

# STUDENT HANDBOOK

2022-2023



**LEARNING, DEVELOPMENTAL  
& FAMILY SCIENCES**



School of Education  
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY





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## Preface

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *Education & Human Development Master of Arts Student Handbook* is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver (CU Denver) policies and procedures. Please take the necessary time to read this handbook. In addition to this handbook, students should refer to the *School of Education and Human Development Policies Handbook*, available on the [SEHD website](#).

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

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes in the regulations, courses, rules, fees, or other content in this handbook without advance notice. No verbal modifications to the contents of this handbook are allowed. **All modifications must be in writing and approved by the SEHD prior to addition to the handbook.** The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver's School of Education & Human Development is fully accredited by the Colorado Department of Education, the Colorado Department of Higher Education, The Council for the Accreditation of Educator Preparation, 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 bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, 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. ([Law of the Regents, Article 10](#)).

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, please fill out the online form, noted above, or to ask further questions about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator:

Campus Title IX Coordinator:

Will Dewese, Director of Equity/Title IX Coordinator  
Lawrence Street Center, 1380 Lawrence Street, Ste. 1443, Denver, CO 80204  
Phone: 1-303-315-0120  
Email: [TitleIX@ucdenver.edu](mailto:TitleIX@ucdenver.edu) or [william.dewese@ucdenver.edu](mailto:william.dewese@ucdenver.edu)



### Welcome

The School of Education & Human Development at the University of Colorado Denver welcomes you to the MA program in Learning, Developmental and Family Sciences (LDFS). This handbook provides students with guidelines to the MA program which are aligned with University policy, rules of the Graduate School and the SEHD.

#### Contact Information:

<p>Academic Services LSC 701, 303-315-6309 <a href="mailto:education@ucdenver.edu">education@ucdenver.edu</a></p>	
<p>Jorge Chavez, Associate Professor LSC 1119, 303-315-6349 <a href="mailto:jorge.chavez@ucdenver.edu">jorge.chavez@ucdenver.edu</a></p>	<p>Jenn Greiving, Instructor <a href="mailto:jennifer.greiving@ucdenver.edu">jennifer.greiving@ucdenver.edu</a></p>
<p>Jung-in Kim, Associate Professor LSC 1123, 303-315-4965 <a href="mailto:Jung-in.kim@ucdenver.edu">Jung-in.kim@ucdenver.edu</a></p>	<p>Geneva Sarcedo, Academic Advisor LSC 716, 303-315-6351 <a href="mailto:Geneva.sarcedo@ucdenver.edu">Geneva.sarcedo@ucdenver.edu</a></p>
<p>Diana Schaack, Assistant Professor <a href="mailto:diana.schaack@ucdenver.edu">diana.schaack@ucdenver.edu</a></p>	<p>Ruben Viramontes-Anguiano, Professor LSC 1125, 303-315-0089 <a href="mailto:Ruben.Anguiano@ucdenver.edu">Ruben.Anguiano@ucdenver.edu</a></p>



## Overview: MA in Learning, Developmental and Family Sciences Program

The MA in Learning, Developmental and Family Sciences (LDFS) degree prepares students to facilitate the teaching/learning process and to lead and work in community-based environments. Thus, many students pursue the degree to enhance their skills as professional classroom teachers or leaders in the community.

You will learn the skills necessary for a variety of roles in educational and teaching settings or community environments where knowledge of learning, development, family and community systems, motivation and research is essential. Our graduates go on to teach at community colleges and teaching-based colleges/universities, teach adults, consult, develop assessments, conduct program development and evaluation, and lead in community organizations. Many of our graduates also seek this MA as preparation for advanced study in educational psychology, family science and human development, research and related fields. **This is not a licensure program. No license or certification will be issued upon successful completion of the program.**

The MA in LDFS offers the following concentration areas:

1. **Learning:** Focus on constructing adaptive learning and development opportunities for participants in diverse educational and community contexts. Examine learning environments in various formal and informal contexts (including classrooms, centers and communities) and from multiple perspectives (psychological, socio-cultural, design-based or neuroscience). You will have various opportunities to understand the latest research in the field of learning and learning sciences while engaging in dynamic interactions with faculty. And, you will discuss how to best support, motivate and engage students through developmentally appropriate instructional practices, and how to facilitate growth and development of students from diverse backgrounds. Students will have opportunities to promote mutually informative relationships between their academic and professional communities (including schools, non-profits, community centers and government organizations) that work with diverse populations and research institutions. This concentration also prepares students who plan to pursue a PhD.
2. **Human Development and Family Relations (HDFR):** Students will engage in developing their skills to work in and lead community-based organizations including, but not limited to, for-profit and non-profit organizations that are: secular, faith-based, school-based, local, state, federal and international. The importance of family diversity and social justice is stressed throughout the HDFR curriculum through its courses and experiences. Students can also develop their knowledge in family relations in preparation for doctorate studies in family science and human development, or related areas. This program provides a pathway to pursue a PhD with a concentration in Family Science and Human Development at CU Denver's School of Education & Human Development.

The faculty who teach this area also provide classes that serve all SEHD graduate programs. We offer courses in: family theories; family dynamics and diverse family systems; Latino family, schools and community systems; family resource management; leadership and organizations; grant writing and fundraising; program development; and other family relations courses.



## Master of Arts in Learning, Developmental and Family Sciences Learning Emphasis

### Program Goals and Description

Students in the Master of Arts in Learning, Developmental and Family Sciences, will:

- Engage in constructing adaptive learning and development opportunities for participants in diverse educational and community contexts
- Examine learning environments in various formal and informal contexts (including classrooms, schools and community centers) and from multiple perspectives (psychological, socio-cultural, design-based or neuroscience)
- Discuss how to motivate and engage students through developmentally and culturally appropriate practices, and how to facilitate growth and development of students from diverse backgrounds
- Utilize various opportunities to understand the latest research in the field of learning and learning sciences while engaging in dynamic interactions with faculty

### Course Plan

Course	Credits	Semester Planned	Semester Completed
<b>Core Courses (9 credits)</b>			
<b>LDFS 5110 Human Learning</b> <i>This key foundational core course should be taken in students' first year in the program</i>	3		
<i>Choose 1 of the following:</i> LDFS 6100 Advanced Child Growth and Development LDFS 6140 Social Contexts of Adolescence and Schooling LDFS 6200 Human Development Over the Life Span	3		
LDFS 6750 Designing Environment for Learning and Development	3		
<b>Statistics, Research Methods and Capstone (9 credits)</b>			
RSEM 5100 Basic Statistics	3		
RSEM 5120 Introduction to Research Methods or Faculty Advisor Approved Advanced Research Methods Course	3		
LDFS 6950 Culminating Capstone Experience** <i>This course is offered in fall semester only and should be taken students' final fall in the program</i>	3		
<b>Inventory (12 credits)</b>			
<i>Students can select electives from the following inventories available at <a href="http://bit.ly/PPMAInventories">http://bit.ly/PPMAInventories</a> with faculty mentor or academic advisor approval prior to completing courses</i>  Learning and Development Inventory; Family and Community Inventory Leadership Inventory; 5000+ Level LDFS, HDFR, RSEM, or other courses with advisor approval  **Students planning to complete a master's thesis as their capstone experience are encouraged to take RSEM 7110 Intermediate Stats (after RSEM 5100 Basic Statistics), RSEM 6100 Qualitative Inquiry, or another RSEM class related to your intended research method(s) as one of the electives	12		
<b>Total Credits for MA</b>	<b>30</b>		

### Suggested electives:

LDFS 5240 Cognition & Instruction  
LDFS 6100 Adv. Child Growth & Development  
LDFS 6140 Social Contexts of Adolescence & Schooling

LDFS 6200 Human Development over the Life Span  
LDFS 6320 Mind, Brain & Education  
LDFS 6600 Motivation in Contexts





## Master of Arts in Education & Human Development Human Development & Family Relations Emphasis

### Program Goals and Description

Students in the Master of Arts in Learning, Developmental and Family Sciences, will:

- Engage in developing their skills to work in and lead community-based organizations including, but not limited to, for-profit and non-profit organizations that are: secular, faith-based, school-based, local, state, federal and international
- Examine the importance of family diversity and social justice throughout the HDFR curriculum through its courses and experiences
- Develop their knowledge in family relations in preparation for doctoral studies in family science and human development, or related areas. This program provides a pathway to pursue a PhD with a concentration in Family Science and Human Development at CU Denver's School of Education & Human Development

### Course Plan

Course	Credits	Semester Planned	Semester Completed
<b>Core Courses (9 credits)</b>			
<b>HDFR 6000 Family Theories</b> <i>This key foundational core course should be taken during the fall semester in students' first year in the program</i>	3		
<i>Choose 1 of the following:</i> LDFS 6100 Advanced Child Growth and Development LDFS 6140 Social Contexts of Adolescence and Schooling LDFS 6200 Human Development Over the Life Span	3		
LDFS 5110 Human Learning	3		
<b>Statistics, Research Methods and Capstone (9 credits)</b>			
RSEM 5100 Basic Statistics	3		
RSEM 5120 Introduction to Research Methods or Faculty Advisor Approved Advanced Research Methods Course	3		
LDFS 6950 Culminating Capstone Experience** <i>This course is offered in fall semester only and should be taken students' final fall in the program</i>	3		
<b>Inventory (12 credits)</b>			
<i>Students can select electives from the following inventories available at <a href="http://bit.ly/PPMAInventories">http://bit.ly/PPMAInventories</a> with faculty mentor or academic advisor approval prior to completing courses</i>  Learning and Development Inventory; Family and Community Inventory Leadership Inventory; 5000+ Level LDFS, HDFR, RSEM, or other courses with advisor approval  **Students planning to complete a master's thesis as their capstone experience are encouraged to take RSEM 7110 Intermediate Stats (after RSEM 5100 Basic Statistics), RSEM 6100 Qualitative Inquiry, or another RSEM class related to your intended research method(s) as one of the electives	12		
<b>Total Credits for MA</b>	<b>30</b>		

### Suggested electives:

HDFR 5003 Leadership & Organizations  
HDFR 5004 Grant Writing/Fundraising  
HDFR 5075 Family Law & Policy

HDFR 5080 Global Family Resource Mgmt  
HDFR 5300 Families in Later Life  
HDFR 7260 Family Diversity & Social Justice

## BS/MA 4+1 in Learning, Developmental & Family Sciences Human Development & Family Relations Program Concentration

Students in the BS/MA 4+1 Program in LDFS HDFR will have a pathway to **complete a BS and MA in HDFR in 5 years**. Students will also have opportunities for accelerated opportunities to work and lead in community based organizations with culturally and diverse families in community and educational settings

HDFR undergraduate students may apply to the BS/MA program after completing 60+ credits. A holistic admission process will include a comprehensive review of GPA, 2 letters of recommendation, demonstrated leadership experiences, and an interview with HDFR faculty. A minimum 3.0 cumulative GPA and 3.3 major GPA will be required and students must have a HDFR faculty mentor who will strongly support their BS/MA application.

### Procedures:

HDFR undergraduate students who are granted admission to the BS/MA program and effectively subsequently admitted to MA in LDFS HDFR can substitute undergraduate courses and complete graduate courses:

- Two (2) HDFR 4000 level courses by completing two (2) HDFR graduate level course (3 credits each, 6 credits total). Course must be approved by faculty advisor.
- HDFR 4930 Internship (5 credits) must be completed at the undergraduate level of the BSMA.
- LDFS 6950 Capstone Culminating Experience Thesis or Applied Project must be completed while in the MA level of the BSMA.

The content knowledge of the courses waived in the undergraduate program is addressed in greater depth and placed in larger scholarly context in the corresponding graduate courses. For any undergraduate course requirement to be waived, the student needs to earn a grade of B (3.0) or better in the corresponding HDFR or SEHD graduate course.

### Course Requirements for the MA in LDFS HDFR for BA/MA students

Course	Credits	Semester Planned	Semester Completed
<b>Core Courses (9 credits)</b>			
HDFR 6000 Family Theories	3		
LDFS 6200 Human Development Over the Life Span	3		
LDFS 5110 Human Learning	3		
<b>Statistics, Research Methods and Capstone (9 credits)</b>			
RSEM 5100 Basic Statistics	3		
RSEM 5120 Introduction to Research Methods	3		
LDFS 6950 Culminating Capstone Experience <i>This course is offered in fall semester only</i>	3		
<b>Inventory (12 credits)</b>			
<i>Students can select electives from the following inventories available at <a href="http://bit.ly/PPMAInventories">http://bit.ly/PPMAInventories</a> with faculty mentor or academic advisor approval prior to completing courses</i>	12		
<b>Total Credits for MA</b>	<b>30</b>		

Students will need to identify a faculty advisor and 2 other HDFR/SEHD faculty committee members during their +1 year. This committee will serve as the student's final master's thesis committee or applied project committee. Courses will be approved by Faculty Advisor.

BS/MA students who wish to continue their graduate education in the PhD HDFS concentration must submit a formal application to the School of Education and Human Development.

**For questions about this program please contact Program Leader Dr. Ruben Viramontez Anguiano at [ruben.anguiano@ucdenver.edu](mailto:ruben.anguiano@ucdenver.edu) or 303-315-0089**



## **Student Assessments**

The faculty integrates formative and summative assessments of students' learning across the entire program. Assessments are designed to provide information at both the student and program levels. All assessments are linked to the desired program outcomes.

### **Faculty Course Questionnaires**

Faculty Course Questionnaires (FCQs) are administered according to university rules at the end of each course. Results of these questionnaires are reviewed by course instructors, the C&I Program Leader, and Associate Dean for Academic Programs and Research. Student feedback is used to make inform improvements.

### **Student Exit and Follow-up Surveys**

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

### **Program Review**

Data from the program assessments (diversity assessment, comprehensive exams, course outcomes, and individual course assessments) as well as on student recruitment, retention, and career placements are examined yearly through a school- wide continuous improvement process linked to the SEHD and the university's accrediting bodies. Engaging in this process allows the doctoral faculty to determine if various courses and experiences are addressing the goals and outcomes of the program. Ongoing curriculum, instruction and assessment refinements are made based on these data. 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 as necessary. All efforts and rationale for changes are fully documented in accreditation reports.

Academic outcomes assessment of student learning is conducted through these multiple and varied assessments in an ongoing and systematic way across individual students, courses, and at the program level to meet the Higher Learning Commission of the North Central Association's ten-year accreditation review. Finally, through our extended partnership activities, input is continuously sought from current students, graduates, and the educational community about new issues that should be addressed by the curriculum.

## **Academic Policies and Procedures**

All of the processes and procedures within the MA program are within the guidelines of the *School of Education and Human Development Student Policy and Procedures Handbook* found at <http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx>. Students should refer to the SEHD Policy and Procedures Handbook for information on all SEHD policies and procedures.



## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." ~ U.S. Department of Education. (See Appendix D.)

## Advising

Students will be assigned a faculty adviser **and** an academic advisor based on their concentration area. Faculty advisors/mentors are professors who can assist you with academic and career-related issues. For example, your faculty advisor/mentor will help you determine if you meet the prerequisite requirements, approve changes to your program of study, or discuss career options. Academic advisors are professional staff who assist students with program-specific advising needs, including navigating registration, policies, and procedures.

## UCDAccess

UCDAccess is the student portal you will use to register for classes, check your grades, view financial aid, pay your tuition, etc. You will login using your official University username and password. You can login at the UCDAccess website located at <https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html>. You will also find instructions at this website and additional resources.

## Email

**University E-mail is an official means of communication for students at the CU Denver. All official university e-mail will be sent to each student's assigned a CU Denver e-mail address.**

CU Denver will *only* use CU Denver student e-mail accounts if it elects to send e-mail communications to students. CU Denver e-mail accounts are available through IT Services. Students are responsible for reading e-mails received from CU Denver. Information on your CU Denver email account can be found at <http://www.ucdenver.edu/about/departments/ITS/Pages/AccountTransition.aspx>.

### **Forwarding your CU Denver Email**

Students are discouraged from forwarding their CU Denver email to an external account (Gmail, Yahoo, etc.). Students are **strongly** encouraged to regularly check their CU Denver email to ensure you are receiving all messages sent from the university.

## Canvas

Canvas is the online learning management system used by CU Denver, which allows you to access course material, interact with other students, submit assignments online, take quizzes, and engage in online classes. You can login to Canvas at <https://ucdenver.instructure.com/> using your University username and password. Visit the Canvas website for information at <http://www.ucdenver.edu/academics/CUOnline/OnlineCourses/Pages/CourseLogin.aspx>. Visit <https://ucdenver.instructure.com/courses/10636> to see a sample online course shell.



### **Grade Requirements**

To maintain satisfactory academic progress students are required to maintain a minimum GPA of “B” (3.0). Failure to maintain a 3.0 GPA will result in students being placed on academic probation. Courses in which grades below “B-” (2.7) are received cannot be applied toward fulfillment of the requirements for any graduate (PhD or Master’s) degree, and consequently, the course must be retaken in order to achieve a B- or better grade. However, all grades received, including repeat courses, will appear on the student’s transcript and will be included in the GPA calculation, but only one course enrollment may be counted towards graduation credits.

### **Incomplete Grade Policy**

Students requesting a grade of Incomplete (‘I’) should refer to the SEHD Course Completion Agreement for Incomplete available on the website at <https://education.ucdenver.edu/academic-services/student-resources/graduate> for the full policy and form.

**Please note that grades of I, W, NC, and F do NOT satisfy financial aid requirements.**

### **Grade Appeals Process**

The steps in the program grade appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the appeals process through the [Student Academic Appeals](#) Committee in the School of Education & Human Development.

### **Transfer Credits**

The MA program will transfer a **maximum of 9 semester credit hours**. Students should refer to the Request for Transfer of Credit form for the full policy and process found at: <https://education.ucdenver.edu/academic-services/student-resources/graduate>.

### **Capstone**

All students must complete a final capstone experience in the MA in LDFS, and can choose between an applied project or thesis. Students should consult with their faculty advisor as they weigh their options for the capstone to choose the option which best matches the academic and professional goals.

#### **Applied Project**

An applied project may take the form of an action research project, an applied development project, or an applied evaluation project. The applied project allows for considerable flexibility in the type of project undertaken. The applied project is typically completed in one semester.

Applied Research Project: This type of applied project is specifically focused on solving, or investigating, site-specific, practical problems using the conceptual and methodological tools of the researcher. It is less formal than academic research and typically takes place within real world settings such as the workplace or classroom. For example, the researcher may wish to examine the effects of the new technologies integrated into a school or corporate training setting.



Applied Development Project: This type of applied project often involves the development of instructional materials or an instructional system, and the formative or summative evaluation of that product as it is employed with a target audience. These projects are developed to solve or resolve a particular instructional problem. For example, the student may wish to conduct an instructional analysis and then design, develop, implement, and evaluate a specific training or instructional project. Or he/she may wish to research and then create an instructional tool (such as a needs assessment or staff development instrument), test the tool, and use the results of the tool's implementation to create a comprehensive plan that will solve a variety of instructional problems for a particular audience.

Applied Evaluation Project: This type of applied project involves the evaluation of a program. Evaluation projects seek to make a judgment concerning the merit or worth of the program being evaluated. Such programs may be school-based, industry-based, or software-based.

### Thesis

The thesis provides experience in conducting an empirical investigation, with a great deal of flexibility based on students' academic and professional interests. The investigation may be qualitative (involving interviews and observation) or quantitative (involving measured variables) or mixed-methods and should address a question of practical importance to the student.

The student will work out a research plan with his or her faculty advisor and produce a thesis to the specifications of the Graduate School's [Style and Policy Manual for Theses and Dissertations](#).

Please visit <https://education.ucdenver.edu/academic-services/student-resources/master's-thesis> for additional information on the thesis. The master's thesis is typically completed in 2-3 semesters.

### Registration for Capstone

All students are required to register for LDFS 6950 Culminating Capstone Experience as part of their degree requirements. LDFS 6950 is offered in fall semester only and should be taken in students' final fall in the program.

Students who do not complete their applied project or defend their thesis in the fall semester they are registered for LDFS 6950 are able to continue working on their applied project or thesis beyond the fall semester.

University policy requires that you be registered for at least one class the semester you complete your applied project or defend your thesis. If you have completed all other coursework, you will need to register for CAND 5940 Candidate to Degree if you are not taking any other classes. **If you are registered for any other course, you do NOT need to register for CAND 5940.** If you register for CAND 5940, you will be charged for 1 credit worth of tuition and fees, but it shows up on your transcript as 0 credits and there is no actual class to attend. Registering for CAND 5940 is considered full-time for financial aid and enrollment verification purposes. Please contact your academic advisor for more information on registering for CAND 5940.





## **Graduation Requirements**

Students must:

1. Complete all coursework
2. Maintain a 3.0 grade point average
3. Receive no lower than a B- in all coursework (see Grade Requirements above)
4. Satisfactorily complete a Capstone

## **Timetable for Completion**

The MA program has a time limit of 7 years. That said, there may be extenuating circumstances that require a student to stop out of her/his studies and return at a later date. Students may apply for extensions to their timetable; these requests will be considered by the program faculty. However, students must complete the requirements of their program within a maximum of 8 years from term of admission. Failure to do so will result in dismissal from the program.

## **Academic Probation and Dismissal**

If, at any time, a student's cumulative graduate grade point average (GPA) after matriculation falls below 3.00 (some graduate programs may require that a higher GPA be maintained) the student will be placed on academic probation. Probationary full-time students have 2 semesters, probationary part-time students have 4 semesters, in which to raise their cumulative GPA to a 3.00 (or greater if required by the program) for removal from academic probation (calculated using **all** graduate-level courses since matriculation, including graduate courses that a student enrolled in outside his/her main program). In addition, a minimum GPA of 3.00 (or greater if required by the program) must be maintained in each probationary term. Students who fail to meet the conditions of probation are subject to dismissal from the School of Education and Human Development. Any student who is dismissed following unsuccessful academic probation or failure to meet his/her program's guidelines for satisfactory academic progress may reapply for admission to the same or a different graduate program only after 1 year. The student should consult with the Program Director before applying.

Probation also may be imposed for other reasons related to unsatisfactory academic progress and for unprofessional behavior, including honor code violations and conduct that violates the integrity of training and research. In such instances, the length and specific conditions of the probationary period will be determined on a case-by-case basis.

### **Removal from Probation**

Once the student's GPA has been recalculated and shown to be 3.00 or above, and/or other specified conditions of the probationary status have been met, the student will be notified by email, with a copy of the notification sent to the student's program.

### **Probation and Graduation**

A student cannot take a milestone exam (Masters final exam or thesis defense, PhD comprehensive exam or dissertation defense) or obtain a degree from CU Denver while on probation.





## **Graduation**

**Students MUST file an application for graduation!** Apply through your [UCDAccess](#) student portal to notify the Office of the Registrar of your intent to confer your degree by the [posted deadlines](#).

## **CU Denver Student Code of Conduct**

As members of the CU Denver community, students are expected to uphold University standards, which include abiding by state, civil and criminal laws and all University policies and standards of conduct. These standards assist in promoting a safe and welcoming community.

The University strives to make the campus community a place of study, work and residence where people are treated, and treat one another, with respect and courtesy. The University views the student conduct process as a learning experience that can result in growth and personal understanding of one's responsibilities and privileges within both the University community and the greater community. Students who violate these standards will be subject to the actions described below. These procedures are designed to provide fairness to all who are involved in the conduct process.

## **Philosophy of Student Conduct**

The Office of Community Standards and Wellness views the conduct process as a learning experience that helps students to understand their responsibility both to themselves and their living and learning community. We strive to learn from one another in an educational environment that holds mutual respect for individuals and community in high regard and self-responsibility for behaviors. Behavior that conflicts with established standards, policies and guidelines may be referred for conduct proceedings. Every member of the student community must assume responsibility for becoming educated about the various University and housing standards, policies, and guidelines. It is against the basic nature of this community for anyone to demean or discriminate against another human being. A caring, educational community does not tolerate physical or psychological threats, harassment, intimidation, or violence directed against a person. Such behavior is subject to the University conduct processes.

## **Diversity**

We are committed to a campus community where diversity is appreciated and valued, and where all individuals are treated fairly and with respect. We encourage curiosity, open communication, continuous learning, and community service as ways to create a socially just environment. We support the right to respectful disagreement with ideas and philosophies different from their own.

However, we do not permit any form of behavior that places anyone in dangerous, discriminatory, or harassing environments. As a community, we expect all community members to work towards these same goals.

The full CU Denver Student Code of Conduct can be found at:

<http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>.

Students should also refer to individual program handbooks for additional, specific, information regarding expectations related to professional behaviors and/or ethical standards.



### **SEHD Student Honor Code**

Education at CU Denver is conducted under the honor system. All students entering an academic program should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are expected to achieve a level of maturity which is reflected by appropriate conduct at all times. The type of conduct which violates the School of Education & Human Development's Student Honor Code may include but is not limited to the following:

#### **Academic Dishonesty**

1. Plagiarism
2. Cheating
3. Fabrication, falsification and deception
4. Multiple submissions
5. Misuse of academic materials
6. Complicity
7. Intoxication
8. Unprofessionalism
9. Disruptive or disorderly conduct or any violation of the Student Code of Conduct

Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements.

#### **Plagiarism**

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own required appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

1. Word-for-word copying of another person's ideas or words.
2. The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
4. Fabrication of references (inventing or counterfeiting sources).
5. Submission of another's work as one's own.
6. Neglecting quotation marks on material that is otherwise acknowledged.

Acknowledgment is not necessary when the material used is common knowledge.



### **Cheating**

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Some examples of cheating include:

1. Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material;
2. Using any electronic, or digital, or technological or other device when its use has been disallowed;
3. Collaborating with another student or students during an academic exercise without the consent of the instructor.

### **Fabrication, Falsification and Deception**

Fabrication involves inventing or counterfeiting information, e.g., creating results not obtained in a study or research. Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise. Deception is providing false information or knowingly withholding information.

### **Multiple Submissions**

This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

### **Misuse of Academic Materials**

The misuse of academic materials includes, but is not limited to, the following

1. Stealing or destroying library or reference materials or computer programs;
2. Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission;
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor;
4. Illegitimate possession, disposition, or use of examinations or answer keys to examinations;
5. Unauthorized alteration, forgery, or falsification; and
6. Unauthorized sale or purchase of examinations, papers, or assignments.

### **Complicity in Academic Dishonesty**

Complicity involves knowingly contributing to another's acts of academic dishonesty.

### **Intoxication**

This is defined as being under the influence of drugs or alcohol in any University setting, classroom setting, practicum/internship, professional development school/site, computer lab or shared student space that compromises the student's ability to learn and participate in educational activities, interferes with the learning process of other students and/or customers and clients of the School of Education & Human Development. Students who have difficulties

with alcohol and/or other substances may seek assistance from services available on campus such as the CU Denver Student/Community Counseling Center.



### **Unprofessional Behavior**

Any conduct including electronic communications, both on and off campus, that interfere with the student's ability to maintain professional standards as defined in program handbooks, professional codes of ethics, University policies or procedures or reflects poorly on the student, School of Education & Human Development or University is prohibited.

### **Disruptive or Disorderly Conduct**

Disruptive or disorderly conduct in any University setting or partner setting, such as the disregard of rights of faculty, staff, administration and peers, threatening behaviors in any medium of communication and sexual harassment are examples of disruptive and disorderly conduct and a violation of the University Code of Student Conduct is prohibited. The Code of Student Conduct can be found by visiting the Office of Community Standards and Wellness website at [www.ucdenver.edu/life/services/standards](http://www.ucdenver.edu/life/services/standards).

All proceedings concerned with academic dishonesty are confidential to the extent permitted by law. A student accused of academic dishonesty has the right to:

- Admit to the charges and accept the penalty imposed by the instructor. If the student admits to the charges, the faculty member will invoke an appropriate penalty, which could include the issuance of a failing grade in the course. If the faculty member believes further action is warranted, then the faculty member may request a hearing of the Academic Ethics Committee, which will determine if further action is necessary; or
- Dispute the charges or the penalty by following the Student Academic Appeal process.

### **Procedures for faculty encountering academic dishonesty**

In order to facilitate the accusation process, it is suggested that faculty members include in their syllabi a statement concerning their policy on matters of academic dishonesty.

- A. A faculty member who suspects that a student may be guilty of academic dishonesty should react quickly. S/he should gather as much evidence as possible as rapidly as possible: e.g. gathering names of and impressions from potential witnesses, listing potential references that may have been plagiarized, or retaining any hard copies of evidence, such as "cheat sheets" or tests that might have been copied and/or copied from. S/he should commit as many details of the incident to writing as quickly as possible as details regarding an incident can be quickly forgotten.
- B. When a faculty member has evidence suggesting that a student is guilty of academic dishonesty, the student should be confronted with the evidence at a meeting, preferably held in the faculty member's office within five (5) working days of the discovery of the alleged incident.
- C. After the meeting described above, the faculty member should determine the appropriate penalty for the act of dishonesty. This penalty, as determined by the faculty member, may be a failing or zero grade for the assignment in question or a failing grade in the course. The penalty should be consistent with any information published in the faculty member's syllabus. If the faculty member feels that issuance of a failing grade is an insufficient penalty, then the faculty member may request a formal meeting the Associate Dean over SEHD academic program.



- D. After determining the appropriate penalty, the faculty member should present the student with a written letter describing the alleged violation. Copies of this letter should be given to the student's faculty advisor, the Associate Dean of academic programs and a copy should be placed in the student's file housed within the Student Services Center. This letter must include:
- A detailed description of the incident that resulted in the allegation of academic dishonesty;
  - A statement of the penalty that will be imposed on the student; and
  - Attachment: The SEHD Student Academic Appeal Process.

### **Procedures for faculty that encounter violations of policies other than academic dishonesty**

Violations of the student honor code that are unrelated to academic dishonesty should also be considered serious and reported to the School of Education & Human

Development Associate Dean for Academics. The appropriate offices including campus police, CU Denver Office of Community Standards and Wellness and other appropriate offices may be contacted to report the violation. Consequences and outcomes will be determined by the appropriate parties given the severity of the offense.

### **Leaves of Absence**

A student may take periodic leaves of absence from the program, as long as the total time to the completion of the degree does not exceed seven years. A student may take up to two semesters of approved leave of absence without having to apply for readmission to the program upon her/his return. Any student gone for more than 3 semesters MUST re-establish residency and apply for readmission.

### **Medical Withdrawal Policy**

Students diagnosed with either physical or psychological medical conditions that significantly impact their safety or ability to be academically successful are eligible to petition for a medical withdrawal. A student who wishes to withdraw under the Medical Withdrawal Policy must withdraw from all classes; partial withdrawals are not permitted. Additionally, international students must contact their assigned International Services Specialist to discuss visa implications associated with withdrawing. Students seeking to withdraw for non-medical reasons will need to review the withdrawal policies and procedures for their respective school or college.

The official request for a Medical Withdrawal and all appropriate documentation of the medical condition must be submitted online at <http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/executiveteam/StudentAffairs/officeofcasemanagement/Pages/default.aspx>. The Office of Case Management will review all requests for medical withdrawals; Case Managers may request the student provide additional documentation or clarification when necessary. **All required documentation must be attached to the request to receive full consideration.** Questions can be directed to the Office of Case Management Staff at 303-352-3579.



## **Disability Resources and Medical Issues**

Students with a disability or a serious medical issue should consult with the Disability Resources and Services (DRS) office. The DRS encourages each student to self-identify and make his or her needs known at the beginning of each semester. It is the students' responsibility to initially seek out services. Unless you contact their office, no one will be aware of your needed accommodations. Documentation must be provided to the DRS before any accommodations will be made by the EdD Program.

## **Conflict Resolution Protocol**

Teaching and learning are collaborative endeavors. Just as any close relationship requires excellent communication and problem-solving skills, so do professional relationships. *Every student will inevitably encounter conflict during their preparation and should expect to encounter conflict in their professional career.* Having the skills and the experience to successfully navigate conflict are an essential part of doctoral preparation. We coach students to apply “guiding principles” to a helpful “conflict resolution process” that starts with analyzing/defining the problem, considering potential solutions and their effects and then deciding on a practical action. A blank flowchart is provided for you to copy and use when needed (Appendix E).

The **principles** underlying conflict resolution are:

1. Individuals filter experiences through personal lenses. A person's standards or norms may be different from another person's, resulting in different perceptions of a problem.
2. Those who are in the situation can usually best solve the problem, not someone outside of the situation. If at all possible, individuals ought to talk to the person perceived to be a part of the problem, rather than to others. If needed, a person ought to first speak to an academic adviser who can offer coaching around language and ways to interact with the person.
3. Most problems are best solved when addressed as soon as possible. Problems that fester are harder to solve. Consider setting up a private meeting that works well for individuals involved.
4. Most people act and talk with good intentions. Try to understand what the other person's intentions might have been and/or assume that they may have been positive even if you didn't perceive them that way. However part of problem solving includes analyzing whether intentions matched the action perceived by the other person.
5. In approaching another person about a problem, it is usually helpful to be prepared to suggest *several* possible resolutions. In fact, a first idea may not always be the most satisfying to everyone involved.
6. Individuals have a tendency to assume that the other person involved in problem solving has not listened when they do not agree. Although this is possible, it is not necessarily the case. When one feels that s/he has not been listened to, ask the other person to summarize what s/he has heard. One may find that the person has listened but simply doesn't agree.





7. Practice confidentiality! Resist the urge to share the issue with others not involved in the problem, including those in a university class or peers. Please know, though, that university faculty and the academic adviser are helpful mentors and “sounding boards.” They are always willing to help navigate conflict by coaching with this protocol!
8. Avoid the tendency to make generalities regarding the situation (i.e., everyone in our class feels this way;” “all of these students think and act alike”).
9. When problems are well defined, resolutions follow more easily. To help define the problem, consider the following process:
  - *Suspend judgment.*
  - *Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.*
  - *Consider who/what is contributing to the problem. Consider your role in this issue.*
  - *What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, practice acceptance.*
  - *What do you suppose the other person's interpretation of the problem is?*
  - *Put yourself in the other person's shoes.*
  - *Now restate the problem. Are you ready to present the problem to those involved now?*

### **FinancialAid**

Students must apply for financial aid every year. The Free Application for Federal Student Aid (FAFSA) is available starting October 1<sup>st</sup> of each year. It can be accessed by navigating to the Federal Student Aid website at <https://fafsa.ed.gov/>. The [CU Denver Financial Aid and Scholarships Office](#) website has full information on financial aid policies and procedures.

**Note:** Financial aid is awarded on a first come, first served basis. We recommend that you file your federal tax returns as early in the calendar year as possible so that your tax data is available through the IRS Data Retrieval Tool (DRT) when completing the FAFSA application. Income tax return data is available through the DRT three weeks after electronic tax filing and eight weeks after paper tax filing.

More than 50% of our students take advantage of need-based financial aid awards and loans. We also offer scholarships, grants, and work study. The [CU Denver Scholarship Office](#) has information and resources.

### **Maymester and Summer Financial Aid**

The amount of financial aid offered to you for the fall and spring semesters may be at or near your yearly maximum and, if utilized in the fall and spring semesters, will leave you with little or no eligibility for Maymester or summer. If you plan to take summer classes, and will need loan assistance, then you will need to make plans during fall and spring semesters to budget your loan funds. You may want to reserve some funds for summer by reducing the amount of loans that you borrow during the school year.





If you opt to borrow your maximum loan eligibility during the fall and spring semesters, please contact Financial Aid at 303-315-1850 or [financialaid@ucdenver.edu](mailto:financialaid@ucdenver.edu) for more information on your summer options. You must be enrolled at least half-time (3 credit hours) to receive aid.

### **Public Service Loan Forgiveness**

If you are employed by a government or not-for-profit organization, you may be able to receive loan forgiveness under the Public Service Loan Forgiveness Program. Learn more at <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service>.

### **Scholarships**

We encourage you to apply for scholarships. Some are need-based while others are not. To apply for scholarships – university and SEHD), log in to your [UCDAccess Portal](#). Be sure to read the scholarship criteria carefully before applying. If you have questions about the application process, contact the Scholarship Resource Office at 303-352-3608.

Scholarship awards are determined by the School's scholarship committee which includes faculty and staff. Award amounts may vary semester to semester. If you aren't awarded a scholarship the first time you apply, reapply for any scholarship you are interested in if you continue to meet the criteria.