



HIGHER EDUCATION
ADMINISTRATION
ST. CLOUD STATE UNIVERSITY™

Doctoral Program Handbook

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<https://www.stcloudstate.edu/elhe/programs/hied.aspx>



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INTRODUCTION

Greetings and Welcome

As an Assistant Professor of Higher Education Administration and Director of the Higher Education Administration Doctoral Program, I would like to offer you a warm welcome to St. Cloud State University (SCSU) and the Center for Doctoral Studies (CDS). I am absolutely thrilled that you have chosen to obtain your doctorate in Higher Education Administration with us, and I look forward to watching you grow as you move through the program.

I believe you will find faculty and staff involved in the program responsive to your needs and genuinely interested in your educational and professional goals. The program is rigorous and our expectations for you are high, but you will never be alone as you pursue your academic program of study. You may always count on us for assistance in reaching your goals, as we believe that your success is our success.

In addition, students currently enrolled in the program will also assist with your academic growth. Our students hail from all walks of life, and are employed at a variety of higher education institutions. You will learn much from each other over the next few years as you sit side-by-side in class discussing the field of higher education. Overall, your experience in the program should be rich and diverse, as you learn from your professors as well as your peers.

This Program Handbook was designed and developed to help you understand the expectations and responsibilities of being a doctoral student at St. Cloud State University in the Higher Education Administration program. This Program Handbook, along with the [SCSU Graduate Bulletin](#) , [School of Graduate Studies website](#) , and [SCSU Student Handbook](#) should provide all of the information you need to be successful in the program and achieve your goals. Although we expect you to be responsible for all program timelines and requirements, we have provided you with excellent resources to help you meet those obligations. If you have any questions, there are many individuals on campus willing to assist you.

Again, welcome to St. Cloud State University and the Higher Education Administration program. Please call upon me if you have any questions about the program or the Program Handbook. Have a wonderful experience, and make us proud!

Sincerely,

Steven McCullar
Director, Higher Education Administration Doctoral Program

Disclaimer– The most current edition supersedes all previous versions of SCSU’s Higher Education Administration Ed.D. Program Handbook. Please check the program website for the most recent version. Every effort was made to ensure that information in this program handbook was accurate at the time of publication. All policies and other information are subject to change without notice and do not constitute an irrevocable contract between any student and St. Cloud State University.

Department Mission

The Higher Education Administration Doctoral Program is housed within the Department of Educational Leadership and Higher Education within the School of Education at St. Cloud State University.

The mission of the Educational Leadership and the Higher Education Department (ELHE) is to offer current and prospective students the opportunity to develop, advance and apply learning in leadership roles as a PK-12 administrator (building or district), or as a college or university administrator. Each program seeks to recruit, retain, graduate, and place individuals who excel in their chosen fields, contribute to the communities in which they serve, and display the skills, abilities and dispositions required of educational leaders in a dynamic social, economic, and political global environment.



Program Mission

The mission of the Higher Education Administration doctoral program is to prepare higher education professionals for advanced leadership positions in a diverse array of post-secondary institutions. The program is driven by a commitment to excellence in teaching, learning, leadership development, and understanding of the role the academy plays in a global society for creating and distributing knowledge.

Program Website

The Higher Education Administration doctoral program website is <https://www.stcloudstate.edu/elhe/programs/hied.aspx>. Please use this site to obtain information about events, due dates, handbooks, forms, program newsletter, faculty contact, graduate assistantships, scholarships, leadership institute, education abroad opportunities, links to professional organizations, etc. Information specific to the doctoral program can be found online at <https://www.stcloudstate.edu/graduate/hied-edd/>. SCSU also provides a wealth of resources for students at www.stcloudstate.edu/academics/academic-support/ and www.stcloudstate.edu/campuslife/student-services.aspx

E-mail Official Form of Communication

E-mail is an official form of communication to students at SCSU, so students should check their SCSU e-mail frequently to be sure they do not miss important announcements from professors and university offices. If you prefer to have your e-mail messages forwarded to another e-mail address, please contact the HelpDesk at 320-308-2077 for assistance.

Academic Advisor

When admitted into the program, the student will be assigned an academic advisor. The advisor is the faculty member who is responsible for monitoring the student's progress toward completion of degree requirements. If a student would prefer a different advisor, the [Change of Advisor](#) form found on the program website should be submitted.

PROGRAM & COURSES

Program Structure

The Ed.D. in Higher Education Administration is 72 credits in length, of which 12 are for dissertation research. Up to 12 master's credits may be applied toward elective credits upon approval.

The program is offered in a cohort model with all students progressing together through the curriculum. New cohorts commence studies fall terms on either the St. Cloud campus or the Twin Cities Graduate Center in Maple Grove. Course are typically face-to-face offerings held in a classroom. However, online assignments and hybrid courses may be offered.

Individuals currently holding, or interested in, senior-level leadership positions in higher education will find this program flexible and accommodating to their needs. A weekend model of course delivery makes this program a great choice for working professionals. Courses are primarily offered Friday evening and all day Saturday during the academic year. Each course typically meets three weekends. Summer attendance is required. Summer courses may be offered in alternative formats.

There are four components to the program curriculum: core courses, research courses, elective courses and dissertation credits.

Core Courses

There are ten courses that must be taken by all students. The sequencing of those courses is determined by the program faculty. Student should take the core courses in the sequence provided unless changes are approved by the faculty.

Research Core Courses

There are three research courses that must be taken by all students. Students should take HIED 807 as the first research course unless an alternative sequence is approved by the faculty.

Elective Courses

Specific elective courses will be identified in consultation with students' advisor to support the students' educational and career goals.

Up to 12 credits from a student's master's degree may be applied toward elective credits with the approval of the program faculty. For courses over ten years old, students may petition to transfer courses into the program by providing evidence that they have stayed current in the topic taught in the course. The evidence could be: attendance at workshops/seminars/training, attendance at professional conferences, membership in professional organizations, publications written, and an explanation of how the student uses this knowledge in their professional work life. Students should work with their program advisor to complete a **Petition**. Petitions will be reviewed by program faculty to determine if courses will be accepted for transfer. Approved petitions will be forwarded to the School of Graduate Studies for final review and acceptance.

Dissertation

Students will take 12 credits of HIED 899 for their dissertation research.

Course Requirements

Higher Education Core Courses (30 credits)

HIED 800 U.S. Higher Education
HIED 801 College and University Leadership
HIED 803 Community Building
HIED 804 Diversity and Social Justice in Higher Education
HIED 805 Budgeting and Finance in Higher Education
HIED 806 Higher Education Law
HIED 810 Organizational Theory in Higher Education Administration
HIED 813/823 Advanced Issues in Academic Affairs/Student Affairs
HIED 820 The College Student
HIED 830 Planning and Change in Higher Education

Research Core Courses (9 credits)

HIED 807 Research Design and Assessment in Higher Education
HIED 808 Quantitative Research Methods
HIED 809 Qualitative Research Methods

Electives (9-21 credits)

HIED 812 Curriculum and the Academic Program in Higher Education
HIED 814 Governance and Policy Development in Higher Education
HIED 821 College Student Development Theory
HIED 822 Organization and Administration of Student Affairs
HIED 880 Special Topics in Higher Education
HIED 890 Independent Study

Additional courses inside or outside of the Higher Education Administration program that support students' educational and career goals. Specific courses will be identified in consultation with students' advisors. Up to 12 master's credits may be applied toward elective credits upon approval.

Dissertation (12 credits)

HIED 899. Dissertation 12 credits

HIED 891. Continuous Enrollment 1 credit

This continuous enrollment course is needed to maintain continuous enrollment when all 12 dissertation credits of EDAD 899 are complete and students have not completed their final defense. Students can enroll in 1 credit per semester. The maximum number of credits for this course is 10 credits. There may be monetary or tax implications if students do not enroll correctly.

Course Descriptions

The following courses are offered in the Ed.D. in Higher Education Administration.

HIED 790-794 Selected Topic Courses

Coursework and Course Title to be determined with your advisor.

HIED 800. U.S. Higher Education

Development of higher education in the United States, focusing on historical and current perspectives and literature. 3 credits.

HIED 801. College and University Leadership

Theoretical & applied aspects of higher education administration in 4-year & 2-year institutions. 3 cr.

HIED 803. Community Building

Purpose and function of university-community relations, alumni relations, foundation, and university advancement. 3 credits.

HIED 804. Diversity and Social Justice in Higher Education

Examination of theory, policy, and practice as it pertains to diversity and social justice in U.S. institutions of higher education. 3 credits.

HIED 805. Budgeting and Finance in Higher Education

Higher education budgeting and finance strategies, techniques, issues, and practices. 3 credits.

HIED 806. Higher Education Law

Legal environment, and legal and ethical aspects of higher education including legal processes, analysis, and problems faced by institutions, faculty, staff, and students. 3 credits.

HIED 807. Research Design and Assessment in Higher Education

Foundation for research design, writing, argumentation, and report evaluation, including quantitative and qualitative research methods. 3 credits.

HIED 808. Quantitative Research Methods

Quantitative research including methods, design, statistics, measurement, databases, and computer software programs. 3 credits.

HIED 809. Qualitative Research Methods.

Qualitative research including approaches, methods, design, and computer software programs.
3 credits

HIED 810. Organizational Theory in Higher Education Administration

Organizational theory, including fundamental questions and approaches to the study of organizations. Key organizational processes including decision making, problem solving, communication, and change. 3 credits.

HIED 812. Curriculum and the Academic Program in Higher Education

Curriculum perspectives, procedures, and practices in higher education, including theory, planning, and design. 3 credits.

HIED 813. Advanced Issues in Academic Affairs

Current and critical topics/issues facing academic affairs administrators, including problems and opportunities associated with this division. 3 credits.

HIED 814. Governance and Policy Development in Higher Education.

Analysis of higher education systems and governance including political, economic, and social influences that impact decision making and policy development at the institutional, local, state, and federal levels. 3 credits

HIED 820. The College Student

Historical and contemporary view of the college student. 3 credits.

HIED 821. College Student Development Theory

Student development and learning theories based on cognitive, psychological, typology, and person-environment perspectives. 3 credits.

HIED 822. Organization and Administration of Student Affairs

Organizational structures and functions of student affairs divisions on college and university campuses. 3 credits.

HIED 823. Advanced Issues in Student Affairs

Current and critical topics/issues facing student affairs administrators, including problems and opportunities associated with this division. 3 credits.

HIED 830. Planning and Change in Higher Education.

Theories and research pertaining to change in higher education, including strategic planning, planning for change, multicultural organizational development, and strategies for implementing change. 3 credits

HIED 880. Special Topics in Higher Education.

Investigation of current and emerging issues, trends or theoretical perspectives in the field of higher education. Doctoral admission required. 3 credits

HIED 890. Independent Study Courses

Coursework and Course Title to be determined with your advisor.

HIED 891. Continuous Enrollment

This course is needed to maintain continuous enrollment when all 12 dissertation credits of EDAD 899 are complete and you have not completed your final defense. It may also be taken when a student has not passed the qualifying examination but is out of courses to take. 1 credit per semester, 10 credits maximum.

HIED 899. Dissertation Research

Guidance by major advisor for dissertation writing, including preparation of the proposal, preliminary presentation to the committee, and final oral presentation to the committee. 12 credits.

Elective Coursework

Students must complete 21 credit hours in elective coursework. If credits from a prior graduate program are applied toward advanced standing, they are counted as elective credits. The maximum graduate credits that may be applied as advanced standing from prior graduate courses is 12 credits.

There are four types of courses that can be used to fulfill the requirement for elective credits: 1) courses within the program, 2) independent study, 3) 790-794 courses, 4) doctoral courses transferred from other institutions. Elective credits must be identified in consultation with a faculty advisor.



Courses within Program

Students may apply credits from doctoral level courses from SCSU towards elective course requirements after consultation with their program advisor.

Independent Study

Students may take independent study credits toward the elective course requirements. Students can propose an independent study project to their advisor. In addition, students will need to identify an appropriate faculty member willing to oversee the project. Students should use the **Individual Study Approval Form** to seek approval for taking HIED 890 and to obtain authorization to register for the course.

790-794 Courses

Students may take a 600 level class within one of the master's degree programs at SCSU and contract with the instructor of that course to do additional work to make the course into a doctoral level experience. The contract, for example, could include an additional paper or project related to the course or involve assuming some of the instructional responsibilities in the course. The course will have the same course prefix as the 600 level course, but have a 790 to 794 course number.

Students must provide a rationale to their advisor stating why they want to pursue this option. If the advisor approves, the student will need to arrange additional activities with the course instructor, who must be willing to teach the student with the addition of appropriate doctoral level assignments. The course and contract for additional work must be approved by the student's advisor and the Program Director. Students should use the **Individual Study Approval Form** to seek approval for the course and to obtain authorization to register for the course.

Transfer Courses from Institutions

Relevant doctoral-level courses from other institutions, up to a total of 12 credits, may also be accepted in transfer. Students should speak with the program director or their advisor about transferring credits.

Program of Study and Timeline for Completion

The program curriculum is nine semesters (three calendar years) in length. Courses are usually offered consecutively during the semester so students are able to concentrate on one administrative topic at a time. This format allows students to take two courses per semester. *Note: Course sequence is subject to change.



	Fall Semester	Spring Semester	Summer Session
Year 1	HIED 800 (3 credits) HIED 807 (3 credits)	HIED 810 (3 credits) HIED 820 (3 credits)	HIED 801 (3 credits) HIED 830 (3 credits)
Year 2	HIED 803 (3 credits) HIED 808 (3 credits)	HIED 8089(3 credits) HIED 821 (3 credits)	HIED 806 (3 credits) HIED 814 -or HIED 822 (3 credits)
Year 3	HIED 804 (3 credits) HIED 805 (3 credits)	HIED 812 (3 credits) HIED 813 or 823 (3 credits)	HIED 899 (3 credits)
Year 4	HIED 899 (6 credits)	HIED 899 (3 credits)	

Program of Study Form

Program of Study and Advanced Standing forms keep track of students' course sequence and fulfilled program requirements. For courses over ten years old, students may petition to apply credits towards the program by providing evidence that they have stayed current in the topic taught in the course. The evidence could be: attendance at workshops/seminars/training, attendance at professional conferences, memberships in professional organizations, publications/reports written, and an explanation of how the student uses this knowledge in their professional work life. Students should work with their program advisor to complete a Petition form along with justification for each course. Petitions will be reviewed by program faculty to determine if courses will be accepted for advanced placement. Approved petitions will be forwarded to the School of Graduate Studies for final review and acceptance.

These forms must be submitted to the School of Graduate Studies prior to completion of 15 credits in the program. However, we encourage you to work with your advisor prior to the end of your first semester of coursework to determine elective credits. Once these forms are complete and approved by the School of Graduate Studies, you can view your Degree Audit Reporting System (DARS) report. This computer report indicates the courses you will need to satisfy your degree along with your progress. Log into E-Services to view your DARS report.

Overview of the Dissertation Process

Doctoral students must design and successfully complete a dissertation as partial fulfillment of Doctor of Education degree requirement. Students should identify dissertation topics and design in consultation with their faculty advisor. Detailed information regarding the dissertation process is provided in the [Ed.D. HIED Dissertation Manual](#).

Dissertation Timeline

Year One	Select Research Topic and Read Research Materials
Year Two	Select Research Topic and Read Research Materials Select Chair and Committee Members Write Chapters 1 through 3
Year Three-Fall	Take the Qualifying Examination (Oral & Written) Complete Chapters 1 through 3
Year Three-Spring/Summer	Register for HIED 899 after Passing Qualifying Exam Conduct Dissertation Proposal Complete IRB Training and Application Materials
Year Four-Fall	Collect and Analyze Data after IRB Approval Write Chapters 4 and 5
Year Four-Spring	Apply for Graduation Complete Chapters 4 and 5 Conduct Dissertation Final Defense Complete Dissertation Format and Graduation Requirements

Competencies, Dispositions and Transition Point Evaluations

The goal of the Doctoral Program is to develop the professional competencies and dispositions of students in order to enhance their abilities to serve as effective and ethical leaders in higher education and related settings. Faculty members design course content, assignments, and instructional processes with these goals in mind. Further, the program faculty uses the lists of dispositions and competencies presented below as the support for evaluations conducted at key transition points during students' involvement with the program. Various rubrics and other evaluation mechanisms are applied as students demonstrate their capabilities at the transition points.

Transition Points

The Ed.D. program completion timeline is marked by the following transition points:

- **Transition Point 1** – Admissions and Orientation
- **Transition Point 2** – Qualifying Examination and Advancement to Candidacy
- **Transition Point 3** – Dissertation Proposal Defense
- **Transition Point 4** – Final Dissertation Defense and Program Completion
- **Transition Point 5** – Post-Graduation Follow-up

Professional Dispositions

At least three times during the course of doctoral study, students and faculty will assess the dispositions displayed by individual students. These dispositions reflect the fact that effective higher education administration requires more than learning the content of the classes and that the program seeks to develop administrators who are:

Professional

- Demonstrate professional appearance, maturity, self-monitoring, and control of emotions and behavior.
- Display commitment to the field of higher education administration.
- Display positive attitude and affect.

Ethical

- Follow applicable legal and ethical guidelines, including confidentiality.
- Exhibit sound judgment, trustworthiness, and honesty.
- Express, demonstrate, and enact inclusivity and cultural sensitivity in behaviors and language.

Collaborative

- Display the ability to develop and maintain positive working relationships with colleagues.
- Foster collaboration and good will among and between constituents and stakeholders, and seek “win-win” solutions to problems.
- Use communication behaviors that are appropriate to the setting and to the interpersonal relationships of the communication partners.
- Respect and maintain boundaries of self and others.

Goal Directed

- Demonstrate initiative, resourcefulness, creativity, and vision.
- Delegate responsibilities and authority judiciously and fairly.
- Reflect independently and incorporate reflective insights into practice.

Open to Personal Growth

- Demonstrate adaptability when confronted with ambiguity, change, and conflict.
- Receive, interpret, and use constructive feedback.



Professional Competencies

Students who complete the doctoral program in Higher Education Administration at St Cloud State University will be able to lead key administrative offices and/or academic divisions in a variety of higher education institutions. The program seeks to develop the knowledge, understanding, ability, and skills of administrators to:



Leadership

- Integrate theories of leadership for higher education institutions and develop a personal synthesis for practice.
- Recognize missions and visions appropriate for a variety of higher education institutions, divisions, departments, and programs, and tie the work of institutions to the missions.
- Understand, explain, and apply the legal and ethical aspects associated with decision-making and problem solving.

Administrative Practice

- Demonstrate the ability to lead strategic planning, evaluation, accreditation, and assessment initiatives.
- Design, develop, apply, and evaluate institutional policies.
- Demonstrate the ability to lead collaborative efforts including internal and external committees and task forces.
- Demonstrate a variety of conflict resolution strategies helpful in human resource management.
- Develop financial plans for budget development and control, and use budgets to accomplish organizational goals.
- Function as a change agent capable of managing organizational change using a variety of theories and approaches.
- Contribute to organizational culture and climate that encourages positive and productive work.

Communication

- Communicate effectively with internal and external constituents and demonstrate appropriate verbal, written, interpersonal, and electronic communication skills.
- Articulate the importance of and create diverse teaching, learning, and working environments that value the uniqueness of all constituents affiliated with the organization.
- Articulate the need for life-long learning in a global and international environment.

Learning and applying new knowledge

- Conduct research to expand knowledge and inform policy making. Evaluate research and use others' findings to inform administrative practices.

**Ed.D. in Higher Education Administration
Course and Outcome Alignment Matrix**

Program Requirements Ed.D. in Higher Education Administration																			
Program Outcomes (15):	HIED 800	HIED 801	HIED 802	HIED 803	HIED 804	HIED 805	HIED 806	HIED 807	HIED 808	HIED 809	HIED 810	HIED 811	HIED 812	HIED 813	HIED 820	HIED 821	HIED 822	HIED 823	HIED 898
Students who complete the doctoral program in Higher Education Administration at St. Cloud State University will demonstrate the ability to:																			
Leadership																			
Integrate theories of leadership for higher education institutions and develop a personal synthesis for practice.		X	X		X						X	X		X		X	X	X	
Recognize missions and visions appropriate for a variety of higher education institutions, divisions, departments, and programs, and tie the work of institutions to the missions.	X	X	X		X						X	X	X		X		X		
Understand, explain, and apply the legal and ethical aspects associated with decision-making and problem solving.		X	X		X		X				X	X		X					
Administrative Practice																			
Demonstrate the ability to lead strategic planning, evaluation, accreditation, and assessment initiatives.	X	X	X		X						X	X	X			X	X		
Design, develop, apply, and evaluate institutional policies.		X	X		X		X				X	X	X	X	X			X	
Demonstrate the ability to lead collaborative efforts including internal and external committees and task forces.		X	X	X	X						X	X	X						
Demonstrate a variety of conflict resolution strategies helpful in human resource management.		X		X	X		X				X			X				X	
Develop financial plans for budget development and control, and use budgets to accomplish organizational goals.				X			X					X							
Function as a change agent capable of managing organizational change using a variety of theories and approaches.		X	X		X		X				X	X		X			X	X	
Contribute to organizational culture and climate that encourages positive and productive work.	X	X	X	X	X						X	X		X	X	X	X	X	
Communication																			
Communicate effectively with internal and external constituents and demonstrate appropriate verbal, written, interpersonal, and electronic communication skills.	X	X	X	X	X		X		X		X	X	X	X	X	X	X	X	X
Articulate the importance of and create diverse teaching, learning, and working environments that value the uniqueness of all constituents affiliated with the organization.	X	X		X	X		X					X	X	X	X	X		X	
Articulate the need for life-long learning in a global and international environment.	X			X	X								X	X	X			X	
Learning and applying new knowledge																			
Conduct research to expand knowledge and inform policy making.		X	X		X			X	X	X			X		X		X		X
Evaluate research and use others' findings to inform administrative practices.	X	X	X			X		X	X	X	X	X			X	X	X		X

POLICIES/PROCEDURES

University Policies/Procedures

A comprehensive list of SCSU [policies and procedures](#) can be found online.. Here is a list of common policies and procedures.:

- Academic Integrity
- Grade Appeal
- HuskyNet E-mail for Official Communication
- Immunization
- IRB Policy and Procedure
- Learning Resources Services
- Parking Policies and Regulations
- Sexual Harassment and Discrimination
- Student Code of Conduct
- Student Complaints Concerning Faculty
- Student Handbook
- Student Rights and Responsibilities
- Technology Policies, Standards and Guidelines

School of Graduate Studies Academic Policies/Procedures

A comprehensive list of [policies and procedures](#) of the School of Graduate Studies can be found online. Here is a list of common policies and procedures:

- Transfer Credit
- Satisfactory Academic Progress (f/k/a Standard of Scholarship)
- Time Limits to Complete Program
- Dismissal/Termination of Graduate Student Status
- Leave of Absence (Stop Out)
- Continuous Enrollment for Doctoral Candidates
- Readmission Policy and Readmission Process
- Doctoral Program Credit Policy
- Doctoral Residency Requirement

Grade Appeal and Student Complaints Concerning Faculty Policies/Procedures

[Grade appeal and student complaints](#) concerning faculty policies, procedures, and forms can be found online. It is the policy of St. Cloud State to address student grade appeals and complaints fairly and expeditiously. Grade appeals and complaints are often based upon misunderstandings between students and faculty. Thus, whenever possible, it is best to resolve them informally. It is important that anyone involved in a grade appeal or student complaint understands that this procedure is neither a judicial nor a disciplinary process.

If there is an academic or non-academic issue we encourage you to first speak with a faculty member or program director. If you are not comfortable doing that, or if through the discussion the matter cannot be resolved, you can contact the [Chair of the Educational Administration and Higher Education department](#) to discuss the issue and if necessary to file a complaint. The department chair will help you with the complaint process. Additionally, the St. Cloud State [student handbook](#) lists the formal steps students can take.

ACADEMIC INTEGRITY POLICIES

St. Cloud State University

St. Cloud State University (SCSU) expects each student to fulfill his/her academic obligations honestly and fairly without engaging in cheating, plagiarism, falsification, collusion, or other forms of academic dishonesty.

St. Cloud State University (SCSU) expects each student to fulfill his/her academic obligations honestly and fairly. Students found in violation of this policy face sanctions such as a lower or failing grade for an activity or course, and university actions including but not limited to suspension or dismissal from the major, graduate school or the university. Findings may be reported to the undergraduate/graduate academic program, or University College for undeclared students, and/or the Office of Student Life and Development. Sanctions and findings will be reported to departments, majors, programs, and/or the Office of Student Life and Development. Sanctions and findings for graduate students will also be reported to the School of Graduate Studies. Students may appeal sanctions per the [Academic Integrity - Procedure](#).

The university also expects instructors, research directors and test administrators to take reasonable measures to explain and prevent academic dishonesty. Reasonable measures include, but are not limited to, reference to this policy and associated procedures in a class syllabus and discussion(s) of the importance of academic integrity in academic and other professional work.

Higher Education Administration

The integrity of your degree, in part, lies in the standards of academic honesty honored by you, your faculty, the Higher Education Department, the School of Education, and St. Cloud State University. Academic integrity requires you, the student, to present course work to faculty which honestly and accurately demonstrates your individual efforts. It is your responsibility to be familiar with the standards of academic integrity expected in your courses.

Violations

While academic integrity issues may arise in various situations, common violations include:

- Plagiarism, defined as “literary theft”, consists of the unattributed quotation of the exact words from another text, or the unattributed borrowing of original ideas by paraphrase from another text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work (Mills, 2010).
- Using unauthorized or fabricated data or sources for any academic exercise
- Misrepresenting collaborative work
- Unless permitted, submitting work for a course that is not original work for that course
- Falsifying or forging academic document or records, including, but not limited to transcripts, resumes, diplomas, theses and dissertations
- Intentionally impeding the work of other students
- Assisting others in these activities

Higher Education Administration Procedures

Incidents of academic dishonesty may be addressed by a faculty member in the following way:

1. Notify the student concerning the allegations and the basis for them; provide the student with a chance to respond.
2. Make a decision as to whether the student's actions violated the Academic Integrity expectations.
3. If you conclude that the student violated the policy, make a decision and assign appropriate sanctions. The Office of Student Life and Development may provide information on any previous violations to help inform the decision.
4. Provide the student the process for grieving/appealing the grade as part of your communication to them concerning the decision and sanctions.
5. The Office of Student Life and Development may be notified so the situation may also be adjudicated through the Student Code of Conduct process. Notation of academic dishonesty will be placed in the student's conduct record.

Related Policies

You are expected to abide by the procedures set forth in the St. Cloud State University Academic Honesty policy and the Academic Dishonesty section of the student Code of Conduct which are located at: www.stcloudstate.edu/studenthandbook/

Potential Disciplinary Actions

Because each situation of academic integrity is unique, there is a range of potential sanctions that may be applied. While not exhaustive, they include:

- Reducing a grade on project or assignment
- Failure for the course
- Probation for the HIED program
- Suspension for a designated amount of time from the HIED program
- Expulsion/removal from the HIED program
- Other educational sanctions

Procedure

Incidents of academic dishonesty may be addressed by a faculty member in the following way:

1. Notify the student concerning the allegations and the basis for them; provide the student with a chance to respond.
2. Make a decision as to whether the student's actions violated the Academic Integrity expectations.
3. If you conclude that the student violated the policy, make a decision and assign appropriate sanctions. The Office of Student Life and Development may provide information on any previous violations to help inform the decision.
4. Provide the student the process for grieving/appealing the grade as part of your communication to them concerning the decision and sanctions.
5. The Office of Student Life and Development may be notified so the situation may also be adjudicated through the Student Code of Conduct process. Notation of academic dishonesty will be placed in the student's conduct record.

STUDENT RESOURCES

Campus Resources

As a graduate students you have taken on a challenging academic program to enhance your academic learning and your professional skills. We recognize that you are balancing busy lives that include work and family in addition to your education. Our goal is to help you be successful as students and to guide you in making the most of this opportunity. Please visit the [Campus Resources](#) site for more resources that enhance your experience at St. Cloud State University. Here is a list of common resources students utilize:

•[Academic Support Services](#)

- Business Services
- Career Services
- Campus Housing and Dining;
- Campus Involvement
- Financial Aid
- HuskyTech Resources
- International Students and Scholars Services
- Multicultural Student Services-
- Library
- Non-Traditional Students
- Parking
- Public Safety
- Records and Registration
- Tutoring Services
- Veteran's Resources
- Women's Center

Emergency Procedures

SCSU's emergency related policies and procedures can be found online at <http://stcloudstate.edu/emergency/procedures/default.aspx>

Star Alert

Star Alert is an emergency messaging system with alerts sent to you through text and e-mail during emergencies that threaten life safety or severely impact normal campus operations. They are also sent for weather related warnings. This emergency notification system lets you know if campus is closed or if classes are delayed or cancelled. To register for this service please visit www.stcloudstate.edu/emergency/

Severe Weather/Closings

Cancellation or delay of classes and events at SCSU happens only occasionally, and closing the university is a rare occurrence. Information about [SCSU Weather or Closing Announcements](#) can be found online.

When the college does not decide to close, instructors may decide course cancellations and compensation for lost time. Students will be notified early via e-mail or D2L. Students may also use their own discretion to attend courses during bad weather, but should notify and work with their instructor to compensate for lost time.

GRADUATION

Application for Graduation

A candidate for the doctoral degree should file an application for graduation accompanied by a non-refundable fee. For information on graduation, commencement ceremony, and to complete an online application please visit <https://www.stcloudstate.edu/graduatestudies/students/completing-program.aspx>

Requirements for Graduation

It is the responsibility of the graduate dean to certify that a student has met all the following requirements for the degree sought. *Doctoral students receive their diploma at commencement. Therefore, they may not attend a graduation ceremony until their dissertations are complete and no University holds are on the student's account.*



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A tradition of excellence and opportunity



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A MEMBER OF THE MINNESOTA STATE COLLEGES
AND UNIVERSITIES SYSTEM

St. Cloud State University values diversity of all kinds, including but not limited to race, religion and ethnicity (full statement at [bulletin.StCloudState.edu/ugb/general info/nondiscrimination.html](http://bulletin.StCloudState.edu/ugb/general%20info/nondiscrimination.html)). TTY: 1-800-627-3529. SCSU is an affirmative action/equal opportunity educator and employer. This material can be made available in an alternative format. Contact the department/agency listed above.

Disclaimer— The most current edition supersedes all previous versions of SCSU's Educational Administration & Leadership Ed.D. Program Handbook. Please check the program website for the most recent version. Every effort was made to ensure that information in this program handbook was accurate at the time of publication. All policies and other information are subject to change without notice and do not constitute an irrevocable contract between any student and St. Cloud State University.

Alternative Formats— Requests for the Program Handbook in alternative formats may be made by contacting the Office of Student Life and Development in Atwood Memorial Center 219, or by calling 320.308.3111.