrees require students to register for a minimum of ten (10) doctoral research credits, but *student progress toward the degree may require students to register for additional credits to maintain degree candidacy*. Research/dissertation credits, as with any credits, will not be refunded if the student does not successfully complete the dissertation or dissertation in practice, required courses, or the comprehensive exam.

Doctoral (EdD and PhD) students in the Morgridge College of Education who have finished all required course work are required to register for a minimum of 1 research credit (HED 5993 or HED 5995) for a minimum of 10 credits over consecutive terms, fall through spring, until the student graduates. Summer registration for 5993/5995 is required only if the student is graduating during that term.

### *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 seek to delay loan repayment when completing the dissertation in practice or dissertation is the only remaining degree requirement. 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 [Office of Graduate Education](#) to clarify any financial aid requirements that may be related to CE.

The Continuous Enrollment request form can be found [here](#). CE approval must be requested each fall. The approval will remain in effect for fall, winter, and spring quarters of that year. The student will receive notification from the Office of Graduate Education 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***

As stated in the [Graduate Bulletin](#): *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 the date of matriculation into the degree. 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 the Office of Graduate Education. 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 Steps for Earning the Doctoral Degree***

PhD Students are responsible for adhering to policies in the complete DU [Doctoral Degree Requirements and Standards](#) and for meeting all basic requirements for the degree as well as the specific requirements outlined by the college, school or department. Refer to the Graduate Bulletin page [Completing the Degree](#) for complete information. EdD students will also follow the guidelines below, as well as those stated in this handbook. While the EdD is tracked and documented by the department, the standard for both degrees remain the same.

To be approved for graduation, all doctoral students will complete the following:

- Apply for graduation by the deadline. Failure to do so will automatically delay graduation to a subsequent quarter.
- 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 DiP 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.

## MASTER OF ARTS DEGREE REQUIREMENTS

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

The HED Master's (MA) 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.

### Required Degree Components

I. Research Course.....	4 cr
II. Higher Education Core Courses .....	22 cr
III. Elective/Optional Emphasis Courses .....	24 cr
IV. Internship .....	0 cr
<b>Minimum Total Credits.....</b>	<b>50 cr</b>

A minimum of 50 required credit hours is necessary to complete the MA in Higher Education. Other degree requirements include an internship experience and the successful completion of an e-portfolio. Specific course requirements and elective course options can be found in the coursework plan document that follows. Students typically follow either a 2- or 3-year plan of study, depending on their schedules. Students will discuss the most appropriate timeline for taking courses to complete the program with their advisor. Course substitutions are allowed only with advisor approval on the [course substitution form](#). The completed form is submitted to the department Academic Service Associate (ASA) with the signed coursework plan.

### *Transfer Credits*

Up to 10 transfer credits may be approved if they have not been counted toward a previous degree. During the first quarter of study, requests will be submitted to the advisor for department approval before being sent to the Office of Graduate Education for consideration.

### *Grade Requirements*

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.

### *Electives and the Optional MA Degree Emphasis*

Elective coursework will be fulfilled by any of the HED courses. MA students may choose to complete an *optional* emphasis by taking 12 of the 24 required elective credits in one of the areas listed below. The menu of courses which will satisfy these emphases and the quarter they are planned to be offered can be found on page two of 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. Courses which satisfy this emphasis are:

- HED 4201 – Assessment in Higher Education
- HED 4217 – Student Affairs Administration
- HED 4229 – Student Support in College
- HED 4260 – Students and College Environments
- HED 4261 – College Student Development Theory

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. Courses which satisfy this emphasis are:

- HED 4281 – Inclusive Excellence Programming and Development
- HED 4284 -- Inclusive Excellence in Organizations
- HED 4287 – Critical Race Theory and Education
- HED 4288 – Gender & Sexual Orientation in Education
- HED 4289 – Race and Racism in Higher Education

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. Courses which satisfy this emphasis are:

- HED 4212 – Introduction of Public Policy and Higher Education
- HED 4221 – Financing Higher Education
- HED 4222 – Legal Issues in Higher Education
- HED 4242 – Educational Policy Analysis

## Internship Requirement

The internship experience provides students with an experiential learning opportunity in the field of higher education. MA students usually complete their internship during the summer between their first and second year of study, or during the second year of coursework. However, students may pursue an internship at any time. This zero-credit learning experience, which is required for all MA students, 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. Students satisfy the internship requirement through a 100-hour (minimum) internship, in one 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

\*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). Students register for the internship course using the Experiential Learning Registration Form during the 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 usually serves as the instructor of record for the internship experience. As a part of the internship experience, students are expected to reflect upon 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:

A confirmation letter (email will suffice) from the student's supervisor with the following information:

1. Verification of hours completed
  - a. Verification that the student has completed all work expectations in a satisfactory manner.
2. A reflective activity (paper, podcast, recorded presentation, infographic, arts-based reflection, etc.) that connects the student's learning in the internship to their coursework, personal and professional goals, and the knowledge, skills, abilities, and values gained.

More information about the reflective activity will be available on the internship Canvas course. Both the letter from the supervisor and reflective activity are to be submitted via Canvas to the instructor of record by the last day of classes for the quarter in which the internship credit is sought.

### **Degree Completion Requirement – the Reflective ePortfolio**

The portfolio is the culminating project for MA degree to demonstrate significant learning about the field of higher education and oneself in the program. The ePortfolio demonstrates the student's professional competencies, skill sets, and experiences developed throughout the MA degree program. Students complete the ePortfolio under the direction of a HED faculty member.

Students will have the ability to choose their own artifacts (assignments, projects, work samples from internships, reflection papers, etc.) that best represent their learning in the MA in Higher Education program. Students will also have the opportunity to choose how they visually display their learning using the DU Portfolio platform.

Based upon their experiences in the HED MA program, students will create a portfolio that demonstrates their academic learning and personal growth through critical reflection. Within the portfolio, students are expected to demonstrate an understanding of theory and its application to practice as well as highlight the praxis-centered curriculum. Students will use *Inclusive Excellence* as a framework to understand higher education policy and practice and integrate learning from across the curriculum, co-curriculum, and praxis experiences. Lastly, students will include demonstrations of collective learning through group projects, showing the ability to collaborate with diverse groups of people.

The result of this portfolio is a demonstration of personal and professional growth through artifacts and narratives, which showcase significant learning in the program and future goals and aspirations.

The ePortfolio will serve as the capstone for the MA in Higher Education degree. Students will enroll in a two-credit course, HED 4230, in the winter quarter of the final year of the program. Students are expected to submit an ePortfolio in the spring quarter of their last year, with approval from both their faculty advisor and professional advisor, in order to meet the requirements of the degree. The ePortfolio will be reviewed by the faculty and will be awarded three designations: pass, pass with distinction, and remediation required. Students will have the opportunity to rework section(s) should they not pass the ePortfolio. If a student fails to pass the ePortfolio, the student shall meet with the Department Chair to review the rubric and feedback and will have until the end of the next academic quarter to complete the revision process.

Additional details about the ePortfolio are available from the student's advisor and in the ePortfolio handbook.

**Higher Education Department  
Master of Arts Coursework Plan 2022-23**

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

*Please discuss the course plan most appropriate for your schedule with your advisor. Substitutions are allowed only with advisor approval on a [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.*

	<b>COURSE NUMBER</b>	<b>QUARTER OFFERED</b>	<b>CREDIT HOURS</b>
<b>I. Research Requirement (4 credits)</b>			
Education Research and Measurement	RMS 4900	Fall 2022	4
<b>II. HED Required Courses (22 credits)</b>			
<i>*Leadership and Supervision OR</i>	HED 4213	Spring 2023	4
<i>*Organizational Change</i>	HED 4235	Spring 2023	4
Introduction to Higher Education	HED 4219	Fall 2022	4
Org. & Governance of Higher Education	HED 4220	Winter 2023	4
Issues of Access & Opportunity	HED 4246	Winter 2022	4
Retention, Persistence, and Student Success in Postsecondary Settings	HED 4247	Spring 2022	4
Internship (HED 4270, 4295, 4296, or 4297)	HED 42__	Any	0
Reflective ePortfolio	HED 4230	Winter 2023	2
<b>III. HED Elective Requirement (24 credits, 6 courses) Select from list on page 2</b>			
			4
			4
			4
			4
			4
			4
<b>ADMINISTRATIVE USE ONLY</b>			
	<b>Completed</b>	<b>Required</b>	
I. Research Requirement (4 credits)		4	
II. HED Required Courses (22 credits)		22	
III. HED Electives (24 credits)		24	
<b>TOTAL Credits required for MA</b>		<b>50</b>	

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ELECTIVE OPTIONS 22-23 (page 2 of coursework plan)**

Mix and match by selecting courses from the list of electives below OR  
Complete an *optional emphasis* by enrolling in 12 credits (3 classes) in one of the Emphasis Areas shown.  
Enter your selections in box **III. Electives** on page 1 of the coursework plan.

<b>Elective Courses</b>	<b>Course #</b>	<b>Emphasis: Diversity and Higher Learning</b>	<b>Emphasis: College Student Affairs</b>	<b>Emphasis: Public Policy &amp; Org. Change</b>
<b>FALL QUARTER</b>				
Introduction to Public Policy and Higher Ed	HED 4212			x
Student Affairs Administration	HED 4217		x	
Inclusive Excellence in Organizations	HED 4284	x		
Gender & Sexual Orientation in Education	HED 4288	x		
Seminar in HED (as appropriate to emphasis)	HED 4294			
<b>WINTER QUARTER</b>				
Financing Higher Education*	HED 4221			x
Assessment in HED	HED 4201			x
College Student Development Theory*	HED 4261		x	
Inclusive Excellence Programming and Dev.	HED 4281	x		
Race and Racism in Higher Education	HED 4289	x		
Seminar in HED (as appropriate to emphasis)	HED 4294			
<b>SPRING QUARTER</b>				
Educational Policy Analysis ( <i>pre-req: HED 4212</i> )	HED 4242			x
History of American Higher Ed	HED 4214			x
Curriculum Development	HED 4215			
Critical Race Theory and Education ( <i>pre-req: HED 4289</i> )	HED 4287	x		
Seminar in HED (as appropriate to emphasis)	HED 4294			

**\*Notes**

<i>Legal Issues in Higher Education (alternate years)</i>	<i>HED 4222</i>			x
<i>Student Support in College (alternate years)</i>	<i>HED 4229</i>		x	
<i>Students and College Environments (alternate years)</i>	<i>HED 4260</i>		x	

## 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 to represent 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.