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Morgridge College  
of Education

**HIGHER EDUCATION PROGRAM**

**Doctor of Philosophy**

**STUDENT HANDBOOK**

**2008 – 2009**

**The University of Denver's Higher Education Program Doctor of Philosophy (Ph.D.) Student Handbook provides the admitted student with the policies and procedures to progress through the requirements of the degree program. In addition to our program publication, the student should become familiar with the *Morgridge College of Education Bulletin*. Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding doctoral programs in both documents and to complete various program steps in a timely fashion.**

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

Inquiries concerning the Higher Education Program should be directed to the program office at 2135 E. Wesley Ave., Denver, CO 80208; Phone 303-871-6027 and [highered@du.edu](mailto:highered@du.edu)

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

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

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## **PART I: GENERAL INFORMATION**

Colleges and universities throughout the world face multiple challenges in this new century associated with decreasing governmental funding, managerialism, globalization, and increasing cultural diversity. These institutions and the larger systems of which they are a part need responsible and effective administrative and faculty leaders who can guide various internal and external constituencies to new solutions to social, political and economic challenges.

The Morgridge College of Education (MCE) consists of a diverse group of faculty and graduate learners who are attempting to advance knowledge through important research at the graduate level and to improve educational practice at schools, colleges, universities, and other postsecondary settings. It is important that you are aware of both the Morgridge College of Education and the Higher Education mission statements in order to understand our norms and goals, and to become an engaged member of our academic community.

### Morgridge College of Education Mission Statement

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities through unleashing the power of learning. We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields, and through modeling excellence in all of our own educational programs.

### Morgridge College of Education Vision

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

### Higher Education Program Mission

The Higher Education Program's mission is to prepare professionals for administrative and teaching and research, leadership roles in postsecondary institutions, public and private agencies of higher education, and for profit and not-for-profit settings in a multicultural and changing world.

## Learning Outcomes

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

### Higher Education Doctoral Program Description

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

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

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

or business settings. Most students hold or have held positions in public policy agencies, colleges, universities, hospitals, community, or business settings. Applying what they have gained in this program, they usually assume administrative, teaching, research, and policy leadership roles.

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

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

Students interested in organization and governance take course work in college organization and administration, finance, law, enrollment management, and ethics. They are likely to aspire to or already hold administrative or managerial positions.

For those interested in postsecondary public policy, a four-course public policy sequence enables students to become familiar with the major issues and forums related to federal and state policy regarding higher education. These courses sometimes include guests who are policy professionals from the surrounding Denver area working in organizations such as the Education Commission of the States, the State Higher Education Executive Officers, and the Western Interstate Commission for Higher Education. Since Denver has one of the largest concentrations of public agencies related to higher education in the country outside of Washington, D.C., it provides students with unique opportunities to grapple with public policy issues. Moreover, the state capital with its legislature and the National Council of State Legislatures also offers exciting forums for understanding state policy as it relates to higher education.

For those students with special interests in diversity and higher learning, a five-course sequence focuses on individual and organizational learning for adults and traditional-aged college students, training, and development in a diverse and global society. This concentration is designed for several audiences, including those involved with staff development in colleges and universities, trainers in business, government, not-for-profit agencies and for-profit companies, consultants who provide training, teachers in proprietary institutions, administrators and faculty in two-year and four-year higher education institutions, and those who work with adults in religious, community, or athletic programs.

## Doctoral Degree Structure

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

### MCE Research Coursework Requirement

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

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

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

### Higher Education Requirements

A minimum of 24 credits of core and required higher education courses, 12-15 credits of higher education concentration courses, and 16 credits of elective courses are required to demonstrate scholarly competency in the Higher Education doctoral program. These

courses are intended to assist students to develop analytical skills, apply, and integrate various theoretical frameworks, and pursue issues and topics in depth. At the same time, they prepare students for the marker and evaluation points in the degree program, the comprehensive examination, and the dissertation.

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

#### Higher Education Core Courses:

*(HED 4210, 4211, and 4290 are introductory doctoral courses taken in the fall and winter quarters of student's first year)*

HED 4210 Social/Political Context of Higher Education	(3 cr.)
HED 4211 Current Issues in Higher Education	(3 cr.)
HED 4212 Public Policy in Higher Education	(3 cr.)
HED 4220 Organization & Governance of Higher Education	(3 cr.)
HED 4215 Curriculum Development in Higher Education	(3 cr.)
HED 4214 History of American Higher Education	(3 cr.)
HED 4290 Seminar in Professional Development	(3 cr.)
HED 4294 Seminar in Higher Education	(3 cr.)

#### Concentrations

A concentration consists of a strand of courses to be taken beyond the core. It is designed to allow students to pursue their particular interests, research specialties, and career directions, and must demonstrate focused, intellectual coherence. Students may choose from the three defined concentrations discussed below or, in consultation with their academic advisor, may develop one that is more closely aligned to their research agenda. While a concentration may be declared as early as the first quarter of enrollment, it is not formalized without approval of the program advisor.

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

##### A. Organization and Governance (12 hrs.)

Students who intend to work in college and university settings, especially in administrative leadership or managerial roles, should take some or all of these

courses to complete their higher education administration general program requirements. The following courses are intended to give doctoral students further study in the administrative area of higher education.

HED 4213 Leadership and Supervision	(3 hrs.)
HED 4221 Financing Higher Education	(3 hrs.)

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

HED 4222 Higher Education and Law	(3 hrs.)
HED 4223 Institutional Research & Enrollment Management	(3 hrs.)
HED 4224 College Human Resources Policies & Practices	(3 hrs.)
HED 4283 Diversity in Organizations	(3 hrs.)
HED 4226 The Community College	(3 hrs.)

B. Postsecondary Public Policy (12 hrs.)

Students who desire to work in state coordinating or governing boards, public policy agencies or compacts, or state agencies related to postsecondary education should consider this option. Denver has the largest concentration of public policy agencies in the country outside of Washington, D.C., namely, Education Commission of the States (ECS), State Higher Education Executive Officers (SHEEO), Western Interstate Commission for Higher Education (WICHE), etc. Opportunities exist for practica or internships in these agencies. The following courses are intended to give doctoral students the opportunity for further study in the area of public policy related to college and university issues.

HED 4240 National Systems of Higher Education	(3 hrs.)
HED 4241 State Systems and Boards of Higher Education	(3 hrs.)
HED 4242 Educational Policy Analysis	(3 hrs.)
HED 4243 State Policy Making: The Role of the Legislature	(3 hrs.)

C. Diversity and Higher Learning (15 hrs.)

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

HED 4280 Teaching Strategies for College Students & Adult Learners	(3 hrs.)
HED 4284 Diversity in Organizations	(3 hrs.)

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

HED 4261 Characteristics of College Students & Adult Learners	(3 hrs.)
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HED 4281 Design & Administration of Multicultural Programs	(3 hrs.)
HED 4283 Training in Business, Government, & Not-For-Profit Orgs.	(3 hrs.)
HED 4287 Critical Race Theory	(3 hrs.)
HED 4288 Gender and Sexual Orientation in Education	(3 hrs.)
HED 4226 The Community College	(3 hrs.)
HED 4246 Issues of Access and Opportunity in Postsecondary Education	(3 hrs.)

### The Cognate

Each student will choose a cognate to broaden his or her knowledge base and/or develop additional areas of specialization and expertise. A cognate of 15 hours is required if the student builds a cognate upon the concentration taken previously in a master's degree. A cognate of at least 18 hours is required if the student embarks upon a new cognate field.

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

### Elective Courses

The elective coursework requirement will be fulfilled by taking additional, regularly offered Higher Education courses. All courses listed below are offered for 3-quarter credit hours.

- HED 4217 College Student Personnel Administration
- HED 4221 Financing Higher Education
- HED 4222 Higher Education and Law
- HED 4223 Institutional Research and Enrollment Management
- HED 4224 College Human Resources Policies and Practices
- HED 4226 The Community College
- HED 4240 National Systems in Higher Education
- HED 4241 State Systems and Boards of Higher Education
- HED 4242 Educational Policy Analysis
- HED 4243 State Policy Making: The Role of the Legislature
- HED 4246 Issues of Access and Opportunity in Postsecondary Education
- HED 4260 Students and College Environments
- HED 4261 Characteristics of College Students and Adult Learners
- HED 4262 Program Development and Assessment
- HED 4263 Sports and Higher Education
- HED 4281 Design and Administration of Multicultural Programs
- HED 4283 Training in Business, Government, and Not-For-Profit Organizations
- HED 4286 Use of Technology for Instruction in Postsecondary Settings

### Practicum and Internship (optional)

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

HED 4295 Internship in College and University Administration

HED 4296 Internship in Postsecondary Public Policy

HED 4297 Internship in Teaching College Students and Adults

### Total Degree Hour Requirements

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

1. Research Coursework	22 hrs (min.)
2. HED Program Requirements	24 hrs
3. Program Concentration	12 hrs (min.)
4. Cognate and Electives	16 hrs (min.)
5. Dissertation Research	<u>16 hrs (min.)</u>
Total	90 credit hrs, min.*

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

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

### Higher Education Course Offerings

*(Note: Course offerings with an asterisk\* indicate courses primarily designed for the master of arts students who wish to specialize in organization and governance, teaching and learning, student development, or leadership and organizational change, although some required core courses are for both doctoral and master's students.)*

#### **HED 4210 Social /Political Context of Higher Education**

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

**HED 4211 Current Issues in Higher Ed**

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

**HED 4212 Public Policy in Higher Ed**

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

**HED 4213 Leadership and Supervision**

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

**HED 4214 History American Higher Ed**

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

**\* HED 4215 Curriculum Development in Higher Ed**

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

**HED 4216 Higher Education Research Processes**

Enables students to explore current research and theories associated with their scholarly interests and resources for doing research, and to address problems in conducting original inquiry and investigations in postsecondary education. Attention is directed to the investigation of a research problem of each student's interest. Prerequisite: Successful completion of 10 credit hours of research courses or permission of instructor. 3-5 *cr. hrs.*

**\* HED 4217 College Student Personnel Administration**

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

**HED 4220 Organization & Governance of Higher Ed**

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

**HED 4221 Financing Higher Education**

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

**HED 4222 Higher Education and Law**

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

**\* HED 4223 Institutional Research & Enrollment Management**

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

**HED 4224 College HR Policies**

Organizational dynamics of human resource administration related to faculty and staff at colleges and universities. *3 cr. hrs.*

**HED 4225 Tools-Institutional Research and Planning, 1 cr. hr.****HED 4226 The Community College**

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

**HED 4227 American Professoriate**

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

**HED 4228 Grant Writing**

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

**HED 4229 Student Personnel Helping Skills**

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

**HED 4240 National Systems in Higher Ed**

Impact and effects of national governments' policies on higher education; comparative examination of selected systems of higher education throughout the world including the United States. *3 cr. hrs*

**HED 4241 State Systems & Boards-Higher Education**

State systems of higher education, functions of governance and coordinating boards, and responsibilities of their offices. Recommended prerequisite: HED 4212. *3 cr. hrs.*

**HED 4242 Educational Policy Analysis**

Various methods to research public policy enactments by analysis of specific federal and state policies or judiciary decisions. Prerequisites: HED 4212, 4243. *3 cr. hrs.*

**HED 4243 State Policy Making**

Focus on legislature and its role in developing public policy in higher education, its relationships to various state boards of education and the public; site visits to legislature to analyze its activities entails one-hour practicum. *3 cr. hrs.*

**HED 4244 Legislative Policy Writing Workshop**

Overviews style, process, and content of writing within the public policy environment. Specific focus will be on postsecondary education issues and how to word and/or write legislative bills. *1 cr. hr.*

**HED 4245 Art of Advocacy in Higher Education**

Roles of lobbying and legislative process in non-profit organizations and higher education; importance of legislation to organization's mission, legal parameters of involvement, and techniques for establishing effective presence in legislature. *1 cr. hr.*

**HED 4246 Issues of Access & Opportunity**

Overview of issues related to race, gender, and socioeconomic status, as they affect access to and success in higher education. *3 cr. hrs.*

**\* HED 4260 Students & College Environment**

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

**\* HED 4261 Characteristics of College Students & Adult Learners**

Overview of theories related to college student development to understand issues and problems facing college students; application and use of theories as part of working with college students. *3 cr. hrs.*

**\* HED 4262 Program Dev & Assessment**

How student affairs administrators conduct student outcomes assessment, evaluate program development and monitor program and division budgets. *3 cr. hrs.*

**\* HED 4263 Sports in Higher Education**

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

**\* HED 4264 Psychosocial Dimensions of Sports**

Psychology and sociology of sports as they relate to college and university athletics and wellness. *3 cr. hrs.*

**HED 4265 Students and the Law**

Overviews higher education law related to student personnel issues, programs, and life. *3 cr. hrs.*

**\* HED 4267 Role of Advisor in Learning**

The heart of education is learning not only skills and knowledge, but values, attitudes and emotions. This course broadly covers cognitive development theories, learning principles, and learning theories and their application for academic and career advisors. Advisors are often the nexus to enhance learning and personal development for students in higher education environment. Advisors intentionally create conditions that motivate and direct students to devote time and energy to educationally purposeful activities in and outside the classroom. *3 cr. hrs.*

**\* HED 4268 Design and Facilitation of Developmental Workshops**

Issues related to training and student life; overviews the development of workshops, associated learning and assessment theory and instructional technologies. *3 cr. hrs.*

**\* HED 4269 Student Affairs Practicum**

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

**HED 4270 Student Affairs Internship *1 cr. hr.***

**HED 4280 Teaching Strategies for College Students & Adult Learners**

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

**\*HED 4281 Design and Administration of Multicultural Programs**

Course seeks to provide an overview related to the development and implementation of multicultural and diversity programs in a variety of organizational settings. *3 cr. hrs.*

**HED 4282 Characteristics-Adult Learner**

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

**HED 4283 Training in Business, Government, and Not-for-Profit Organizations**

Factors in the economic and social environment giving new importance to learning; scope and variety of training programs, place of training in organizations, role of training directors, examples of training programs, and current efforts to measure training effectiveness. *3 cr. hrs*

**\*HED 4284 Diversity in Organizations**

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

**HED 4286 Use of Technology for Instructors**

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

**HED 4287 - Critical Race Theory and Education**

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

**HED 4288 - Gender & Sexual Orientation in Education**

The purpose of this class is to explore the implications of sexual orientation or gender inequality for P-20 education. Feminist theory and queer serve as the foundational theoretical frameworks for this class. Through these theoretical lenses, the course examines the complex ways gender and sexual orientation are related to identity development, curriculum, academic policies, and school climate. *3 cr. hrs.*

**\*HED 4290 Professional Development Seminar**

This course will assess and help students develop critical self-reflection, leadership, and communication skills, and the capacity to work with others. This course will help students prepare their professional portfolio, outline personal and career goals, and network with leaders in the field. The course units will be delivered through seminars,

workshops, and individual student and instructor sessions and supported by e-learning.  
*1 cr. hr.*

**HED 42xx PhD Professional Development Seminar**

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

**HED 4294 Seminar in Higher Education**

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

**HED 4295 Internship in College and University Administration**

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

**HED 4296 Internship in Public Policy**

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

**HED 4297 Internship in College Teaching**

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

**HED 5991 Ph.D. Independent Study, 1-17 cr. hrs.**

**HED 5992 Directed Study, 1-10 cr. hrs.**

**HED 5995 Dissertation Research, 1-20 cr. hrs.**

**PART II: PLAN OF STUDY**

Advisor

Once admitted to a degree program, a student is assigned an advisor from among the faculty in the program. The advising relationship depends upon mutual consent, and the decision to work together is based on mutual academic and/or professional interests and the advising load of the faculty member. Students are encouraged to become acquainted with all members of the faculty and they are free to request at any time that another member of the faculty serve as their advisor. Students seeking a change of advisor must complete a Higher Education Program change of advisor form and file with the Morgridge College of Education's Office of Admissions and Enrollment Services.

The program advisor's role is to assist the student in clarifying academic and research interests and developing a program of study. Examples of ways in which advisors commonly assist students include recommending courses, suggesting research themes, developing a plan to meet degree requirements, encouraging professional and intellectual development activities such as researching and writing for publication and presenting at scholarly and professional conferences.

The faculty considers teaching, research, and service to be professional responsibilities, but because they are generally on a nine month contract during the regular academic year, they may only be available to work with students at their discretion during the summer. This time period is normally reserved for their own research and related activities.

### Course Work Plan

With the assistance of his or her program advisor, a plan of study consistent with the student's identified intellectual and career goals will be designed. This plan should enable a student to finish classes in a timely fashion depending upon the student's full-time or part-time status. The student will propose this plan of study to his or her advisor who will insure that it conforms to requirements of the program. The course work plan form should be completed as soon as possible but no later than a) the end of the first year of study or b) the completion of 24 hours of credits that will apply to the doctoral program, whichever occurs first. A copy of this completed course work plan is placed in the student's file in the Morgridge College of Education's Office of Admissions and Enrollment Services, but may be changed at any time based on mutual understanding between the student and the program advisor. All course work changes must be signed-off by the advisor, and a copy of the modified form must be filed with the Office of Admissions and Enrollment Services. A sample course plan can be found in the appendices.

### Autumn Orientation Seminar

New students are required to attend a Higher Education orientation seminar at the beginning of the fall quarter. This experience affords new students the opportunity to meet the faculty and staff, review initial course work plans, receive pre-practicum information, and discuss the program in general. Continuing students are also available to provide the student perspective to the program.

## Doctoral Degree Components

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

Concentration: Students are required to identify a concentration from one of the program's individualized emphases: Organization and Governance, Postsecondary Public

Policy, or Diversity and Higher Learning. Concentrations are described earlier in the handbook and the courses for each are listed under Higher Education Concentration Requirements. Some students may already be familiar with focus of a concentration because they are serving professionally in employment related to one of these areas or have a clear goal that lends itself to an individualized concentration. Others may be less sure of their concentration interests and may need to do some exploring. Others will use these courses to build new areas of expertise, with the intent to make a career transition. Within the concentration, beginning students will meet advanced doctoral students as well as students from other schools and colleges of the University who also find these courses of interest. For example, in public policy courses, you may find students from the Center for Public Policy and Contemporary Issues, and in teaching and learning courses, you may find students from the Daniels College of Business. Concentrations are also used to develop knowledge of research and to clarify one's theoretical perspective to prepare for the comprehensive examination and dissertation research.

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

Higher Education students are encouraged to pursue academic work within other academic units at the University of Denver. The purpose of the cognate is to build subject matter competence in a teaching field, to develop in-depth expertise in a theoretical area; or to develop additional skills for conducting research. Students may develop useful sequences of study in cognate areas from throughout the university such as international studies, gender and women's studies, human communication studies, law, psychology, sociology, political science, history, theology, or foreign languages. The cognate enables a student to extend theories taken from their master's degree, or to embark on new research interests more closely related to future career aspirations. A cognate may be disciplinary or interdisciplinary. Cognates provide an individual approach to enriching the plan of study by making available to students the graduate study resources of the entire university.

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

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

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

1. Students who wish to pursue a cognate in the same field in which they completed a non-education Master's degree may fulfill the requirement by enrolling in additional study in that same, non-education field at the University of Denver. This requirement applies whether the Masters degree was completed at the University of Denver or at some other institution. In most cases, enrolling in courses totaling 15 additional hours will complete the cognate requirement.
2. Students who wish to begin an entirely new cognate, outside of the field in which the Masters degree was awarded, should prepare to complete 18 hours of study in the desired cognate field.
3. Students who wish to design a cognate that draws upon courses from more than one field, sometimes referred to as an interdisciplinary cognate, may do so but should prepare to complete 18 hours of study involving a coherent theme.

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

Professional Development: A significant part of the doctoral experience is academic and professional socialization. During the progression from admission to graduation, students are encouraged to develop their sense of professionalism. By taking advantage of opportunities to further develop their course work, independent studies, and collaborative

faculty research into publishable work and conference presentations both during and after the doctoral program, students will increase their identification with higher education as a field of study. These activities should be undertaken in consultation with the student's program or dissertation advisor. This can be done in many ways, and each student will need to find his or her preferred ways, but we strongly recommend at least one, and if possible more than one, of the following:

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

#### Research Process Overview: Four Phases

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

- Phase I.
1. Formal admission to Higher Education Program
  2. Discuss course work plan with advisor
  3. Discuss course work plan with cognate advisor; obtain signature
  4. Obtain HED advisor signature, approving course work plan
  5. File approved course work plan with the OAES
  6. Complete core courses
  7. Complete Cognate courses
- Phase II.
1. Enroll in HED 4216, Higher Education Research Processes
  2. Identify Doctoral Comprehensive Exam Paper (DCEP) topic
  3. Complete Doctoral Comprehensive Exam Paper Proposal (DCEPP)
  4. Complete concentration, required, research, and elective courses
  5. If appropriate, participate in an administrative, teaching, or public policy internship or practicum
  6. Identify a tentative dissertation topic
  7. Successfully complete the Doctoral Comprehensive Exam Paper (DCEP)
- Phase III.
1. Enroll in HED 4216, Higher Education Research Processes

2. Select Dissertation Chair and additional committee members
3. Work with advisor on refining the dissertation proposal
3. Submit proposal for consideration for dissertation committee approval
4. Receive dissertation proposal approval from chair and committee members at scheduled meeting
5. Submit proposal to Institutional Review Board (IRB) for approval

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

#### The Comprehensive Examination Committee

The Comprehensive Committee will be the approving body for the student's Doctoral Comprehensive Exam (DCE) and members will be determined in discussion between the student and the advisor. After gaining faculty approval of the selection, the student will invite the second faculty person to join this committee. This second faculty member and the faculty advisor will read and provide feedback and approval of the Doctoral Comprehensive Exam Paper (DCEP). Like the faculty advisor, the second faculty person should have known expertise in the student's proposed area of research. He or she must have graduate school standing to serve on doctoral committees. It is important to allow enough time to select another faculty member if the first selection is unavailable.

#### The Doctoral Comprehensive Examination Paper Proposal (DCEPP)

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

When final draft revisions are complete and faculty approval has been given, the student will complete all parts of the Doctoral Comprehensive Examination Paper Proposal Coversheet found at the back of this handbook. If instructed by the advisor/committee, the student will request IRB approval of the proposal. It is also the student's

responsibility to schedule a formal meeting with the Comprehensive Examination Committee for the review and approval of the final draft of the DCEPP. All members of the committee must read the proposal in its final form and indicate their approval by signing the completed proposal coversheet. This approval is required before work on the DCEP may begin.

#### The Doctoral Comprehensive Examination Paper (DCEP)

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

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

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

#### The Doctoral Comprehensive Examination (DCE)

The Higher Education student advances to doctoral candidacy with the successful completion of the Doctoral Comprehensive Exam (DCE). The exam consists of the completion of both a written and oral portion, and requires the approval of a review committee selected by the faculty advisor and student.

*To take an official examination, all incomplete course work must be turned in by the deadline for registration to take the examination. If a student receives an incomplete at the end of the quarter after registering for an examination, all outstanding work for the course must be turned in to the course instructor by the end of the first week of the quarter in which the exam is to be taken. Exceptions to this policy may be made only by petition to the Director of the Higher Education Program. Students who do not complete*

*their requirements in a timely manner face considerable risk that their course work must be updated to be current and/or that their dissertation research is no longer advancing current research in the field. Students who do not successfully defend a dissertation proposal within 24 months of the date of the comprehensive examination will be dismissed from the academic program.*

The Doctoral Comprehensive Exam is used to determine the student's comprehension of the field, capacity to undertake independent research, and ability to think and express ideas clearly. It consists of both a written portion, the Doctoral Comprehensive Examination Paper (DCEP), and an oral portion. It is the student's responsibility to schedule the examination in the Office of Admissions and Enrollment, after gaining the approval of the Comprehensive Examination Committee, and during the same quarter the student is enrolled in HED 4216.

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

The oral portion of the examination will last approximately 90 minutes and consists of the student's overview of the DCEP and the Comprehensive Examination Committee's thorough questioning of the student's work. The faculty advisor may ask a third faculty member to read the DCEP and participate in the oral examination, if he or she determines that it would be helpful to evaluate the quality of the examination. All Comprehensive Examination Committee members are expected to participate fully in the oral portion of the exam, as well as in the discussion and decision regarding the result of the examination. Attendance at the oral portion of the comprehensive examination is limited to the student and the two or three faculty members which make up the comprehensive committee.

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

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

After approval of final revisions has been made, the student will submit one copy recorded to a CD labeled with student and advisor's names, the title of the DCEP and the

date of the DCE to the Office of Admission and Enrollment Services. The student will also submit one bound copy to both the faculty advisor, and the Higher Education Program Assistant Director. Students who are unable to meet the one quarter deadline due to significant and exceptional circumstances may petition the Comprehensive Examination Committee for an extension. This new deadline date must not exceed three months from the original deadline. All committee members must agree to the extension. Students who do not submit the DCEP by the deadline or fail to request and receive approval of an extension of the deadline will be placed on registration hold until a completed draft of the DCEP is submitted.

### The Dissertation

In Phases III and IV of the Higher Education Program, the doctoral student concentrates on research and the writing of a doctoral dissertation related to the student's area of concentration and professional interest. The dissertation topic should be directly related to some aspect of postsecondary education. The basic requirement is that the dissertation examines some issue or problem of significance related to postsecondary education and be of significance to advance the knowledge, theory, or professional practice of higher education. The dissertation ultimately is intended to be an opportunity to learn and demonstrate expertise on a particular issue or problem, and through subsequent publications communicate that information to professional colleagues and practitioners.

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

### Progress to Degree

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

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

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

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

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

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

Follow all required writing conventions.

Style—use the established and widely-accepted style of the *Publication Manual* from the American Psychological Association. Any variance from APA formatting requires faculty advisor approval.

Word Count—includes the text; excludes title page, bibliography, and other appendices. Fairness is maintained by limiting the word count for each type of submission. Students must be able to certify the word count of the DCEPP. If automatic word count is not available, the student may count the words on a complete page and multiply that number by the number of pages in the document. Two thousand (2000) words are the absolute word limit for the DCEPP—no exceptions.

Appendices—follow APA Guidelines for appropriate use of appendices. Appendices may be copied from elsewhere and may remain in the original format and typeface, but must be legible. The number of appendices used is not limited for the DCEPP as long as the materials are obviously relevant to the argument outlined in the document.

Remember Academic Integrity.

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

Allow appropriate time for the circulation of draft(s).

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

Follow the Morgridge College of Education AND the University of Denver Continuous Enrollment (CE) Policies and/or register for dissertation credits in completing this

examination. Full policy and procedures for compliance with these policies can be found in the MCE Bulletin contained on this disk.

### **PART III: POLICES AND PROCEDURES**

To avoid redundancy, only pertinent, program specific policies and information relevant to the completion of Higher Education PhD degree are presented in this handbook. All other policies can be found in the Morgridge College of Education (MCE) Bulletin contained on this CD or at the MCE website at [www.du.edu/education](http://www.du.edu/education).

#### College and University Policies

A comprehensive set of all College and University policies regarding admissions, financial aid, general degree and residency requirements, testing information, student behavior and conduct, registration and fees, grading and classification, graduation requirements, and other general and personal support information can be found in the MCE Bulletin. Students are expected to assume full responsibility for meeting all requirements for the degree as set forth in this Handbook and in the MCE Bulletin. All students are required to read and then sign an acknowledgement of receipt of the MCE Bulletin upon entry into the program.

#### Distributed Email List and Communication

All students are automatically assigned a DU e-mail address upon entry into the program. This e-mail address is entered into the MCE and HED e-mail list and will be used to send program and MCE communications. Students are responsible for checking their DU e-mail account regularly for critical information about scheduling, deadlines, conferences, field placements, internship and job opportunities, etc. Students are responsible for notifying the MCE Office of Admissions of any changes in address or other contact information within the first week of classes each quarter.

#### Ethical Behavior and Conduct

Each student understands, upon admission to the University, that they are required to uphold the provisions of the University of Denver ***Honor Code*** ([www.du.edu/ccs/honorcode.html](http://www.du.edu/ccs/honorcode.html)) and ***Code of Student Conduct*** ([www.du.edu/ccs/code.html](http://www.du.edu/ccs/code.html)). These Codes apply to all students at the University of Denver, whether graduate or undergraduate, full- or part-time. Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:

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

- **Fabrication:** falsification or creation of data, research, or resources to support academic submissions.

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

### Response to Academic Dishonesty

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

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

### Probation or Dismissal from the Program

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

### Student Rights and Responsibilities

All students have the right to pursue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of CCS, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction short of removal from campus (for more details on Student Rights and Responsibilities see the CCS website at <http://www.du.edu/ccs/rights.html>).

### Grievance Process

The University recognizes its obligation to students who have been accused but not yet found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. In addition, students placed on probation or dismissed from the Program have the right to appeal the decision by following the DU appeal procedure outlined in the MCE Bulletin. Grievance and due process procedures for all grading, retention, and dismissal procedures are available on this CD and also can be found on the CCS website at <http://www.du.edu/ccs/rights.html>.

## **PART IV: FACILITATORS**

During the course of a student's graduate program, many persons, programs, and associations provide essential services to further the next step in one's career. Within the Morgridge College of Education and the Higher Education Program, the Higher Education Faculty, the Morgridge College of Education Office of Admissions & Enrollment Services, and the Higher Education Student Association (HESA) assist students. Graduate students are expected to undertake significant professional development beyond the campus by engaging national and international associations to meet future colleagues, learn about new research, as well as explore career options.

### Office of Admissions and Enrollment Services

From initial program inquiry through degree completion, the MCE Office of Admissions and Enrollment Services (OAES) assists prospective, special, and admitted students in understanding the procedures and obtaining the necessary forms to secure financial aid, arrange examinations, and complete the doctoral program. To successfully complete each phase of the doctoral program, you will need to become familiar with the staff in this office. Contact the staff members in the Educational Administration and Higher Education office for answers to procedural questions. Regarding more academic matters, students should contact program advisor, program faculty, or peer mentors.

### Higher Education Student Association

Begun in 1990, the Higher Education Student Association (HESA) has been active in bringing graduate students together for socials, student groups, hearing guest speakers, and assisting students through the phases of the program. In addition to the President and other officers, there are two HESA representatives: one for the doctoral program and one for the master's program. Dues to assist in sponsoring these events are nominal, and notification of HESA meetings and events will be delivered to students' DU email account.

### Higher Education Faculty

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

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**APPENDIX A: SAMPLE COURSE PLAN**

**UNIVERSITY OF DENVER**  
*Morgridge College of Education*  
**Course Work Plan – Doctor of Philosophy – Higher Education**

Name: \_\_\_\_\_ Concentration: \_\_\_\_\_

Student ID \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

*This course work plan must be completed, with advisor's signature, and submitted to the MCE Office of Admissions and Enrollment by the end of the first year of enrollment, or at the completion of 24 credits. Transfer credits will NOT be approved after the first quarter of enrollment.*

<b>I. MORGRIDGE COLLEGE OF EDUCATION RESEARCH REQUIREMENTS</b>	<b>COURSE NUMBER</b>	<b>PROJECTED QUARTER OF COMPLETION</b>	<b>CREDIT HOURS</b>
<b>A. INTRODUCTORY LEVEL – REQUIRED</b>		<b>Subtotal: 11 hrs</b>	
Introductory Statistics	QRM 4930		5
Introduction to Qualitative Research	CUI 4951		3
Empirical Research Methods	QRM 4903		3
<b>B. INTERMEDIATE LEVEL</b>		<b>Subtotal: 8 hrs min</b>	
<b>C. ADVANCED LEVEL</b>		<b>Subtotal: 3 hrs min</b>	
<b>D. DISSERTATION RESEARCH</b>		<b>Subtotal: 16 hrs minimum</b>	
Higher Education Research Processes (students will register for this twice)	HED 4216		6
Dissertation Research (students must register for 1 cr. hr. <u>each quarter</u> following completion of coursework)	HED 5995		10 min.
<b>MINIMUM TOTAL RESEARCH CREDITS: 38 hrs.</b>			
<b>II. CORE COURSES</b>		<b>Subtotal: 15 hrs.</b>	
Social/Political Context of Higher Education	HED 4210		3
Current Issues In Higher Education	HED 4211		3
Public Policy in Higher Education	HED 4212		3
Organization and Governance of Higher Education	HED 4220		3
Curriculum Development in Higher Education	HED 4215		3
<b>III. REQUIRED COURSES</b>		<b>Subtotal: 9 hrs.</b>	
History of American Higher Education	HED 4214		3
Seminar in Higher Education	HED 4294		3
Seminar in Professional Development	HED 429x		3

	<b>COURSE NUMBER</b>	<b>PROJECTED QUARTER OF COMPLETION</b>	<b>CREDIT HOURS</b>
<b>IV. PROGRAM CONCENTRATION</b>	<b>Subtotal:</b>	<b>12 hrs. minimum</b>	
<b>V. COGNATE / ELECTIVES</b>	<b>Subtotal:</b>	<b>16 hrs. minimum</b>	
<b>VI. PRACTICUM OR INTERNSHIP</b>		<b>OPTIONAL</b>	
<b>VII. TRANSFER CREDIT</b>	<b>Maximum of 15 credit hours transfer may be approved during the first quarter of enrollment only</b>		
<b>SUMMARY</b>			
<b>I. MCE Research Requirements</b>	38		
<b>II. Core Courses</b>	15		
<b>III. Required Courses</b>	9		
<b>IV. Program Concentration</b>	12 (min)		
<b>V. Cognate and Electives</b>	16(min)		
<b>VI. Practicum or Internship (optional)</b>			
<b>Total Needed</b>	90 min.		
Transfer Credit (15 hours maximum)			
<b>TOTAL DEGREE HOURS</b>			

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Cognate Advisor's Signature \_\_\_\_\_

## APPENDIX B: THE FOUR-PHASE WORKSHEET

Use this work sheet to determine the subsequent steps to complete the doctoral program. Please keep dates current and bring to sessions with advisor.

	Date
<b>Phase I.</b>	
1. Formal admission to Higher Education Program	_____
2. Discuss course work plan with advisor	_____
3. Discuss course work plan with cognate advisor; obtain signature	_____
4. Obtain HED advisor signature, approving course work plan	_____
5. File approved course work plan with the OAES	_____
6. Complete core courses	_____
7. Identify Doctoral Comprehensive Exam Paper (DCEP) topic	_____
8. Complete Cognate courses	_____
9. Enroll in QRM 4920, Structural Foundations of Research in Social Sciences	_____
<b>Phase II.</b>	
1. Enroll in HED 4216, Higher Education Research Processes	_____
2. Complete Doctoral Comprehensive Exam Paper Proposal (DCEPP)	_____
3. Complete concentration, required, research, and elective courses	_____
4. If appropriate, participate in an administrative, teaching, or public policy internship or practicum	_____
5. Identify a tentative dissertation topic	_____
6. Successfully complete the Doctoral Comprehensive Exam Paper (DCEP)	_____
<b>Phase III.</b>	
1. Enroll in HED 4216, Higher Education Research Processes	_____
2. Select Dissertation Chair and additional committee members	_____
3. Work with advisor on refining the dissertation proposal	_____
4. Submit proposal for consideration for dissertation committee approval	_____
5. Receive dissertation proposal approval from chair and committee members at scheduled meeting	_____
6. Submit proposal to Institutional Review Board (IRB) for approval	_____
<b>Phase IV.</b>	
1. Conduct dissertation research	_____
2. Write the dissertation	_____
3. Complete all recommended revisions	_____
4. Select outside faculty chair to complete the four-member Faculty Committee for Dissertation Defense	_____
5. Schedule dissertation presentation after advisor approval of final dissertation copy is granted	_____
6. Defend dissertation at oral examination	_____
7. Submit modifications, if required, for dissertation committee approval	_____
8. Graduate	_____

**APPENDIX C: COMPREHENSIVE EXAM CHECKLIST**

The Proposal

Date Completed:

- 1. Enroll in HED 4216 \_\_\_\_\_
- 2. Register and pay the fee for comps \_\_\_\_\_
- 3. Develop a Doctoral Comprehensive Exam Paper Proposal (DCEPP) within **6 weeks** of completing HED 4216 \_\_\_\_\_
- 4. Establish a committee of two readers (generally faculty advisor and one other person) \_\_\_\_\_
- 5. Meet with faculty advisor to discuss and review the proposal \_\_\_\_\_
- 6. Circulate a draft of DCEP proposal to readers and make recommended changes \_\_\_\_\_
- 7. Download a Doctoral Comprehensive Examination Paper Proposal Coversheet found on the Higher Education Program webpage \_\_\_\_\_
- 8. Format DCEPP according to specifications \_\_\_\_\_
- 9. Turn in DCEPP to advisor \_\_\_\_\_
- 10. Defend DCEPP / obtain the signatures of Comprehensive Committee members \_\_\_\_\_

The Paper

- 1. DCEPP is approved \_\_\_\_\_
- 2. Obtain IRB approval (if needed) *prior* to beginning project \_\_\_\_\_
- 3. Format DCEP according to specifications \_\_\_\_\_
- 4. Obtain certification of word count \_\_\_\_\_
- 5. Submit final draft of DCEP to readers within 1 quarter of approval of the DCEPP and by the deadline date given in the OAES letter. Request 2-week response time. \_\_\_\_\_
- 6. Make recommended changes \_\_\_\_\_
- 7. Schedule oral portion of the DCE with advisor approval \_\_\_\_\_
- 8. Pass Comprehensive Examination \_\_\_\_\_
- 9. DCEP Rating is received from committee \_\_\_\_\_
- 10. Make revisions, if necessary \_\_\_\_\_
- 11. Final copies submitted to:
  - a. Office of Admission and Enrollment Services \_\_\_\_\_
  - b. Assistant Director of Traditional Programs \_\_\_\_\_
  - c. Advisor \_\_\_\_\_

Begin dissertation proposal \_\_\_\_\_

## APPENDIX D. THE DOCTORAL PROCESS

### Phase I.

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

↓↓↓↓

### Phase II.

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

#### **Doctoral Comprehensive Examination Paper Proposal (DCEPP)**

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

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

#### **Doctoral Comprehensive Examination Paper (DCEP)**

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

↓↓↓↓

- Enroll in HED 4216, Higher Education Research Processes

### Phase III.

- Finalize Dissertation Chair and additional committee members: advisor, an additional HED faculty member, and an outside faculty member
- Refine the dissertation proposal with advisor

#### **Dissertation Proposal**

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

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

↓↓↓↓

### Phase IV.

- Conduct dissertation research
- Write the dissertation

#### **Dissertation**

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

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

## APPENDIX E. CONTINUOUS ENROLLMENT REQUIREMENT (UPDATED 5/4/08)

*Please note there are two (2) Continuous Enrollment Policies: one for the Morgridge College of Education and one for DU Graduate Studies. Students MUST adhere to the MCE Continuous Enrollment Policy at all times AND, under certain circumstances described below, should follow the DU Graduate Studies Continuous Enrollment Policy as well.*

### Morgridge College of Education Continuous Enrollment Policy

Once the student has completed successfully all required courses and the required comprehensive exam, a student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the policy requiring continuous enrollment is as follows:

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

### DU Graduate Studies Continuous Enrollment Policy

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

Keep in mind you must also register for one credit hour of dissertation research (HED 5995) each quarter until you graduate per MCE Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, the Graduate Studies Continuous Enrollment Policy should be utilized so that you are in active status and are continuously enrolled which is the university policy.

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

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

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to: [http://www.du.edu/grad/forms/ContinuousEnrollmentPolicy\\_003.pdf](http://www.du.edu/grad/forms/ContinuousEnrollmentPolicy_003.pdf).

For the DU Graduate Studies Continuous Enrollment form, please go to: [http://www.du.edu/grad/forms/CE\\_Procedures\\_and\\_Fo.doc](http://www.du.edu/grad/forms/CE_Procedures_and_Fo.doc).

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some forms of financial aid, you may only need to register for the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the DU Graduate Studies Continuous Enrollment Policy would be necessary in addition to the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.

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## APPENDIX G: NATIONAL HIGHER EDUCATION ASSOCIATIONS

Becoming a higher education professional is usually facilitated by joining one or several national associations related to the field and receiving their journals and publications. Student memberships at a reduced rate are usually available. Listed below are several major associations which can be particularly helpful to students for their professional and academic socialization and career advancement:

The **Association for the Study of Higher Education (ASHE)** is one of the most important associations for doctoral students. This association of approximately 1000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. URL: <http://www.ashe.ws/>

The **American Educational Research Association (AERA)** is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The Morgridge College of Education faculty and students usually present between 10 and 15 papers annually at the conference. URL: <http://www.aera.net/>

The **American Association for Higher Education (AAHE)** is dedicated to administrative professionals in colleges and universities. It is the leading higher education association for educational change through its national conferences on higher education, assessment, and school/college collaboration. URL: <http://www.aahe.org/>

The **American Association of Community Colleges (AACC)** is the most important for those persons interested in community college positions. Fifty percent of all higher education students in the country hold positions or are intending to work in this group of institutions. URL: <http://www.aacc.nche.edu/>

The **National Association of Student Personnel Administrators (NASPA)** is the largest association for individuals interested in the chief student affairs officer position. For those students seeking positions in this area of higher education or wishing to know about the latest developments in student life, this is an important conference to attend. Cheryl Lovell is the Regional Vice President for NASPA and is on the editorial board of the *NASPA Journal*. URL: <http://www.naspa.org/>

**American College Personnel Association (ACPA)** is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education

community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally.

URL: <http://www.myacpa.org/index.cfm>

The **Professional and Organizational Development Network in Higher Education** (POD Network) develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. POD fosters human development in higher education through faculty, instructional, and organizational development. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community. URL: <http://www.podnetwork.org/about.htm>

**Appendix H.: HED Program Proposed Course Offering Sequence (working version: subject to change)**

<b>Quarter</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>
Fall	4211 Current Issues	4211 Current Issues	4211 Current Issues
	4213 Leadership & Supervision	4213 Leadership & Supervision	4213 Leadership & Supervision
	4217 College Student Personnel	4217 College Student Personnel	4217 College Student Personnel
	4261 Char of College S's and Adult Lnr	4261 Char of College S's and Adult Lnr	4261 Char of College S's and Adult Lnr
	4263 Sports and HED	4264 Psychosocial Dimen of Sports	4263 Sports and HED
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4280 Teaching Strategies	4284 Diversity in Organizations	4280 Teaching Strategies
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
	4291 HED Pro-seminar (PhD)	4291 HED Pro-seminar (PhD)	4291 HED Pro-seminar (PhD)
Winter	4210 Social & Political Context	4210 Social & Political Context	4210 Social & Political Context
	4214 History of American HED	4212 Public Policy	4214 History of American HED
	4216 HED Research Processes	4216 HED Research Processes	4216 HED Research Processes
	4229 Students Helping Skills	4229 Students Helping Skills	4229 Students Helping Skills
	4241 State Systems	4222 HED & Law	4241 State Systems
	4262 Program Dev. & Assessment	4262 Program Dev. & Assessment	4262 Program Dev. & Assessment
	4265 Students & the Law	4288 Gender & Sexuality in HED	4265 Students & the Law
	4267 The Role of the Advisor	4226 The Community College	4267 The Role of the Advisor
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
Spring	4220 Organization and Gov	4215 Curriculum Development	4220 Organization and Gov
	4221 Finance in HED	4223 IR & Enrollment Management	4221 Finance in HED
	4224 College HR Policies	4260 Students & College Environment	4224 College HR Policies
	4246 Access & Equity	4246 Access & Equity	4246 Access & Equity
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4270 Student Affairs Internship	4270 Student Affairs Internship	4270 Student Affairs Internship
	4287 CRT in Education	4282 Character of Adult Learners	4287 CRT in Education
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
	4294 Seminar in Higher Education	4294 Seminar in Higher Education	4294 Seminar in Higher Education
	xxxx Civic Engagement & HED	4268 Design/ Facilitation	4227 American Profs
Summer	4216 HED Research Processes	4216 HED Research Processes	4216 HED Research Processes
	4240 National Systems	4242 Ed Policy Analysis	4240 National Systems
	4286 Use of Technology	4281 Design Multicultural Programs	4286 Use of Technology