



Morgridge College
of Education

HIGHER EDUCATION PROGRAM

Doctor of Philosophy

STUDENT HANDBOOK

2007 – 2008

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 Office of Admissions and Enrollment Services, 2450 S. Vine St., Denver, CO 80208; Phone 303-871-2509 and edinfo@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.

CONTENTS

PART I: GENERAL INFORMATION

Morgridge College of Education Mission Statement4
 Morgridge College of Education Vision4
 Higher Education Program Mission Statement5
 Higher Education Program Description6
 Higher Education Doctoral Degree Structure.....6
 Morgridge College of Education Requirements.....7
 Higher Education Requirements.....7
 The Concentrations.....8
 Cognate and Electives.....9
 Practicum and Internship.....10
 Research Courses..... 10
 Total Degree Hour Requirements.....12
 Transfer Credits.....12

PART II: PLAN OF STUDY

Program Advisor and Course Work Plan13
 Higher Education Doctoral Degree Sequence13
 Course Work15
 Concentration.....15
 Cognate.....15
 Practicum and Internship Possibilities.....17
 Research Process Overview17
 The Comprehensive Examination Committee.....17
 The Doctoral Comprehensive Examination Paper Proposal (DCEPP) ...17
 The Doctoral Comprehensive Examination Paper (DCEP)18
 The Doctoral Comprehensive Examination (DCE).....19
 Progress to Degree.....22
 Dissertation Process Overview23
 Dissertation Proposal.....23
 Professional Development.....23

PART III: POLICES AND PROCEDURES

College and University Policies25
 Distributed Email List Communication.....25
 Ethical Behavior and Conduct.....25

PART IV: FACILITATORS

MCE Office of Admissions & Enrollment Services27
 Higher Education Student Association (HESA).....27
 Higher Education Faculty.....27
 National Higher Education Associations.....31

PART V: APPENDICES

A. Fundamental Higher Education Bibliography33
 B. Higher Education Program Course Offerings.....40
 C. Course Work Plan Worksheet.....46
 D. HED Doctoral Comprehensive Examination Checklist.....48
 E. Doctoral Sequence Four-phase worksheet49
 F. Doctoral Process.....50
 G. Continuous Enrollment Requirements.....51

PART I: GENERAL INFORMATION

The Morgridge College of Education consists of an exciting 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 American 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 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.

The Morgridge College of Education's mission is 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. Through Higher Education courses you 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.

THE HIGHER EDUCATION PROGRAM'S MISSION STATEMENT

The Higher Education Program's mission is to prepare professionals for administrative and teaching leadership roles in postsecondary institutions, public and private agencies of higher education, and training and development settings in a multicultural and changing world.

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.

While courses in higher education date back to 1952, Professor Allan O. Pfnister formally organized the higher education program in 1969. This program continues to enable individuals to explore issues related to postsecondary education, and to undertake research to expand their personal and contextual understanding.

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 HIGHER EDUCATION PROGRAM DESCRIPTION

The program offers three concentrations: organization and governance, postsecondary public policy, and diversity and higher learning. 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 teaching and learning, a four-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. 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.

At the doctoral level, students gain knowledge and demonstrate competence through course work, the comprehensive examination, and completion of a dissertation. The successful dissertation defense and graduation are a statement of academic and professional competence in higher education.

THE HIGHER EDUCATION DOCTORAL DEGREE STRUCTURE

At the doctoral level, students gain knowledge and demonstrate competence through the course work, the comprehensive examination, and the completion of a dissertation. 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.

Morgridge College of Education Requirements

A minimum of 40-quarter credits of research specific coursework is required to demonstrate Higher Education research competency. See the Morgridge College of Education Bulletin for specific information on courses, including testing and waiving options.

A. Foundations Courses	(17 hrs)
B. Intermediate Methods Courses	(8-9 hrs. min.)
C. Advanced Methods Courses	(3-5 hrs.)
D. Program Requirement	
HED 4216 Higher Education Research Processes	(3 hrs.)
E. Dissertation Research	
HED 5995 Dissertation Research	(10 hrs. min.)

Higher Education Program Requirements

A minimum of 27-quarter credits of core and required higher education courses and 15-18 quarter credits of higher education concentration 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. At least one seminar 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 and 4211 are introductory doctoral courses taken in fall and winter quarters of student's first year)

HED 4210 Social/Political Context of Higher Education	(3 hrs.)
HED 4211 Current Issues in Higher Education	(3 hrs.)
HED 4212 Public Policy in Higher Education	(3 hrs.)
HED 4220 Organization & Governance of Higher Education	(3 hrs.)
HED 4215 Curriculum Development in Higher Education	<u>(3 hrs.)</u>
	15 hrs.

Higher Education Required Courses:

HED 4214 History of American Higher Education	(3 hrs.)
HED 4294 Seminar in Higher Education	<u>(3 hrs.)</u>
	6 hrs.

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.)

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 (12 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 two of the following courses to complete the concentration requirement:

HED 4261 Characteristics of College Students & Adult Learners	(3 hrs.)
HED 4281 Design & Administration of Multicultural Programs	(3 hrs.)
HED 4283 Training in Business, Government, and Not-For-Profit Organizations	(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 within the Higher Education Program, other Morgridge College of Education programs, as well as 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.

Electives

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 4266 Ethical Issues in 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

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 4297 Internship in Teaching College Students and Adults
- HED 4295 Internship in College and University Administration
- HED 4296 Internship in Postsecondary Public Policy

Research Courses

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.

MCE Required Doctoral Research Coursework

The following table lists the research course sequence that is expected for all doctoral students in the Morgridge College of Education. Students should refer to the Morgridge College of Education Bulletin for information regarding testing out and waiving options.

I. Introductory Level Research Courses			
Required Courses	Credit Hours	Prerequisites	Offered
QRM 4920: Structural Foundations of Research in Social Sciences (Required of all MCE Ph.D. students.)	3 hrs	None	Fall
QRM 4930: Introduction To Statistics *	5 hrs.	None	Winter
CUI 4951: Introduction to Qualitative Research*	3 hrs.	None	Winter
QRM 4900: Educational Measurement*	3 hrs.	None	Spring/Summer
QRM 4903: Empirical Research Methods*	3 hrs.	None	Fall
<i>* May waive/test out</i>			
Total Required	17 hrs		
II. Intermediate Level Research Courses			
Select from these Courses	Credit Hours	Prerequisites	Offered
CFSP 4364: Single-Case Research Design	3 hrs.	QRM 4903	
CUI 4036: Community Based Research in Urban Settings	3 hrs.	None	Winter
CUI 4057: Educational Criticism and Connoisseurship	3 hrs.	CUI 4951 QRM 4951	Spring
CUI 4059: Ethnographic Research	3 hrs.	CUI 4951 QRM 4951	Spring
QRM 4905: Psychometric Theory	3 hrs	QRM 4930	Winter
QRM 4907: Meta Analysis	2 hrs.	QRM 4930	Spring
QRM 4921: Survey Design and Analysis	3 hrs.	QRM 4930	Spring
QRM 4952: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	QRM 4930	Fall/ Summer
QRM 4960: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	QRM 4930	Spring
QRM 4908 Topics in Research Design	3hrs.	QRM 4903, QRM 4930	
SOWK 5402: Qualitative Research Methods	4 hrs.		
SOWK 5405: Qualitative Data Analysis	4 hrs.		
STAT 4680: Sampling Theory and Applications	4 hrs.		
STAT 4810 Nonparametric Statistics	4 hrs.		
Total Required	8-9 hrs		
III. Advanced Level Research Courses			
Select from these Courses	Credit Hours	Prerequisites	Offered
CUI XXX: Mixed Methods	3 hrs.	TBD	
QRM 4906: Topics in Psychometrics	3 hrs.	QRM 4905	Fall '07
QRM 4925: Structural Equation Modeling	5 hrs.	QRM 4952	Winter
QRM 4950: Multivariate Analysis	5 hrs.	QRM 4952	Spring
QRM 4955: Topics in Statistics I	3 hrs.	QRM 4952	Spring '07
QRM 4956: Hierarchical Linear Modeling	3 hrs.	QRM 4952	Winter
Total Required	3-5 hrs		
IV: Program Requirements			
HED 4216 Higher Education Research Processes	3 hrs		
Total Required	3 hrs		
V: Dissertation Credits			
Dissertation Research (HED 5995, must register for at least 1 credit during fall, winter, and spring until graduation.)	10 hrs min		
Total Required	10 hrs min		
Total Research Credits	41 hrs min		

Total Degree Hour Requirements

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

1. Research Coursework	31 hrs (min.)
2. HED Core Program Requirements	15 hrs
3. HED Required Program Requirements	6 hrs
4. Program Concentration	12 hrs (min.)
5. Cognate and Electives	16 hrs (min.)
6. Dissertation and Research	<u>10 hrs (min.)</u>
Total	90 credit hrs, min.*

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.

** 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).*

PART II: PLAN OF STUDY

Program 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.

HIGHER EDUCATION DOCTORAL DEGREE SEQUENCE

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. Students are also strongly encouraged to seek 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. 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. Identify Doctoral Comprehensive Exam Paper (DCEP) topic
 8. Complete Cognate courses
 6. Complete Doctoral Comprehensive Exam Paper Proposal (DCEPP)
- Phase II.
1. Enroll in HED 4216, Higher Education Research Processes
 2. Enroll in QRM 4920, Structural Foundations of Research in Social Sciences
 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)
- 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
 6. Conduct dissertation research
- Phase IV.
1. Complete all recommended revisions
 2. Select outside faculty chair to complete the four-member Faculty Committee for Dissertation Defense
 3. Schedule dissertation presentation after advisor approval of final dissertation copy is granted
 4. Defend dissertation at oral examination
 5. Submit modifications, if required, for dissertation committee approval

Course Work

Core Courses: the 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.

Required Courses: The required courses emphasize depth in the study of higher education, critical thinking, and research preparation. Students are required to complete HED 4214, The History of American Higher Education, and at least one seminar in higher education.

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.

The 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.

RESEARCH PROCESS OVERVIEW

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.

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 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.

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 is not required to read papers in the summer. Allow at least two-weeks for readers to review all drafts, 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 the CE policies can be found in the MCE Bulletin contained on this disk.

The following checklist is provided to aid you in the completion of the DCEPP and the DCEP and may also be found near the end of this handbook.

Higher Education DCE 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) <i>prior</i> 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 <u>and</u> by the deadline date given in the OAES letter. <u>Request</u> 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 | _____ |
| 12. Begin dissertation proposal | _____ |

Progress to Degree

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.

Prior to the DCE, a student who does not enroll for 24 months will be dismissed from the academic program. 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.

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.

THE DISSERTATION PROCESS OVERVIEW

Dissertation Proposal

In Phase III 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*, available via the Morgridge College of Education website for detailed information on the dissertation process.

Professional Development

A significant part of the doctoral experience is academic and professional socialization. During the progression from admission to graduation, all students are encouraged to develop their sense of professionalism and identification with higher education as a field of study. 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.

These activities should be undertaken in consultation with the student's program or dissertation advisor.

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.

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 email 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) and *Code of Student Conduct* (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) 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 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.

MCE Office of Admissions & Enrollment Services

From initial program inquiry through degree completion, the MCE Office of Admissions & 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 faculty consists of two full-time, appointed, faculty as well as one part-time Diversity Faculty Fellow, and several part-time adjunct faculty and instructors who are usually active professionals. All are interested in the field of Higher Education as well as the successful progress of HED graduate students.

1. Appointed Faculty

Franklin Tuitt, Interim Director and Assistant Professor

Ed.D., Harvard Graduate School of Education, M.A. Education, Harvard, B.A. Connecticut College. Co-edited and served as a contributing author for *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*; served as Cabot Postdoctoral Research Fellow, Bok Center for Teaching and Learning, Harvard University; functioned as a research associate for the Harvard National Campus Diversity Project; co-chaired the *Harvard Educational Review*; serves as a member of the Connecticut College Board of Trustees. Research interests: Diversity in higher education, teaching and learning in racially diverse classrooms, best practices for recruiting and retaining students of color in traditionally white higher education institutions.

Annemarie Vaccaro, Assistant Professor

Ph.D. University of Denver, M.A. Sociology, University of Denver, M.A. in Student Affairs, Indiana University of Pennsylvania, B.A. Castleton State College. Formerly the Faculty Director of the DU Living and Learning Communities. Serves as the advisor to the MA students in the student development track and oversees the practicum and internship experiences for those students. Acting advisor for the DU undergraduate Queer Straight Alliance (QSA) and serves on a number of committees including the Women's College Faculty Committee. Currently serves as the Coordinator of Research for the NASPA IV West Region. Recent publications include the GLBT chapter in a NASPA on-line book about special sub-populations of college students and a chapter exploring the intersections of racial identity and the ethics of service learning as pedagogy in communities of color. Research interests include the intersections of social identities including race, gender, sexual orientation and class, teaching and learning about social justice, and non-traditional age student engagement.

Cheryl Lovell, Associate Dean and Professor

Ph.D. Florida State University, M.Ed. and B.A. West Georgia College. Higher Education. Associate Dean of the Morgridge College of Education. Formerly with the State Higher Education Executive Officers (SHEEO) in Denver as the Director of the SHEEO/State Postsecondary Review Entity Network and with National Center for Higher Education Management Systems in Boulder as a Staff Associate for Research. Editorial board of the *NASPA Journal*, *The College Student Affairs Journal*, and *The ASHE-ERIC Higher Education Reports*. Research interests: postsecondary public policy, student affairs, college administration, and student retention. Professional affiliations: National Association of Student Personnel Administrators (NASPA), Association for the Study of Higher Education (ASHE), American Educational Research Association (AERA), Society for College and University Planners (SCUP), and the Association for Institutional Research (AIR). She chaired the Advanced Graduate Student Public Policy Seminar with the Association for the Study of Higher Education (ASHE) for five years. Cheryl is also on the NASPA Board of Directors and serves as the Leader of Region IV-West (12 western states and 2 Canadian Provinces) of NASPA.

Malaika McKee-Culpepper, Diversity Faculty Fellow

PhD, University of Minnesota, Twin Cities; EdM, Harvard; BA, University of Minnesota, Twin Cities. Research Interests: identification of correlates of first-year, full-time freshmen students' expectations for civic engagement in college; explored the 2003 national Cooperative Institutional Research Program dataset containing 413 higher education institutions to examine correlates of student civic engagement; Additional interests include civic engagement theory and assessment for higher education accountability, the role of media in higher education, the impact of geography on colleges and universities, and social marketing higher education to under-represented populations.

James R. Davis, Dean, University College, Professor.

Ph.D., Michigan State University. Higher Education Program. Director of the Center for Faculty Development. Former Academic Dean, Wilberforce University; Former Associate Vice Chancellor for Academic Affairs. Publications: *Better Teaching*, *Better Learning* and *Interdisciplinary and Team Teaching* (New York: American Council on Education and MacMillan). Other books and articles on Higher Education.

2. Adjunct Faculty and Instructors

Megan Babkes Stellino

Ed.D. University of Northern Colorado, M.S. University of Oregon, B.A. University of Washington.

Research interests include motivation, psychosocial factors related to achievement; social influence on talent development; self-presentation and body image. Currently serves on the Social Psychology section committee and is the Chair of the Disability Sport Special Interest Group for the Association for the Advancement of Applied Sport Psychology. Conducts workshops for participants, parents, and coaches of youth sport and interscholastic athletic programs in the Front Range (Denver Metro) area. Former Division I collegiate gymnast.

Jo Calhoun

Associate Provost, Student Life, University of Denver
M.Div., Union Theological Seminary; B.A., Nebraska Wesleyan University.
Professional affiliations include National Association of Student Personnel Administrators, American Association for Higher Education, National Academic Advising Association.

Richard Gartrell

Director, Human Resources, University of Denver
M.B.A. California State Polytechnic University, B.A., Biola University, Certificate, Personnel Policies and Collective Bargaining Process, Wharton School; Certificate Strategic Human Resources Management, Harvard Graduate School of Business.
President of the National Board of College and University Professional Association for Human Resources. Served on the College and University Professional Association for Human Resources (CUPA-HR) National Board of Directors from 1997 to 2006 and served as president in 2004 – 2005. Teaching interests include personnel management, effective supervision, and management.

Lynn Gangone

Dean, University of Denver Women's College. EdD and MEd, Columbia University, MS, CAS in counseling psychology from the State University of New York at Albany, and a bachelor's degree in political science from the College of New Rochelle. At George Washington University from 2004-2007, Gangone researched the history of higher education, gender equity and state education policy. She has taught courses in educational leadership and administration. Students consistently

rate her in the top 10 percent of teaching faculty. Dr. Gangone has consulted for universities on strategic planning, new technology applications, expense containment, partnership development and managing institutional change. She has also been a lobbyist for higher education, vice president of the Maryland Independent College and University Association and executive director and CEO of the National Association for Women in Education. Previously, she was a campus vice president in the areas of development, college relations and student affairs. She has served as a coordinator, faculty member and executive coach at the Summer Institute for Women in Higher Education, co-sponsored by Higher Education Resource Services (HERS) and Bryn Mawr College. The Summer Institute seeks to improve the status of middle- and executive-level women in higher education administration by providing participants with information pertinent to managing and governing colleges and universities.

Douglas Gertner

Ph.D. University of Northern Colorado, M.A. Teachers' College, Columbia University, B.A. Kenyon College. Graduate Certificate in Women's Studies, Colorado State University.

Educator, author, and activist with over 20 years of training and development experience. Professional career includes service to higher education, non-profit, small business, corporate, and independent consulting; founder and principal member of Emu Consulting.

Patricia S. Helton

Associate Provost, Campus Life, University of Denver

Ph.D. University of Virginia, M.Ed. Stephen F. Austin State University, B.S. Oklahoma City University.

Professional affiliations include American Association for Higher Education, American Association of University Women, American College Personnel Association, Association for the Study of Higher Education, and the National Association of Student Personnel Administrators. Dr. Helton was recently appointed to a three-year term on the *NASPA Journal* editorial board and served as co-chair of the 2006 NASPA Region IV-West Conference. Research interests: leadership, organization and governance, as well as strategic planning and organizational change.

Toni Larson

Executive Director, Independent Higher Education of Colorado

Ph.D. University of Denver, M.A. Regis University, B.A. The Colorado College

Professional affiliations include: Executive Director, National Association of Independent Colleges and Universities State Executives; Association for the Study of Higher Education; National Postsecondary Education Cooperative; Colorado College Board Trustees.

Niki Latino

Academic Advisor, Coordinator for Faculty Relations and Multicultural Initiatives at the University of Denver.

M.A. University of Denver, B.S. University of Southern Colorado.
 Ph.D in Higher Education/Teaching and Learning with a Cognate in Multicultural Curriculum and Instruction in process. Presented research on the Millennial Generation; Student Affairs Professionals in the Classroom; and the DU Community of Excellence Multicultural Program at National Conventions.

Kerry McCaig

Academic Advisor, University of Denver
 Ph.D. Florida State University, M.A. University of Denver, B.S. Kansas State University. Higher Education. Research interests: learning, outcomes-based education, enrollment management, sports in higher education, and student affairs. Professional affiliations: National Association of Student Personnel Administrators, Southern Association for College Students Affairs, and American Educational Research Association.

Sheila Summers-Thompson

Assistant Provost, Institutional Research and Assessment, University of Denver
 Ph.D. (Higher Education Administration with a focus on assessment, pedagogy, and curricula), M.A., B.S.B.A. University of Denver. Formerly University of Denver Director of University Assessment, and lecturer in University of Denver Department of Biological Sciences. Recent publications include “Fostering Students’ Complex Problem Solving Skills: A Glimpse at the Reflective Judgment Model” and “Creating a Student Centered Learning Environment at the University of Denver” (co-authored with colleagues in the Department of Engineering). Scholarly interests lie in the areas of assessment of student learning outcomes, reflective judgment, and pedagogy.

Beverly Tuel

Staff Psychologist, Counseling & Psychological Services, University of Colorado at Boulder, Licensed Psychologist, Heart Solutions, Denver. Ph.D. and M.A. in Counseling Psychology, Ohio State University; B.A., University of California-Davis. Serves as a staff psychologist in a student affairs setting, and is the former Director of the GLBT Resource Center at CU Boulder. Interests include the intersections of counseling, psychology, and student development in college settings. Current professional interests are the development and application of compassion and empathy, both in helping professionals and with clients. Dr. Tuel has a specialty in couple’s therapy.

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>

PART V: APPENDICES

A. Fundamental Higher Education Bibliography

- Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (1999). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.
- Altbach, P. G. (1974). *Student politics in America: A historical analysis*. New York: McGraw-Hill.
- Apps, G. W. (1988). *Education in a learning society: Meeting new demands for education and training*. San Francisco: Jossey-Bass Publishers.
- Astin, A. W. (1977). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San Francisco: Jossey-Bass Publishers.
- Astin, W. A. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.
- Banta, T., & Associates. (1993). *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.
- Bensimon, E., Neumann, A., & Birnbaum, R. (1989). *Making sense of administrative leadership: The "L" word in higher education*. ASHE-ERIC Higher Education Reports, No. 1. Washington, DC: George Washington University.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass Publishers.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.
- Blackburn, R. T., & Lawrence, J. H. (1995). *Faculty at work: Motivation, expectation, satisfaction*. Baltimore, MD: Johns Hopkins University Press.
- Bledstein, B. J. (1976). *The culture of professionalism: The middle class and the development of higher education in America*. New York: W. W. Norton & Company.
- Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction* (5th ed.). New York: Longman.
- Bok, D. (1986). *Higher learning*. Cambridge, MA: Harvard University Press.
- Bok, D. (1983). *Beyond the ivory tower*. Cambridge, MA: Harvard University Press.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

- Boyer, E. L. (1987). *College: The undergraduate experience in America*. New York: Harper & Row.
- Bowen, H. R., & Schuster, J. H. (1986). *American professors: A national resource imperiled*. New York: Oxford University Press.
- Brookfield, S. D. (1991). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco: Jossey-Bass Publishers.
- Brubacher, J. S. (1982). *On the philosophy of higher education* (Rev. ed.). San Francisco: Jossey-Bass Publishers.
- Carnegie Foundation for the Advancement of Teaching. (1990). *Campus life: In search of community*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Carnegie Foundation for the Advancement of Teaching. (1988). *A classification of institutions of higher learning*. Berkeley, CA: Carnegie Foundation for the Advancement of Teaching.
- Carnegie Foundation for the Advancement of Teaching. (1982). *The control of the campus: A report on the governance of higher education*. Washington, DC: Carnegie Foundation for the Advancement of Teaching.
- Carnegie Foundation for the Advancement of Teaching. (1979). *Missions of the college curriculum: A contemporary review with suggestions*. San Francisco: Jossey-Bass Publishers.
- Chaffee, E. E., & Tierney, W. G. (1988). *Collegiate culture and leadership strategies*. New York: American Council on Education and Macmillan.
- Chaleff, I. (1995). *The courageous follower*. San Francisco: Berrett-Koehler.
- Chamberlain, M. K. (Ed.). (1991). *Women in academe: Progress and prospects*. New York: Russell Sage Foundation.
- Chickering, A. W., & Associates. (Eds.). (1988). *The modern American college: Responding to the new realities of diverse students in a changing society*. San Francisco: Jossey-Bass Publishers.
- Chliwniak, L. (1997). *Higher education leadership: Analyzing the gender gap*. ASHE-ERIC Higher Education Report No. 25/4. Washington, DC: George Washington University.
- Clark, B. R. (1970). *The distinctive college: Antioch, Reed, and Swarthmore*. Chicago: Aldine.
- Cobban, A. B. (1975). *The medieval universities*. London: Methuen.
- Cohen, A. M., & Brawer, F. B. (1989). *The American community college* (2nd ed.). San Francisco: Jossey-Bass Publishers.
- Cohen, M. D., & March, J. D. (1986). *Leadership and ambiguity: The American college president* (2nd ed.). Boston: Harvard Business School Press.

- Corson, J. (1975). *The governance of college and universities* (Rev. ed.). New York: McGraw-Hill.
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating*. San Francisco: Jossey-Bass.
- Cross, K. P. (1971). *Beyond the open door: New students to higher education*. San Francisco: Jossey-Bass Publishers.
- Davis, J. R. (1977). *Going to college: The study of students and the student experience*. Boulder, CO: Westview Press.
- Davis, J. R. (1993). *Better teaching, more learning: Strategies for success in postsecondary settings*. Phoenix, AZ: American Council on Education.
- Davis, J. R. (1995). *Interdisciplinary courses and team teaching: New agreements for learning*. Series on Higher Education. Phoenix, AZ: American Council on Education and Oryx Press.
- Davis, J. R. (1998). *Effective training strategies: A comprehensive guide to maximizing learning in organizations*. Berrett-Koehler Organizational Performance Series. San Francisco: Berrett-Koehler.
- Eble, K. E. (1988). *The craft of teaching: A guide to mastering the professor's art* (2nd ed.). San Francisco: Jossey-Bass Publishers.
- Eble, K. E. (1978). *The art of administration: A guide for academic administrators*. San Francisco: Jossey-Bass Publishers.
- Fairweather, J. S. (1996). *Faculty work and public trust: Restoring the value of teaching and public service in American academic life*. Boston: Allyn and Bacon.
- Fife, J. D., & Goodchild, L. F. (Eds.). (1991). *Administration as a profession. New directions in higher education* (No. 76). San Francisco: Jossey-Bass Publishers.
- Finkelstein, M. (1984). *The American academic profession: A synthesis of social scientific inquiry since World War II*. Columbus, OH: Ohio State University Press.
- Fisher, J. L., Tack, M. W., & Wheeler, K. J. (1988). *The effective college president*. New York: ACE and Macmillan.
- Flexner, A. (1930). *University: American, English, German*. London: Oxford University Press.
- Gaff, J. G. (1991). *New life for the college curriculum: Assessing achievements and furthering progress in the reform of general education*. San Francisco: Jossey-Bass Publishers.
- Gaff, J. G., Ratcliff, J. L., & Associates. (1997). *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.

- Gamson, Z. F. (1985). *Contexts for learning: The major sectors of American higher education*. Washington, DC: National Institute of Education.
- Geiger, R. (1993). *Research and relevant knowledge: American research universities since World War II*. New York: Oxford University Press.
- Geiger, R. (1986). *To advance knowledge: Growth of American research universities, 1900-1940*. New York: Oxford University Press.
- Goodchild, L. F., & Wechsler, H. (Eds.). (1997). *The history of higher education (2nd ed.)*. Needham Heights, MA: Simon & Schuster.
- Goodchild, L. F., Green, K. E., Katz, E. L., & Kluever, R. C. (Eds.). (1997). *Rethinking the dissertation process: Tackling personal and institutional obstacles*. New Directions for Higher Education, no. 99. San Francisco: Jossey-Bass.
- Goodchild, L. F., Lovell, C. D., Hines, E. W., & Gill, J. I. (Eds.). (1997). *Public policy and higher education*. Association for the Study of Higher Education Reader Series. Needham Heights, MA: Simon & Schuster.
- Green, M. F. (Ed.). (1988). *Leaders for a new era: Strategies for higher education*. New York: American Council on Education and Macmillan.
- Hines, E. R., & Hartmark, L. S. (1980). *The politics of higher education*. AAHE-ERIC Higher Education Research Report, No. 7. Washington, DC: American Associates of Higher Education.
- Hofstadter, R., & Metzger, W. P. (1955). *The development of academic freedom in the United States*. New York: Columbia University Press.
- Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. Chicago: University of Chicago Press.
- Jencks, C., & Riesman, D. (1977). *The academic revolution*. Chicago: University of Chicago Press.
- Joughlin, L. (Ed.). (1967). *Academic freedom and tenure: A handbook of the AAUP*. Madison, WI: University of Wisconsin Press.
- Kaplin, W. A. (1986). *The law of higher education (2nd ed.)*. San Francisco: Jossey-Bass Publishers.
- Keller, G. (1983). *Academic strategy: The management of revolution in American higher education*. Baltimore, MD: Johns Hopkins University Press.
- Keppel, F. (1987, February). The higher education acts contrasted, 1965-1986: Has federal policy come of age? *Harvard Educational Review* 57, 49-67.
- Kerr, C. (1963). *The uses of the university*. Cambridge, MA: Harvard University.

- Koepplin, L. W., & Wilson, D. A. (1985). *The future of state universities: Issues in teaching, research, and public service*. New Brunswick, NJ: Rutgers University Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass Publishers.
- Kuh, G. D., & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report, No. 1. Washington, DC: Association for the Study of Higher Education.
- Levine, A. (1978). *Handbook on undergraduate education: Carnegie council on policy studies in higher education*. San Francisco: Jossey-Bass Publishers.
- Lincoln, Y. S., & Guba, E. (1985). *Naturalistic inquiry*. Beverley Hills, CA: Sage Publications.
- MacTaggart, T. J. & Associates. (1996). *Restructuring higher education: What works and what doesn't in reorganizing governing systems*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey Bass.
- MacTaggart, T. J. & Associates. (1998). *Seeking excellence through independence: Liberating colleges and universities from excessive regulation*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.
- Miller, G. E. (1988). *The meaning of general education: The emergence of a curriculum paradigm*. New York: Teachers College Press.
- Millett, J. A. (1984). *Conflict in higher education: State government coordination versus institutional independence*. San Francisco: Jossey-Bass Publishers.
- Newman, F. (1985). *Higher education and the American resurgence. A Carnegie Foundation special report*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass Publishers.
- Peterson, M. W. (1986). *ASHE reader on organization and governance in higher education* (3rd ed.). Needham Heights, MA: Ginn Press.
- Peterson, M. W., Jedamus, P., & Associates. (1980). *Improving academic management: A handbook of planning and institutional research*. San Francisco: Jossey-Bass Publishers.
- Pelikan, J. (1992). *The idea of the university: A reexamination*. New Haven, CT: Yale University Press.
- Pfnister, A. O. (1984). The role of the liberal arts college: A historical overview of the debates. *Journal of Higher Education* 55, 145-170.

- Richardson, R. C., Jr., & Bender, L. W. (1987). *Fostering minority access and achievement in higher education: The role of urban community colleges and universities*. San Francisco: Jossey-Bass Publishers.
- Rosenzweig, R. M. (1982). *The research universities and their patrons*. Berkeley, CA: University of California Press.
- Rosovsky, H. (1990). *The university: An owner's manual*. New York: W. W. Norton & Co.
- Rudolph, F. (1977). *Curriculum: The American undergraduate course of study since 1636*. San Francisco: Jossey-Bass Publishers.
- Rudolph, F. (1962). *The American college and university: A history*. New York: Vintage Books.
- Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. San Francisco: Jossey-Bass Publishers.
- Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass Publishers.
- Schuster, J. H., Smith, D. G., Corak, K. A., & Yamada, M. M. (1994). *Strategic governance: How to make big decisions bigger*. Series on Higher Education. Phoenix, AZ: American Council on Education and Oryx Press.
- Scott, R. A. (1978). *Lords, squires, and yeomen: Collegiate middle managers and their organizations*. AAHE-ERIC Higher Education Research Report, No. 7. Washington, DC: American Association for Higher Education.
- Scott, W. R. (1998). *Organizations: Rational, natural, and open systems (4th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Smith, R. A. (1988). *Sports and freedom: The rise of big-time college athletics*. New York: Oxford University Press.
- Solomon, B. M. (1985). *In the company of educated women: A history of women and higher education in America*. New Haven, CT: Yale University Press.
- Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, DC: U.S. Printing Office, 1984.
- Trow, M. (1988, April). American higher education: Past, present, and future. *Educational Researcher* 14, 13-23.
- Turner, C. S. V., & Myers, Jr., S. L. (2000). *Faculty of color in academe: Bittersweet success*. Boston: Allyn and Bacon.
- Veblen, T. (1918). *The higher learning in America: A memorandum on the conduct of universities by business men*. New York: B. W. Huebsch.

- Veysey, L. R. (1965). *The emergence of the American university*. Chicago: University of Chicago Press.
- Weingartner, R. H. (1996). *Fitting form to function: A primer on the Organization of Academic Institutions*. Series on Higher Education. Phoenix, AZ: American Council on Education and Oryx Press.
- Weingartner, R. H. (1992). *Undergraduate education: Goals and means*. New York: American Council on Education and Macmillan.
- Wheatley, M. J. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.
- Yin, R. K. (1984). *Case study research: Design and method*. Beverley Hills, CA: Sage Publications.
- Young, K. E., Chambers, C. M., Kells, H. R., & Associates. (1986). *Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality*. San Francisco: Jossey-Bass Publishers.

B. Higher Education Course Offerings

(Note: Course offerings with an asterisk indicate courses primarily designed for masters students who wish to specialize in administration, adult studies, or student development, although some required core courses are for both doctoral and master's students).

HED 4210 Social /Political Context High Ed

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 student, in relationship 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. Primarily for doctoral students. *3 cr. hrs.*

*** HED 4215 Curriculum Dev in Higher Ed**

Curricular organizational principles, theoretical bases and institutional contexts; examples of innovative curricula as reflections of institutional missions. *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 Col Student Personnel Admin**

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 Org & 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 Inst Research & Enroll Mgmt**

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 Resrch/Pln, 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 Personnl 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-High Ed

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 Wkshp

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 Ed

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 Char Col Stud & 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 Dimens 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 4266 Ethical Issues in Higher Ed**

Basic ethical principles and methods for making ethical decision within context of administration, faculty and student life moral problems. *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 learning principles and theories and their application for academic and career advisers. Advisers are often the nexus to enhance learning and personal development for students in higher education environment. Advisers intentionally create conditions that motivate and direct students to devote time and energy on educationally purposeful activities in and outside the classroom. *3 cr. hrs.*

*** HED 4268 Design/Facilitation Dev Wkshp**

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 beginning of master's degree. *1 cr. hr.*

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

HED 4280 Tch Strat Col Students & Adult

Teaching strategies and learning paradigms typically used in teaching postsecondary learners in collegiate or training settings, including skill development and coaching, lecturing and explaining, critical thinking, problem solving, decision making, simulation, group and team activities and mentoring for experience-based learning; practice in experiencing and using these strategies. *3 cr. hrs.*

***HED 4281 Design/Admin of Multicult Prog**

Processes for identifying market needs, developing curricula, using delivery strategies and measuring learning outcomes and satisfactions for adult education activities, including community college, university outreach and customized training programs. *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 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 4285 Instruction Design Project

Using an actual site and identified training needs, students will develop a design for training and development that includes learning outcomes, an instructional plan, selected training strategies, appropriate materials, recommended media and means of assessment. Intended primarily as the culminating project for students enrolled in the master of science in management in training and development. Prerequisites: HED 4280, 4281, 4282. *3 cr. hrs.*

HED 4286 Use of Technology for Instruct

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 4290 Prof Dev 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 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 Intern Coll / University Admin

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.

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.

I. MORGRIDGE COLLEGE OF EDUCATION RESEARCH REQUIREMENTS	COURSE NUMBER	PROJECTED QUARTER OF COMPLETION	CREDIT HOURS
A. INTRODUCTORY LEVEL – REQUIRED		Subtotal: 17 hrs	
Structural Foundations of Research in Social Sciences	QRM 4920		3
Introductory Statistics	QRM 4930		5
Introduction to Qualitative Research	CUI 4951		3
Educational Measurement	QRM 4900		3
Empirical Research Methods	QRM 4903		3
B. INTERMEDIATE LEVEL		Subtotal: 8-9 hrs.	
C. ADVANCED LEVEL		Subtotal: 3-5 hrs.	
D. DISSERTATION RESEARCH		Subtotal: 13 hrs minimum	
Higher Education Research Processes	HED 4216		3
Dissertation Research (students must register for 1 cr. hr. each quarter following completion of coursework)	HED 5995		10 min.
MINIMUM TOTAL RESEARCH CREDITS: 41 hrs.			
II. CORE COURSES		Subtotal: 15 hrs.	
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
III. REQUIRED COURSES		Subtotal: 6 hrs.	
History of American Higher Education	HED 4214		3
Seminar in Higher Education	HED 4294		3

	COURSE NUMBER	PROJECTED QUARTER OF COMPLETION	CREDIT HOURS
IV. PROGRAM CONCENTRATION	Subtotal:	12 hrs. minimum	
V. COGNATE AND ELECTIVES	Subtotal:	16 hrs. minimum	
VI. PRACTICUM OR INTERNSHIP		OPTIONAL	
VII. TRANSFER CREDIT	Maximum of 15 credit hours transfer		
SUMMARY			
I. MCE Research Requirements	41		
II. Core Courses	15		
III. Required Courses	6		
IV. Program Concentration	12 (min)		
V. Cognate and Electives	16 (min)		
VI. Practicum or Internship	0		
Total Needed	90		
Transfer Credit (15 hours maximum)			
TOTAL DEGREE HOURS			

Date _____

Student's Signature _____

Advisor's Signature _____

Cognate Advisor's Signature _____

D. HED Doctoral Comprehensive Examination 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 and 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 _____
12. Begin dissertation proposal _____

E. 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.

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

Appendix F. 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)

↓↓↓↓

Phase III.

- Enroll in HED 4216, Higher Education Research Processes
- 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!!!

G. Continuous Enrollment Requirements

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 both.

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 PhD. 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 a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, additional dissertation credits may be necessary beyond the required minimum. All students must follow the Morgridge College of Education Continuous Enrollment Policy.

DU Graduate Studies Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled Fall through Spring terms. Enrollment may consist of registration for courses, thesis or dissertation credits, or Continuous Enrollment registration. The Continuous Enrollment Policy in its entirety, along with the necessary forms, may be obtained from the Office of Graduate Studies or from their website at http://www.du.edu/grad/grad_cs.html. The form must be completed and approved before registering for DU Graduate Continuous Enrollment.