CU School of Education & Human Development

UNIVERSITY OF COLORADO **DENVER**

MA Leadership for Educational Organizations (MA)Leading Change for Student Success in Higher Education Concentration

Updated Spring 2025

STUDENT HANDBOOK

LEADERSHIP FOR EDUCATIONAL ORGANIZATIONS

CU School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

CU IN THE CITY

**School of Education
& Human Development**

UNIVERSITY OF COLORADO **DENVER**

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Overview of Student Handbook

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *Handbook* is a tool to assist you in maintaining academic progress according to SEHD and University of Colorado Denver (CU Denver) policies and procedures.

Thoroughly review this document and refer to the SEHD website for additional information about school policies related to the MA in Leadership for Educational Organizations program.

If you have any questions about the information contained in this *Handbook*, contact Rebecca Schell, Academic Services Manager (rebecca.schell@ucdenver.edu); Dr. Elena Sandoval-Lucero, Clinical Assistant Professor (elena.sandoval-lucer@ucdenver.edu)

The student assumes full responsibility for meeting all basic requirements for the graduate degree as well as the specific requirements outlined by their program and concentration.

Additional SEHD documents can be found at the following webpages:

http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

https://education.ucdenver.edu/academic-services/student-resources/graduate

These documents are periodically updated to reflect changes in policies and procedures.

This "LEO Higher Education Concentration Student Handbook" addresses specific requirements of your program. The SEHD's "Graduate Student Policies and Procedures Handbook" is a separate tool to ensure you maintain academic progress according to SEHD and CU Denver policies and procedures.   Students are responsible for taking the necessary time to review **both** handbooks.

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes to the regulations, courses, rules, and other information without advance notice.

For updates refer to the SEHD website at
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx

The University of Colorado Denver website at
http://www.ucdenver.edu/pages/ucdwelcomepage.aspx

No verbal modifications to the contents of this *Handbook* are allowed. All modifications must be in writing and approved by the SEHD.

The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver's School of Education & Human Development is approved and accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for the Accreditation of Educator Preparation, the Council for Accreditation

of Counseling and Related Educational Programs and the National Association of School Psychologists.

Nondiscrimination

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole basis for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional needs, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education. *History: Amended November 8, 2001; September 17, 2013.*

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus ("the University") is committed to maintaining a positive learning, working, and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy, or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator.

To submit a concern, use the online form available at https://www.ucdenver.edu/offices/equity

For further information about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator.

Lawrence Street Center, 1380 Lawrence Street, 12th floor, Denver, CO 80217, Campus Box 187

Phone: 303-315-2567   Email: equity@ucdenver.edu

I. Welcome

Welcome to the MA in Leadership for Educational Organizations, Leading Change for Student Success in Higher Education concentration.

This *Handbook* provides students with guidelines to the master's program, which are aligned with the rules of the University of Colorado Denver (CU Denver) Graduate School, including detailed information on the following topics:

- Overview of the MA in Leadership for Educational Organizations, Leading Change for Student Success in Higher Education concentration Area,
- Program requirements and expectations,
- Guidelines for the applied leadership capstone,
- Timelines and calendars,
- Student supports and resources, and
- School of Education & Human Development requirements and rules. Please also see the "Student Policy Handbook" on this page for more information on general requirements and rules for School of Education & Human Development Maser's students: https://education.ucdenver.edu/academic-services/student-resources/graduate

Your success in the School of Education and Human Development (SEHD) is important to us.

Thoroughly review this *Handbook*.

II. The MA in Leadership for Educational Organizations

About the MA Program with Leading Change for Student Success in Higher Education

This program is designed for emerging to mid-level professionals from higher education institutions, policy and research organizations, and governmental and non-profit entities desiring to learn more about the overall connections of higher education to students, faculty, administration, other educational partners, and the community.

The program integrates current issues historical, philosophical, theoretical, and equity-minded foundations as a basis to discover, explore and lead in higher education or related organizations.

The 30-hour degree program is delivered online with planned synchronous activities including a capstone course with an applied focus on learning. The program is designed to allow students to complete in two years. The courses will be offered on a rotating schedule and not every course will be offered each term. Please use this guide to plan your program.

The program foci assist students to evolve as leaders in times of disruption and change while achieving new levels of performance.

Leading Change for Student Success in Higher Education Concentration Area Overview

Students in the MA LEO program in the Leading Change for Student Success in Higher Education Concentration Area work with faculty with expertise in the research and traditions of practice in a variety of post-secondary/higher education settings. It is expected that most students will focus their culminating applied leadership capstone on impacting practices in the Concentration Area.

The Leading Change for Student Success Concentration Area is for professionals with interests in promoting educational access, equity, and social justice in higher education to enable positive change and student success. This concentration area provides learning opportunities for emerging leaders in higher education in urban, suburban, and rural communities.

Some topics of study in the concentration include leadership, equity and social justice; college student development; law and ethics; resource management; and research methods.

Learner Outcomes

The following learner outcomes are expectations of the **MA LEO program Leading Change for Student Success in Higher Education** Concentration Area.

- Understand the critical role of higher education and the required changes to support teaching and learning for student success.

- Gain inquiry skills to analyze important problems in the context of higher education.
- Connect theory to leadership practice through applied learning experiences.
- Engage in dialogue and action research promoting social justice.
- Develop the ability to cultivate, innovate, and foster organizational change.

The following table provides an overview of the intersection of the Leading Change for Student Success in Higher Education concentration coursework and the MA Program Outcomes.
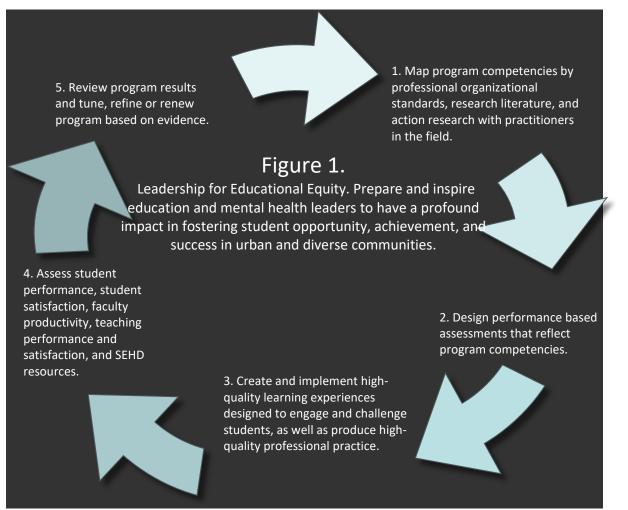
Leading Change for Student Success in Higher Education Concentration Courses	MA Program Outcome Areas			
	Equity & Social Justice	Leadership	Higher Education	Research & Inquiry
Higher Education in a Global World (HE Specialization)			X	
Law and Ethics in Higher Education and Student Affairs (HE Specialization)			X	
College Student Development (HE Specialization)	X		X	
Diversity Inclusion and Social Justice in Higher Education (HE Specialization)	X		X	
Resource Management in Higher Education (He Specialization)			X	
Foundations of Leadership (Leadership Core)		X		
Leadership for Equity and Social Justice (Leadership Core)	X	X		
Leadership for Responsive Change (Leadership Cire)		X	X	
Applied Leadership Capstone (Capstone)		X		X
Introduction to Research (Research)				X

III. Program Requirements: Coursework

Introduction

LEO Program Conceptual Framework

Figure 1.
Leadership for Educational Equity. Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement, and success in urban and diverse communities.

1. Map program competencies by professional organizational standards, research literature, and action research with practitioners in the field.

2. Design performance based assessments that reflect program competencies.

3. Create and implement high-quality learning experiences designed to engage and challenge students, as well as produce high-quality professional practice.

4. Assess student performance, student satisfaction, faculty productivity, teaching performance and satisfaction, and SEHD resources.

5. Review program results and tune, refine or renew program based on evidence.

The conceptual framework guides Leadership for Educational Organizations (LEO) program work within the mission of the School of Education & Human Development:

Leadership for Educational Equity. Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement, and success in urban and diverse communities.

This mission helps faculty define and refine professional responsibilities through continuous improvement based on research, the standards of the profession, and action research with practicing professionals in the field.

Knowledge, skills, and dispositions required for professional higher education leadership are identified, mapped, and assessed throughout the program. Figure 1 provides a graphic representation of the way that faculty and program advisory council work together to achieve program improvement.

LEO program faculty (a) map competencies; (b) design performance-based assessments; (c) construct and implement their syllabi, assignments, readings, and activities; (d) assess student performance; and (e) then review students' results annually so that fine tuning, redesign, and continued improvement are part of the fabric of LEO program work.

Curriculum Description and Coursework

Students in the MA LEO Leading Change for Student Success Concentration Area complete coursework in three strands.

I.   Higher Education:

These courses prepare students to engage with key issues in 21st Century higher education leadership, including equity and social justice, resource management, law and ethics, and college student development.

II.   Leadership:

MA LEO students engage in an in-depth study of leadership to prepare them for their current and future roles in higher education. In addition to the foundational course in leadership, students study leadership from the perspectives of equity and social justice, and leading change. The capstone for the program is an applied leadership project.

III.   Research Methods:

MA LEO students take an introduction to research methods class in order to learn how to evaluate and incorporate current research in leadership roles in higher education.

The MA LEO courses and experiences expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that emphasizes the application of theory to practice. Course assignments focus on problem-solving experiences.

Within the Leading Change for Student Success Concentration, all students complete 8-week online courses with required activities (fall, spring, and summer semesters).

Please note the following aspects of the MA LEO Leading Change for Student Success Concentration Area courses:

- There is no set sequence for the courses, with the exception that all three leadership courses are prerequisites for the applied leadership capstone;

- All courses have components that require students to have access to technology and a high level of comfort with online software and interfaces;

- All courses have required attendance/activities regardless of the format;

- Courses focus on problems of practice in post-secondary and higher education contexts and use problem-based activities, discussions, and small-group academic work;

- Concentration courses build on and integrate the interdisciplinary knowledge gained from leadership core courses; and

- The culminating applied leadership capstone requires students to demonstrate their ability to synthesize content and skills from the higher education and leadership courses to research a higher education problem or opportunity of practice.

The MA LEO degree in the Leading Change for Student Success Concentration Area requires **30 credit hours beyond a bachelor's degree** (or equivalent undergraduate-level degree).

These 30 credits include the following course work and research activities:

- Fifteen credit hours in Higher Education Concentration Core (five 3-credit courses);

- Twelve credit hours in the Leadership Core Courses (four 3-credit courses) including the applied leadership capstone course;

- Three credit hours of Introduction to Research Methods (one 3-credit course);

The MA LEO program in the Leading Change for Student Success in Higher Education 2-year Plan of Study, provided in *Section V: Timelines & Calendars*, outlines the required process through which students move through the program, completing coursework in approximately two years.

Students who stop out of the program for more than one academic year must reapply to the program in accordance with SEHD and Graduate School policies.

Course Descriptions

The following MA course descriptions provide a general overview of the core, research methods, and Higher Education Concentration Area courses.

Please note that the format and content of all MA courses are continuously revised to reflect program improvements.

For the most current descriptions of all MA courses, refer to the CU Denver Course Catalog each semester: http://www.ucdenver.edu/academics/Pages/Catalogs.aspx

EDUC 5060 – Higher Education in a Global World (3 credits)
Examine the significant issues, practices, and research in higher education. Explore historical roots, evolutionary changes, and future trends for curriculum and learning modalities, organizational models, educational research, teaching and learning, equity in student outcomes, and campus environments in higher education.

EDUC 5070 – Law and Ethics on Higher Education and Student Affairs (3 credits)
This course will introduce students to the laws that impact college students and institutions of higher education. Graduate students will obtain knowledge of and the necessary skills to apply a code of ethics to their practice in student affairs.

EDUC 5080 – Resource Management in Higher Education (3 credits)
Introduction to higher education finance, resource allocation, and evaluation practices including federal, state, and local revenue sources, institutional budgeting, and financial management. Key practices in higher education resource management include program planning and review for human, fiscal and facilities allocations.

RSEM 5120 – Introduction to Research Methods
This is a survey course that examines the purposes of research, the methods of quantitative, qualitative, and mixed research, and the processes involved in research studies. The primary aims of this course are to improve your skills as an informed consumer of research and to provide you with the skills to conduct your own research.

Note: Students have the option of taking RSEM 5080 Research in Schools as their research methods course. Contact your advisor if you are interested in this option to discuss scheduling.

EDUC 5130 – College Student Development (3 credits)
This course examines theories of college student development including student learning and growth during the postsecondary years. This course will provide an introduction to psychosocial, cognitive, moral, and social identity development theories used to explain college student development.

EDUC 5500 – Diversity, Inclusion and Social Justice in Higher Education (3 credits)
An examination of society, media, and public and educational policy and their impact on higher education access and persistence for marginalized groups. Students are called to consider how student affairs professionals might promote social justice for marginalized student groups.

EDUC 5651 – Foundations of Leadership (3 credits)
This course focuses on leadership and the characteristics and foundational elements of what the leaders need to think about and do while providing the opportunity for students to apply this foundational learning to leadership in their own organization.

EDUC 5652 – Leadership for Equity and Social Justice (3 credits)
Understand our own experiences and experiences of historically marginalized groups, with the historical and philosophical forces that have led to inequities, critically analyze current conditions and to work to develop school policies, curriculum and relationships to create access and opportunities.

EDUC 5653 – Leadership for Responsive Change (3 credits)
This course focuses on leadership and the change process of individual and organizational responsive change with opportunity for students to learn about/apply this learning to the process of leading responsive change in the context of an organization.

EDUC 5654 – Applied Leadership Practice Capstone (3 credits)
The Capstone Experience is a culminating project that provides a way for students to demonstrate the knowledge and skills they acquired during the MA program, linked to issues of equity or social interest related to the United States higher education system.

Student Assessment and Grading

Minimum Grade Requirements and Incomplete Grade Policy

To maintain satisfactory academic progress, advance to candidacy, and earn the MA degree, **students are required to maintain a minimum cumulative GPA of "B" (3.00).**

Failure to maintain a 3.00 cumulative GPA will result in students being placed on academic probation, as defined below.

A course in which a grade below "B-" (2.7) is received <u>cannot</u> be applied toward fulfillment of the requirements for the MA. Consequently, the course <u>must</u> be retaken with the goal of achieving a B- or better grade.

All grades received, including repeated courses, will appear on the student's transcript and will be included in the cumulative GPA calculation, but only one course enrollment will be counted towards graduation credits.

For all courses, the instructor will assign a letter grade. In rare cases, an Incomplete (I) grade may be assigned when a student has completed 60% of the coursework <u>and</u> had a medical (or similar) emergency not allowing the student to complete the course requirements. The course instructor determines the length of time permitted for completion of the coursework for which the student received the Incomplete (I) grade. The student and instructor must sign/complete the "incomplete grade application" form found under forms on this page:
https://education.ucdenver.edu/academic-services/student-resources/graduate

The maximum time allowed for resolution of an incomplete grade is one calendar year. A grade of "I" is automatically changed to an "F" after one calendar year unless a grade change is completed by the course instructor before that expiration date.

NOTE: Grades of I, W, NC, and F do <u>NOT</u> satisfy financial aid requirements for minimal numbers of course credit hours.

No other grade changes are allowed.   In other words, students are <u>not</u> allowed to perform additional work for a completed course in order to have their grades improved.

Academic Probation and Remediation Supports

A student whose cumulative GPA falls below 3.00 at any time will be placed on academic probation, with a formal plan for academic support and expectations for academic improvement.

As noted earlier, students must retake courses in which they received a grade of B- or lower.

The MA faculty's goal is the successful completion of the degree by all students accepted to the program. Students are most successful when they proactively leverage the advice, support, and system guidance provided by the MA program's administrators, faculty, and staff.

To this end, advisors and mentors meet regularly to discuss MA students' progress. Before reaching a point of extreme challenge (e.g., a student's cumulative GPA falling below 3.00), the student's faculty advisor will counsel the student to consider additional academic and university services support. This may include time management and planning activities, an academic support plan, consultation with tutoring and writing center professionals, and additional research methods workshops and tutorials.

Grade Appeals Process

The TWO required steps of the MA program's grade appeals process are as follows:

1. The student appeals to the individual faculty member who served as the instructor of record for the course and who assigned the course grade.

2. If the student is not satisfied with the instructor's decision, the student can follow the appeals process through the Student Academic Appeals Committee in SEHD. For the Academic Grievance and Appeals Process refer to https://education.ucdenver.edu/academic-services/student-resources/academic-appeal-process

IV: The Applied Leadership Practice Capstone

The culminating experience for the MA program is the design and completion of an applied leadership practice capstone project. The project that provides a way for students to demonstrate the knowledge and skills they acquired during the MA program, linked to issues of equity or social interest related to the United States higher education system.

The applied leadership practice capstone is designed to demonstrate students' ability to integrate theories and research methods learned throughout the MA program to enhance understanding of problems encountered within colleges and universities.

The applied leadership practice capstone requires students to leverage knowledge and experiences within higher education institutions and related organizations in designing, implementing, and evaluating education programs and policy.

Applied Leadership Practice Capstone Process

MA LEO students in the Leading Change for Student Success in Higher Education Concentration Area complete the applied leadership capstone project during a compressed 8-week online course session as they do in all their other courses in the program. The applied leadership capstone is divided into several projects in the course that lead to the completion of the final product. The process is as follows:

Assignment One: Select and Research a Topic – Create an Annotated Bibliography

Each student should select a topic about leadership that emerges from their previous work. Research the topic using scholarly research from academic research databases. Find at least eight scholarly articles and/or books on the selected topic. You will prepare an annotated bibliography of your research for this phase of the project. The annotations help you summarize the key themes and support the development of your capstone paper outline.

 Assignment Two: Capstone Paper

Use your research to write a ten to fifteen-page paper summarizing, synthesizing, and analyzing the current knowledge and research on your topic. Papers should follow APA formatting guidelines and include a cover page and reference page.

Assignment Three: Capstone Presentation

Use the information you have gained from your research to develop a presentation on your topic. The style is your choice. You are welcome to use PowerPoint or use another program to develop slides for the presentation. Be sure to include "Why does this Matter" and "How Will I Use This in My Future Work in Education" sections in your presentation. You record your presentation and upload a video to the presentation discussion forum.

Deadlines and timelines will vary depending upon the term that each student takes the capstone course.

V. Timelines & Calendars

The MA LEO program in the Leading Change for Student Success in Higher Education Concentration Area has been designed to enable students to complete program requirements in two years. Within the Leading Change for Student Success in Higher Education Concentration, all students complete 8-week online courses with required activities (fall, spring, and semesters). There are no on-campus or in-person requirements to complete the program.

There may be extenuating circumstances that require a student to stop out and restart the program in a subsequent semester. Students may apply for extensions to completing the MA program requirements. These requests are reviewed by the SEHD Associate Dean and the relevant MA program faculty in the Leading Change for Student Success in Higher Education Concentration Area. However, ALL students MUST complete the MA requirements of their program **within a maximum of 7 years** from term of admission. Failure to do so will result in dismissal from the MA program.

MA Leadership for Educational Organizations: Leading Change for Student Success in Higher Education Concentration Plan of Study

Spring Semester Start	Fall Semester Start	Summer Semester Start
Spring - Semester 1	**Fall - Semester 1**	**Summer – Semester 1**
EDUC 5651 Foundations of Leadership EDUC 5500 Diversity, Inclusion & Social Justice in Higher Education	EDUC 5060 Higher Education for a Global World EDUC 5130 College Student Development	EDUC 5652 Leadership for Equity and Social Justice
Summer - Semester 2	**Spring - Semester 2**	**Fall – Semester 2**
EDUC 5652 Leadership for Equity and Social Justice RSEM 5120 Introduction to Research Methods OR RSEM 5080 Research in Schools (Take in Semester 2 or semester 5)	EDUC 5651 Foundations of Leadership EDUC 5500 Diversity, Inclusion & Social Justice in Higher Education	EDUC 5060 Higher Education in a Global World EDUC 5130 College Student Development

Fall - Semester 3	Summer - Semester 3	Spring - Semester 3
EDUC 5060 Higher Education for a Global World EDUC 5130 College Student Development	EDUC 5652 Leadership for Equity and Social Justice RSEM 5120 Introduction to Research Methods OR RSEM 5080 Research in Schools (Semester 3 or 4)	EDUC 5651 Foundations of Leadership EDUC 5500 Diversity, Inclusion & Social Justice in Higher Education
Spring - Semester 4	**Fall - Semester 4**	**Summer – Semester 4**
EDUC 5653 Leadership for Responsive Change Practices EDUC 5070 Law & Ethics in Higher Education and Student Affairs	EDUC 5080 Resource Management in Higher Education RSEM 5120 Introduction to Research Methods OR RSEM 5080 Research in Schools (Semester 3 or 4)	RSEM 5120 Introduction to Research Methods OR RSEM 5080 Research in Schools
Summer – Semester 5	**Spring - Semester 5**	**Fall – Semester 5**
RSEM 5120 Introduction to Research Methods OR RSEM 5080 Research in Schools (Take in Semester 2 or semester 5)	EDUC 5653 Leadership for Responsive Change Practices EDUC 5070 Law & Ethics in Higher Education and Student Affairs	EDUC 5080 Resource Management in Higher Education
Fall – Semester 6	**Summer - Semester 6**	**Spring – Semester 6**
EDUC 5654 Applied Leadership Capstone	EDUC 5654 Applied Leadership Capstone	EDUC 5653 Leadership for Responsive Change Practices EDUC 5070 Law & Ethics in Higher Education and Student Affairs
		Summer – Semester 7
		EDUC 5654 Applied Leadership Capstone

VI. Student Support

There are a variety of offices and systems designed to support students throughout the process of completing the MA degree.

Students are strongly encouraged to be proactive in making the most of this support and to communicate regularly with their faculty advisors and course instructors about their needs and interests.

Advising

Upon acceptance into the MA program each student is assigned a **faculty mentor** within the Concentration Area. The role of the faculty mentor is to provide an overview of master's level coursework and expectations, and address questions relating to students' career goals and research interests.

For the Leading Change for Student Success in Higher Education Concentration Area, Dr. Elena Sandoval-Lucero, Assistant Teaching Professor is the lead faculty member (elena.sandoval-lucero@ucdenver.edu). She will assign your faculty mentor one you begin the program.

For all procedural and general MA program questions, students should contact Rebecca Schell, MA Academic Services Manager (rebecca.schell@ucdenver.edu).

Students should refer to the SEHD website for the most current CU Denver forms and deadlines.

Financial Aid and Scholarships

Master's students may be eligible for federal financial aid.

For information, contact the Office of Financial Aid about the procedures for submitting FAFSA Documentation: http://www.ucdenver.edu/student-services/resources/CostsAndFinancing/FASO/Do/Pages/ApplyforAid.aspx

Select graduate scholarships are available within the School of Education & Human Development. For information, review the following SEHD webpage: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Aid/Scholarships/Pages/Scholarships.aspx

Writing Resources

Scholarly academic writing is the genre of writing used in all academic fields. For MA students who do not routinely use scholarly writing, the genre can feel unfamiliar and intimidating.

MA students gain skills in academic writing by becoming immersed in scholarly literature and completing writing activities across the master's courses. Throughout the master's degree studies, students read, discuss, and produce scholarly writing from course-based discussion posts through to

the final Applied Leadership Capstone Project. All MA students complete intensive academic writing in core, concentration, and research courses.

The Writing Center at CU-Denver provides a variety of resources on scholarly writing: https://clas.ucdenver.edu/writing-center/

For the MA program, students are required to follow the guidelines of the Publication Manual of the American Psychological Association (typically referred to as the *APA manual*).

All MA students **MUST** purchase a copy (electronic or printed) of the **current edition** of the *APA manual* to use as the primary guide for all academic writing in the MA program.

MA scholarly writing always includes proper citation of sources, and the use of an APA formatted bibliography or reference list. Scholarly writing is informed by and shows engagement with the larger body of literature on the topic, and all assertions are supported by research evidence from appropriate academic sources. Guides on plagiarism, rules of grammar and syntax, and other foundational writing skills are available on the CU-Denver Writing Center's website.

Disability Resources and Medical Issues

Students with a disability or a serious medical issue should consult with the Disability Resources and Services (DRS) office: http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx

The DRS office encourages each student to self-identify and needs known to DRS and SEHD course instructors at the beginning of EACH academic semester.

NOTE: It is the students' responsibility to seek out services from the DRS office to ensure that the university is aware of any necessary accommodations.

Documentation must be provided to the DRS office BEFORE any accommodations will be made by SEHD and the MA Program administrators and faculty.

VII. Rules & Procedures

The School of Education and Human Development's student policies and procedures are located at the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

Graduation Requirements

To complete the MA program and graduate from CU Denver, students must within a seven (7) year period

- Complete all required coursework (30 credit hours as outlined in the MA program);
- Maintain a 3.0 cumulative grade point average;
- Receive no lower than a B- in all core, research methods, and concentration area courses; and
- Satisfactorily complete the *Applied Leadership Practice Capstone*.
- Apply for graduation through UCDAccess by the deadline at the beginning of the final semester per the Registrar's Academic calendar: https://www.ucdenver.edu/student/registration-planning/academic-calendars.

Time Limit to Degree

MA students, whether enrolled full time or part time, must complete all degree requirements **within seven (7) years of starting the MA program**.

Students who fail to complete the degree in this seven-year period are subject to termination from the program.

For a student to continue beyond the seven-year limit, the student must petition the Faculty Advisor and Associate Dean for Advanced Programs for an extension via the "request for time extension" form: https://education.ucdenver.edu/academic-services/student-resources/graduate

Leave of Absence

Students who need to leave CU Denver Graduate Programs for a period of time can petition for a leave of absence of up to one (1) year.

If approved by the Faculty Advisor, a copy of the Leave of Absence request is maintained in the SEHD's Office of Academic Services.

Approved leaves of absence do **NOT** automatically extend the time limits for earning a degree. However, an approved leave of absence may be used as part of the evidence if a request for an extension if needed.

Requests for leaves of absence that exceed one (1) year will NOT be approved by the program unless the student and program provide a compelling justification why such action should be approved.

Students who are absent for longer than one (1) year (3 consecutive semesters including summer) will be considered to have withdrawn from the MA Program and will be required to reapply for admission, re-establish residency, and be reviewed with all other MA applicants during the next admission deadline: https://education.ucdenver.edu/academic-services/admissions/readmission

Program Discontinuance

A student will be discontinued from the MA program if academic requirements are not maintained and for violations of university or school ethical and professional standards of conduct of the SEHD and CU Denver.

Once a student has been given final notice of requirements for meeting academic requirements and/or addressing violations of codes of conduct with a specified timeline, if the student fails to meet benchmarks, the MA program faculty will summarily dismiss the student from the program.

Review, Evaluation, and Accreditation of the MA Program

Data sets from the MA overall program assessments (e.g., diversity assessment, comprehensive exams, course outcomes, and individual course assessments), as well student recruitment, retention, and career placements, are examined annually through a school wide continuous improvement process as part of the processes of the SEHD and the university's accrediting bodies.

Engaging in this process allows the faculty to determine if doctoral level courses are addressing the overall goals and outcomes of the program. Ongoing curriculum, instruction and assessment refinements are made using these data sets.

In addition, periodic program reviews are required and conducted by the campus-level office of the Associate Vice Chancellor for Academic Affairs. These assessments of program quality are used to modify curriculum and program delivery. All efforts and rationale for changes are fully documented in SEHD and CU Denver accreditation reports.

Assessment of student learning and academic outcomes is conducted through course and program assessments across student cohorts, individual courses, core and concentration areas, and at the program level to meet the Higher Learning Commission of the North Central Association's ten-year accreditation review.

Finally, through SEHD and C-PEER partnership activities, input is continuously sought from current students, MA program graduates, research partners, and the educational community about emergent and continuing issues that should be included in the MA curriculum and learning activities.

Faculty Course Questionnaires

Faculty Course Questionnaires (FCQs) are administered according to CU Denver rules for each course, each semester. Results of these questionnaires are reviewed by the course instructors, the

MA Program concentration area lead faculty, and the Associate Dean for Academic Programs and Research. The student feedback is used to make MA course and program level improvements.

MA Focus Groups

Occasionally, SEHD administrators invite randomly selected students from MA cohorts to meet with MA concentration area faculty and program staff to discuss program strengths and suggestions for improvement. Areas of need identified in the focus groups are used to refine MA program processes for current and subsequent cohorts.

Student Exit and Follow-up Surveys

Program assessment of the MA curriculum and culminating experiences is also accomplished through SEHD student exit and alumni follow-up surveys. SEHD administrators use a formal system to conduct exit and follow-up surveys of program graduates, thereby allowing the tracking of student placement or advancement in professional jobs following degree completion and documenting the long-term success of graduates.