UNIVERSITY OF WYOMING

Department of Higher Education Administration
School of Counseling, Leadership, Advocacy & Design (CLAD)
College of Education
University of Wyoming

HIGHER EDUCATION ADMINISTRATION GRADUATE PROGRAM HANDBOOK

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Helpful People

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Meet the HIED Faculty



Jonathan Carrier

Associate Professor in Higher Education Administration (Faculty)

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Dr. Jonathan Carrier is the higher education administration program coordinator and an associate professor at the University of Wyoming. He has over two decades of experience in higher education service, teaching, administration, and research, having held positions ranging from college counselor and academic advisor to faculty member, department chair, school chair, and academic dean. He holds a Ph.D. in Leadership with a specialization in Psychology from the University of the Cumberlands and dual master's degrees in Community Mental Health Counseling and Rehabilitation Counseling from Portland State University. His research and teaching focus on higher education leadership, adult education, community colleges, and issues affecting postsecondary institutions.

EDUCATION

- Ph.D. University of the Cumberlands
- M.S. Portland State University
- B.S. East Tennessee State University
- A.A. University of Maryland University College

TEACHING

- HIED 5000 Community College Leadership
- HIED 5260 Access and Success in Higher Education
- HIED 5640 Leadership Development
- HIED 5670 Community College Issues and Leadership
- HIED 5680 Issues in Higher Education

RESEARCH INTERESTS

Community College Student Outcomes, Community College Faculty Retention, and Community College Leadership



Ashli Tomisich

Assistant Professor in Higher Education Administration (Faculty)

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Dr. Tomisich's research and teaching draw on institutional, college and program level work from past leadership roles across the University of Wyoming, including in the Ellbogen Center for Teaching & Learning, the School of Energy Resources, and the College of Law. Her work centers on experiential learning and design, adult learning theory, and faculty development, with particular attention to how legal and policy structures shape higher education outcomes, particularly in rural spaces.

EDUCATION

- Ph.D. Higher Education Administration, University of Wyoming, Laramie, Wyoming
- J.D. University of Wyoming, College of Law, Laramie, Wyoming
- B.S. Secondary Education, History, Oklahoma Christian University, Edmond, Oklahoma

TEACHING

- HIED 5650 Law of Higher Education
- HIED 5630 Advanced Organizational Leadership
- ERS 4970 Internship
- GRAD 0000 Graduate Teaching Assistant Learning Community

RESEARCH INTERESTS

Higher education law and policy; experiential learning and design; adult learning theory; qualitative research methods (narrative inquiry, case study, program evaluation); faculty development; program assessment



David Des Armier

Assistant Lecturer HIED/EDRE

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David Des Armier has extensive experience teaching online in higher education, including educational research methods, instructional technology, and higher education administration. He earned his Ph.D. in education, specializing in adult and postsecondary education, with a minor in quantitative research methods from the University of Wyoming. David also has ten years of experience working as a faculty developer and instructional designer in higher education, specializing in online teaching and learning.

EDUCATION

- Doctor of Philosophy (Ph.D.) in Education specializing in Adult and Postsecondary Education and a Graduate Minor in Quantitative Research Methods, University of Wyoming.
- Master of Education (M.Ed.), Adult Learning, Training, and Development, Regis University.
- Bachelor of Arts, Vanguard University.

COURSES TAUGHT

- EDRE 5530 - Introduction to Research
- EDRE 5550 - Action Research
- EDRE 5600 - Introduction to Quantitative Research
- EDRE 5610 - Group Comparison Research
- EDRE 5620 - Correlational Research
- HIED 5040 - Higher Education Staffing

RESEARCH INTERESTS

- Factors influencing teaching and learning include student engagement and motivation, the implementation of technology, and beliefs and viewpoints regarding the use of technology in educational settings.
- Challenges related to the growth of faculty and graduate students/adult learners in online education, the process of designing online courses, and the effectiveness of online teaching.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
- Quality Matters (QM) – Certified Online Course Peer Reviewer (Higher Education)
- Association for Educational Communications and Technology (AECT)



Jamie McKim

Assistant Lecturer HIED/EDRE

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EDUCATION

- Ed.D. University of Wyoming
- M.A. University of Wyoming
- B.S. Northwest Missouri State University

TEACHING

- EDRE 5530 Introduction to Research
- HIED 5030 Continuing and Professional Education

RESEARCH INTERESTS

First Generation Low Income Students in Higher Education

Welcome

Welcome to Graduate Studies in the Higher Education Administration (HIED) program at the University of Wyoming (UW)! This handbook intends to acquaint you with our graduate program requirements, explain our current policies, and help you plan your graduate education. Our faculty and staff will gladly answer your questions and provide additional information. Please read this handbook carefully and keep it for future reference. The handbook will be periodically updated—please review it regularly.

University of Wyoming Higher Education Administration Programs

The University of Wyoming's (UW) Higher Education Administration program offers a comprehensive suite of graduate programs designed to prepare future leaders in higher education: the Master of Arts (M.A.) degree in Higher Education Administration, the Community College Leadership Certificate (CCLC), and the Doctor of Education (Ed.D.) degree in Higher Education Administration.

Graduate study in Higher Education Administration at the University of Wyoming lies at the intersection of theory and practice. All programs emphasize the application of theoretical frameworks to real-world challenges facing contemporary higher education institutions. Our curriculum balances scholarly inquiry with practical skill development, preparing graduates who can think critically, lead ethically, and implement evidence-based solutions in diverse educational settings.

HIED's three graduate programs offer courses of study that prepare individuals to work in leadership positions across higher education, from entry-level administrator roles to executive leadership. Each program is distinguished by its specific focus, curriculum design, and degree requirements to meet the needs of professionals at different stages of their careers. Students benefit from close mentorship relationships with faculty who bring extensive experience in higher education leadership and scholarship.

HIED Program Mission and Vision Statements

HIED Mission Statement

The Graduate Program in Higher Education Administration is committed to developing visionary, ethical, and competent leaders who transform higher education institutions through servant leadership, evidence-based practice, and a steadfast commitment to higher education access and success. We cultivate *practitioner scholars* who combine practical expertise with scholarship to address complex challenges facing colleges and universities in the 21st century.

Our program empowers education professionals to lead with courage, promote shared governance and democratic principles, and advance educational opportunities for all through innovative and responsive leadership.

HIED Vision Statement

To be recognized as a program known for empowering and developing transformative higher education leaders who blend practical leadership competencies with scholarly inquiry. Our graduates will be distinguished by their ability to create welcoming academic communities, implement data-driven strategies, and champion institutional excellence through collaborative governance. We envision a future where our alumni serve at the forefront of higher education, courageously advocating for accessible, fair, and high-quality educational experiences that prepare students, staff, faculty, and administration to thrive in a rapidly evolving global society.

The following sections describe the distinctive characteristics and outcomes of each program.

M.A. Program in Higher Education Administration

The Master of Arts (M.A.) in Education, Higher Education Administration is designed to prepare early to mid-career higher education professionals for leadership roles in various postsecondary environments. This program equips graduates with the theoretical knowledge, practical skills, and ethical foundations necessary to excel in entry-level to early mid-level administrative positions across the higher education landscape.

Students develop expertise through a carefully structured curriculum that covers the breadth of higher education administration. The program includes foundational knowledge in research methods, community college leadership, higher education systems, continuing education, staffing and human resources, workforce development, program budgeting, adult teaching methodologies, instructional planning and evaluation, student affairs administration, and community college structures. Through this comprehensive coursework culminating in a capstone experience, graduates emerge prepared to address the complex challenges facing today's colleges and universities.

Graduates of the HIED M.A. program pursue various career paths in postsecondary institutions, serving as Program Coordinators, Assistant Directors, Directors, Academic Advisors, and Assistant Deans. They also succeed in related educational organizations, including policy institutes, educational technology firms, and student affairs divisions.

M.A. Program Curriculum

- EDRE 5530 - Introduction to Research (3 credit hours)
- HIED 5000 - Community College Leadership (3 credit hours)
- HIED 5020 - Higher Education Systems (3 credit hours)
- HIED 5030 - Continuing and Professional Education (3 credit hours)

- HIED 5040 - Higher Education Staffing (3 credit hours)
- HIED 5050 - Workforce Training (3 credit hours)
- HIED 5060 - Program Budgets and Instructions (3 credit hours)
- HIED 5240 - Teaching Adults (3 credit hours)
- HIED 5610 - Planning and Evaluation of Instructional Systems (3 credit hours)
- HIED 5660 - Community College (3 credit hours)
- HIED 5090 - Masters Capstone (3 credit hours)

> *The M.A. Program Planning Document can be found in Appendix A.*

M.A. Program Competencies

1. Academic Knowledge: Students will demonstrate a deep understanding of education and related fields and a broad understanding of various methods of inquiry in education.
2. Practical Competence: Students will demonstrate knowledge of empirically supported leadership theories and their applications to contemporary higher education leadership challenges.
3. Reflective Inquiry: Students will demonstrate the ability to critically consume scholarship and foster ethical and professional research and practice in education.
4. Commitment to multiple points of view: Students will strive to embrace a range of viewpoints and consider global perspectives about teaching, learning, and leadership.
5. Democratic Commitment: Students will demonstrate an understanding of the relationship between higher education and democratic processes and commit to advancing educational access and success for all in their professional work.
6. Professional Engagement: Students will demonstrate deep intellectual engagement with education as an area of scholarly inquiry. In doing so, students are strongly encouraged to join and participate in regional/national/international scholarly associations.

Community College Leadership Certificate (CCLC) Program

The Community College Leadership Certificate (CCLC) is a post-Master's credential that prepares experienced higher education professionals for specialized leadership roles within community college settings. This focused certificate program is designed for individuals who already hold a master's degree and seek to enhance their expertise in community college administration, governance, and leadership without pursuing a full doctoral program.

Through targeted coursework and collaborative learning experiences, participants develop advanced competencies in areas critical to community college success, including:

- Strategic planning and institutional effectiveness

- Fiscal resource management and budgeting
- Student access and success initiatives
- Shared governance and organizational development
- Community partnerships and workforce development
- Data-informed decision making and assessment

The CCLC curriculum addresses the unique challenges and opportunities within the community college sector. It provides a focused pathway for education professionals looking to advance their careers in community college leadership positions, such as department chairs, division directors, deans, and other administrative leaders. Graduates of this program are well-positioned to make meaningful contributions to institutional effectiveness and student success within the distinctive mission of community colleges.

CCLC Program Requirements

The Community College Leadership Certificate Program requires 15 credit hours consisting of the following five required courses:

- HIED 5660 - Community College (3 credit hours)
- HIED 5670 - Community College Issues and Leadership (3 credit hours)
- HIED 5600 - Higher Education Finance or HIED 5060 Program Budgets and Instructions (3 credit hours)
- HIED 5650 - Law of Higher Education (3 credit hours)
- HIED 5630 - Advanced Organizational Leadership or HIED 5640 Leadership Development (3 credit hours)

> *The CCLC Program Planning Document can be found in Appendix B.*

CCLC graduates can transfer 12 credits (four courses) of CCLC coursework to the Ed.D. in HIED. However, please note that successful completion of the CCLC does not guarantee admission to the HIED Ed.D. program.

CCLC Program Competencies

1. Academic Knowledge: Students will demonstrate a deep understanding of education and related fields and a broad understanding of various methods of inquiry in education.
2. Practical Competence: Students will demonstrate knowledge of empirically supported leadership theories and their applications to contemporary higher education leadership challenges.
3. Commitment to multiple points of view: Students will strive to embrace a range of viewpoints and consider global perspectives about teaching, learning, and leadership.
4. Democratic Commitment: Students will demonstrate an understanding of the relationship between higher education and democratic processes and commit to advancing educational

access and success for all in their professional work.

5. Professional Engagement: Students will demonstrate deep intellectual engagement with education as an area of scholarly inquiry. In doing so, students are strongly encouraged to join and participate in regional/national/international scholarly associations.

Ed.D. Program in Higher Education Administration

The Doctor of Education (Ed.D.) is the terminal degree in education designed for higher education practitioner-scholars who desire to refine their practice as transformative leaders, innovative educators, and data-informed decision makers. This program balances rigorous scholarly inquiry with practical application, preparing graduates to address complex educational challenges through evidence-based approaches.

The Ed.D. curriculum emphasizes advanced research methodologies, organizational theory, policy analysis, and change management strategies specifically contextualized for higher education environments. Through dissertation research focused on problems of practice, students contribute meaningful solutions to pressing issues facing contemporary educational institutions.

The Ed.D. is especially appropriate for experienced professionals who intend to work as mid to senior administrators in community colleges and universities. Graduates of the HIED Ed.D. program typically advance to executive leadership positions in U.S. and international postsecondary institutions, serving as Deans, Vice Presidents, Provosts, and Presidents. Some graduates choose to join the professorate, bringing their practical leadership experience to the preparation of future education professionals.

Ed.D. Program Requirements

The Ed.D. program curriculum is structured around three core areas:

Higher Education Administration Courses

- HIED or EDAD Elective (EDAD 5720 - Educational Leader as Change Agent or HIED Master's course) (3 credit hours)
- HIED or EDAD Elective (EDAD 5850 - Educational Leader as Direction Setter or HIED Master's course) (3 credit hours)
- HIED 5600 - Higher Education Finance (3 credit hours)
- HIED 5260 - Access and Success in Higher Education (3 credit hours)
- HIED 5630 - Advanced Organizational Leadership (3 credit hours)
- HIED 5640 - Leadership Development (3 credit hours)
- HIED 5650 - Law of Higher Education (3 credit hours)
- HIED 5670 - Community College Issues and Leadership (3 credit hours)

- HIED 5680 - Issues in Higher Education (3 credit hours)

Educational Research Courses

- EDRE 5600 - Introduction to Quantitative Research (3 credit hours)
- EDRE 5640 - Introduction to Qualitative Research (3 credit hours)
- EDRE 56XX - Third Research Course (3 credit hours) (This should fit the methodology you plan to use in your dissertation—in consultation with your advisor)

Additional Courses

- EDRE 5660 - Dissertation Prospectus Writing (3 credit hours) (Must be a doctoral candidate to enroll in this course). In rare cases, and only in consultation with their advisor, Ed.D. students may substitute PRST 5890 Directed Professional Study (3 credit hours).
- PRST 5980 - Dissertation Research (6 credit hours required)

> *The Ed.D. Program Planning Document can be found in Appendix C.*

Ed.D. Program Competencies

1. Academic Knowledge: Students will demonstrate a deep understanding of education and related fields and a broad understanding of various methods of inquiry in education.
2. Practical Competence: Students will demonstrate knowledge of empirically supported leadership theories and their applications to contemporary higher education leadership challenges.
3. Scholarly Curiosity: Students will demonstrate the ability to produce their own scholarship, foster ethical and professional research and practice in education, as well as demonstrate a reflective and analytical stance towards scholarship in general.
4. Commitment to multiple points of view: Students will strive to embrace a range of viewpoints and consider global perspectives about teaching, learning, and leadership.
5. Democratic Commitment: Students will demonstrate an understanding of the relationship between higher education and democratic processes and commit to advancing educational access and success for all in their professional work.
6. Professional Engagement: Students will demonstrate deep intellectual engagement with education as an area of scholarly inquiry. In doing so, students are strongly encouraged to join and participate in regional/national/international scholarly associations.

Ed.D. Committee Formation & Program of Study

Committee

As Ed.D. students progress through coursework, they should work with their program advisor to identify a faculty member to serve as a dissertation committee chair. The chair should be someone whose research interests and work style are a good match for the student. Following the agreement of the faculty member to serve as chair, the student and the chair will work

together to identify other potential committee members. It is the student's responsibility to contact each proposed committee member and invite them to serve. After the proposed committee members all agree to serve, the student will work with the chair to complete the Committee Assignment Form, gather required signatures, and submit the form to the office associate for Higher Education Administration to be processed and recorded by the registrar's office.

The dissertation committee should be formed no later than in the student's second to last semester of coursework (about 27 to 30 hours of coursework).

Program of Study

After the committee form has been filed and accepted by the registrar's office, the student and chair will work together to develop the student's Program of Study. The Program of Study lists the courses that will be taken to meet program requirements and courses that will be transferred from the master's program (up to 30 credit hours). The student will gather signatures from all committee members and submit the form to the office associate for Higher Education Administration to be processed and recorded by the registrar's office.

Preliminary Examination

HIED Ed.D. students must complete a written preliminary examination to advance to doctoral candidacy. The preliminary exam question(s) are chosen by the Ed.D. student's doctoral committee. A preliminary exam rubric will be provided to the student by the dissertation chair.

Ed.D. students may not receive or begin work on their preliminary examination until they have completed a committee form and a program of study. Ed.D. students may not enroll in EDRE 5660 Dissertation Prospectus Writing until they have passed their written preliminary exam.

Ed.D. students work with their doctoral chair on the specific time frame of the preliminary examination. Typically, students receive their preliminary examination at the beginning of their final semester of non-dissertation coursework in the program and submit their completed written examination by the end of that semester. However, some students work on their preliminary examinations during the summer.

Once Ed.D. students submit their preliminary examination answer, their committee will review it and submit one of the following three decisions:

1) Pass: No further examination action from the committee or student is required. The committee chair will complete a "Pass" Report of Preliminary Examination. The student advances to Doctoral Candidacy and may enroll in EDRE 5660 Dissertation Prospectus Writing.

2) Marginal: In the case of a marginal preliminary examination, the student will be required to orally defend their preliminary examination answers to the committee in person or over Zoom. During the oral preliminary examination defense, the committee will ask

clarifying questions about the student's preliminary examination answers. After the oral defense, the committee will make a determination of "Pass" or "Fail."

3) Fail: In the case of a failed preliminary examination, the committee chair will complete a "Fail" Report of Preliminary Examination. The student must sit out of the program for one semester before they can retake the preliminary examination. See Continuous Registration (p. 17) for a complete review of the policy. If the student fails the HIED Ed.D. preliminary examination twice, they will be dismissed from the program.

Dissertation

HIED Ed.D. students must research, write, and defend an original dissertation. HIED program dissertations take a range of formats and can include but are not limited to: Traditional five-chapter dissertations, three-chapter Dissertations in Practice (DiP), Documentaries, Submitted Manuscripts (Journals), and other doctoral-level projects. HIED Ed.D. students will work with their doctoral committee chair to identify the type of dissertation they will pursue.

A primary goal of UW's HIED Ed.D. Program is to develop Scholarly Practitioners who can blend innovation, creativity, and practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. As defined by CPED (see https://www.cpedinitiative.org/), a problem of practice is "a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes."

Scholarly Practitioners use practical research and applied theories as tools for change. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, educational organizations, and the community.

As such, HIED Ed.D. students are encouraged to pursue a Dissertation in Practice (DiP).

Types of Dissertations in Practice:

There are four categories of Dissertations in Practice (DiP) that students can pursue in the HIED Ed.D. program. The categories are:

(1). Intervention
(2). Problem Analysis
(3). Program Evaluation
(4). Design

In an Intervention DiP, the student first proposes a research-based solution to a Problem-of-Practice (PoP). Then, the student leads an intervention in which the proposed solution to the PoP is implemented. In the process, the student engages in research focused on examining the efficacy of the proposed solution to the PoP.

In a Problem Analysis DiP, the student's focus is on understanding a PoP in great detail and then proposing research-based solutions to the PoP. An actual intervention is not implemented. The problem analysis option is structured to ensure the work is positioned to influence educational environments firsthand.

In a Program Evaluation DiP, the student formally evaluates an existing program or initiative at a school, postsecondary institution, or community-based organization. In the Program Evaluation DiP, the PoP is the need for an established program or initiative to be evaluated. To address the PoP, the student engages in research that is focused on evaluating the efficacy of the program or initiative.

In a Design DiP, the student delves into the creation and conceptualization of a research-based design specifically tailored to address a PoP. Based on their deep understanding of the problem's context and stakeholder needs, the student crafts a solution informed by evidence and scholarly research. Designs might include apps, spaces, models, or digital environments. The focus of the Design DiP is on the formulation and justification of the design itself, showcasing its potential benefits and applicability in real-world settings.

Structure and Content of the DiP:

The DiP should include the following three chapters:

Chapter 1: Introduce and define the problem of practice; explain why it is a problem that is worth addressing; refer to relevant professional literature that helps you to understand the problem and what you might do about it; explain how you will go about studying the problem and making sense of the data you collect.

Chapter 2: Explain what you learned from the results of your study of the problem.

Chapter 3: Describe an action plan related to what you have learned about the problem and how to address it. What are the implications of what you have learned for various individuals and groups who are affected by and/or could influence the problem? Based on the results of your DiP, what are your recommendations for practice? How does what you did fit in the context of the broader field of education? Can your recommendations be scaled or transferred? How does what you have learned contribute to the field in an innovative way? As Auerbach (2011) asked, "How [will you] change your corner of the world?"

Dissertation Pre-Prospectus

As part of the HIED 5680: Issues in Higher Education course (taken during the summer semester before EDRE 5660: Dissertation Prospectus Writing), doctoral students will develop a pre-prospectus for their dissertation. This assignment will include drafting an introduction to their dissertation topic, research questions, a preliminary literature review, and an initial methods section. The pre-prospectus is intended to help students begin framing their dissertation in preparation for the formal prospectus they will complete in the subsequent EDRE 5660: Dissertation Prospectus Writing course.

REFERENCE

Auerbach, S. (2011). "It's not just going to collect dust on a shelf:" Faculty perceptions of the applied dissertation in the new CSU EdD programs. *Journal of Research on Leadership Education*, 6(3), 59–82.

Proposal Prospectus, Prospectus Meeting, & IRB Application

Prior to beginning dissertation research, a student must present a dissertation prospectus to their committee. The prospectus typically includes an introductory chapter outlining the topic, research questions, and significance of the study; a comprehensive literature review; and a detailed methods chapter (or a comparable document if the student is completing an alternative project).

Students are expected to work closely with their dissertation chair to develop the dissertation prospectus. After the chair approves the prospectus, the student will send it to the other committee members for their review and then schedule the prospectus meeting. The committee members should have at least two weeks to read the prospectus prior to the prospectus meeting. At the prospectus meeting, committee members will likely ask the student to revise the prospectus, ranging from minor to substantial changes. When the committee members approve the prospectus, the student will work with the chair to develop a proposal to the Institutional Review Board for their approval to collect data from human subjects. Only after IRB approval may the student begin data collection.

Dissertation IRB Approval and Defense

For dissertations that require IRB approval, the student will need to submit the IRB for their study only after they pass their preliminary examination and obtain prospectus approval from their committee. Students may not submit an IRB application without the consent of their dissertation chair.

The dissertation defense takes place only after the student's chair has approved the full dissertation for presentation to the entire doctoral committee.

HIED Ed.D. Student Timeline

While individual situations may vary, below is an approximate timeline for completing milestones in the HIED Ed.D. program.

> **Doctoral Student Orientation**: HIED Ed.D. students are required to attend doctoral student orientation during their first year in the program. Doctoral student orientation is typically held over Zoom the second Friday of every October.

> **Ongoing**: Speak with your advisor about potential dissertation topics.

> **Penultimate Semester of Coursework (After the student has completed 27 to 30 credit hours of coursework)**: Select a chair and committee members. Complete and file Program of Study.

> **Final Semester of Coursework (Not including EDRE 5660)**: Complete Preliminary Exam. Students may not enroll in EDRE 5660 until they have passed their preliminary exam.

> **After completing preliminary exam and EDRE 5660 Dissertation Prospectus Writing**: Hold the dissertation prospectus meeting and obtain UW IRB approval.

> **After Data Collection and Dissertation Completion**: Defend dissertation and graduate with the degree.

The University of Wyoming requires that students seeking doctoral degrees complete their degree within eight years of entrance and four years after completion of the preliminary exam.

UW Graduate Student Rights and Regulations

Graduate study in Higher Education Administration at UW is guided by regulations at the levels of the Higher Education Administration program, the College of Education, and the University. (See the Enrolled Students link under the Graduate Education webpage for a list of Graduate Student Resources at https://www.uwyo.edu/uwgrad/enrolled-students/resources.html.) Students must familiarize themselves with graduate study regulations and policies by reviewing information in the University Catalog. This information is available at https://www.uwyo.edu/registrar/university_catalog/index.html. See especially "Graduate Student Regulations and Policies."

Program Planning and Advising

Each student will have a faculty advisor while in their HIED graduate program. Upon entering the program, students are assigned to work with a particular faculty member. Students are required to schedule a meeting with their advisor at least once per semester.

For doctoral students, the faculty advisor will be replaced by the dissertation chair once a dissertation chair is named.

By the end of the first semester in the HIED program, each HIED graduate student must complete a Program Planning document and go over it with their advisor. The student's advisor will provide the student with the appropriate program planning template during the first advising meeting.

HIED Graduate Programs Retention & Dismissal Policies

Retention policies and procedures are based on the expectation that students who enroll in HIED programs are self-directed and academically motivated.

A student's acceptance into any program does not guarantee fitness to remain in that program. The faculty members are responsible for assuring that only those students who continue to meet academic program standards and who make adequate yearly progress toward degree

completion are allowed to continue. Faculty members seek to identify additional help that students may need to be successful.

> IMPORTANT
> Students must enroll in one credit hour of PRST 5940 Continuing Registration: Off Campus during a "sit out" semester.

Continuous Registration

All students are required to demonstrate annual academic progress. A component of this progress is that each student is expected to complete at least 6 credit hours per year (Fall and Spring semesters) towards program completion. Under some circumstances (e.g., work schedule, family situations, travel), a student may be unable to enroll in courses for a semester. During these times, the student should enroll in one credit hour of PRST 5940 Continuing Registration: Off Campus. Continuous registration credit hours do not count towards course requirements but maintain active registration. If a student does not enroll in classes for two consecutive semesters (Fall and Spring), their status will become inactive, and the student will have to apply for readmission to the program to continue. Readmission to the program is not guaranteed.

Four consecutive semesters of PRST 5940 Continuing Registration: Off Campus or three consecutive semesters with W grades, without approval from the HIED Program Coordinator, will result in dismissal from the program. Students are required to meet with their advisor before enrolling in a continuous registration credit.

Coursework

Students are required to earn a minimum grade of B or S in each graduate-level course taken. Depending on course grades, a student will be (a) allowed to continue enrolling in coursework, (b) placed on probation and moved to a remediation plan, or (c) dismissed from the program.

Remediation Plan: If a student is making unsatisfactory progress in coursework (a grade of C or U in a graduate level course), the student will be placed on probation and moved to a remediation plan. After earning a grade of C or U in a course, the student must meet with their faculty advisor **within four weeks after receiving the grade** to discuss the problem and establish a remediation plan. Failure to contact the advisor within four weeks after receiving the C or U grade and/or failure to meet all requirements of a remediation plan will result in program dismissal.

Please note: C and U grades are not accepted by the HIED program as passing grades. As part of the remediation plan, students must retake all courses in which they received a grade of C or U.

Academic Suspension, Reinstatement, and Dismissal: In the case of two C or U grades, one D or F grade, or a cumulative GPA below 3.0, the student will be academically suspended and must sit out the next semester (Spring or Fall). During the sit out semester, the student must petition the

HIED faculty to be allowed to continue in the program. This petition will take the form of a formal letter that provides a request and rationale for reinstatement to the program and that details the steps the student will take to ensure their academic success moving forward.

The HIED faculty will then decide to approve or deny the reinstatement petition. If the reinstatement request is denied, the student will be dismissed from the program. If the reinstatement request is approved, the student will be placed on probation and will enroll in one course the next semester. Students will be taken off academic probation after a successful probationary (as evidenced by an A or B course grade) semester.

Please note: C, U, D, and F grades are not accepted by the HIED program as passing grades. If the student is reinstated, the course(s) in which the C, U, D, or F were earned must be retaken.

HIED Program Policy on Artificial Intelligence (AI) use in Course Assignments

Purpose

This policy provides guidelines for the ethical and practical use of Generative Artificial Intelligence (GenAI) tools and technologies by students in the HIED academic programs. It aims to enhance the learning experience while maintaining academic integrity, fostering consistent writing development, and ensuring students' authentic voices are preserved in their academic work.

- Note: AI and GenAI will be used interchangeably in this policy.
- Note: Assignments refer to papers, discussion posts, presentations, research, dissertation work and other assessments that the faculty measure to ensure that students meet program outcomes.

Scope

This policy applies to all students in HIED academic programs who utilize AI tools for various purposes, including but not limited to writing assistance, language translation, grammar and style checks, and idea generation.

AI Policy

Students who meet the following conditions may use advanced automated artificial intelligence or machine learning tools on work in the HIED program.

Permitted AI Use and Proper Acknowledgment

If you are using AI for program work, proper AI acknowledgment is essential. At the end of your work, write a section titled **Epilogue**. The Epilogue is designed to facilitate transparency about how AI was used:

- In the Epilogue, acknowledge that you used AI tool(s). Example: **This assignment was written with the assistance of [insert AI tool(s), such as ChatGPT, Grammarly, Copilot, etc.].**
- Then, discuss exactly how you used the AI tool(s) so that we can learn more and engage in a two-way discussion about using AI.

Example Epilogue

> **Epilogue**
>
> This work was developed with the support of Grammarly and Microsoft Copilot AI tools. Grammarly assisted in enhancing my writing process by offering suggestions for writing style and sentence structure, which was particularly valuable as writing is not my strong suit. Additionally, I consulted with the UW Writing Center for further guidance. The combination of Grammarly's AI capabilities and the human oversight from the Writing Center proved beneficial. Moreover, I utilized Microsoft Copilot to create an outline for my work and to generate relevant examples. However, I meticulously fact-checked Copilot's outputs against resources from the UW library databases and course textbooks to ensure accuracy. All content in this work is my own, and I take full responsibility for it.

Below are some examples of permitted AI use that require AI acknowledgment:

1. **Writing Assistance**

   Students can use AI tools like ChatGPT to seek suggestions for structuring literature reviews or developing potential research questions. These tools can provide valuable insights and ideas, but students must ensure that their final work reflects their understanding and analysis.

2. **Grammar and Style Checks**

   AI tools like Grammarly can improve grammar, punctuation, and overall writing style. While these tools can help refine assignments, students should strive to maintain their authentic voice and understanding. The use of AI should not result in an assignment that appears overly polished or inconsistent with the student's previous work.

3. **Language Translation**

   AI translation tools can assist in understanding foreign-language sources. However, students must verify the translated content's accuracy and ensure it is cited correctly.

4. **Idea Generation**

   Using AI tools to brainstorm a research topic or generate ideas. For example, ask AI to identify variables related to a research topic.

5. **Paraphrasing with Citations**

   Portions of ChatGPT output used in your coursework must be cited appropriately using in-text citations following APA style guidelines: https://apastyle.apa.org/blog/cite-generative-ai-references

Therefore, acknowledgment is required whenever AI tools significantly impact the work submitted, regardless of how they were used (e.g., brainstorming, outlining, drafting, editing).

Non-Permitted AI Use

Students are prohibited from using AI under the following conditions:

- You cannot ask an AI tool to do all the work for you. For example, don't ask AI to write an assignment for you.
- Using AI tools without proper AI acknowledgment or proper citation.

AI Privacy Considerations

Use AI for general AI conversations that do **not** include conversations about the data you collect from research or proprietary college/university data. These large language models are trained on the data you provide, so be careful what information you provide when using these AI tools. NEVER include data from your research or dissertation in your interaction with these AI tools!

Fact-Checking

AI outputs often contain incomplete and/or incorrect references to journals and other resources, so we encourage students to use the UW digital library to check their references thoroughly for inoperable links, DOI numbers, and other errors.

Expectations from Students

1. **Consistency and Development**

   Students' writing should demonstrate consistent development over time. Assignments should evolve naturally, reflecting the learning process and gradual improvement. It is expected that early submissions may contain mistakes, which will be addressed through constructive feedback. The expectation is for students to demonstrate a progression in their writing skills as they advance in their coursework.

2. **Authenticity**

   Submissions should be authentic and reflect the student's voice and understanding. HIED faculty may become suspicious if, for example, a paper reads like a scholarly article compared to other submissions from the same student. In such cases, a conversation will be initiated to discuss the work and ensure proper academic standards are followed.

3. **Critical Thinking**

   Be aware of the biases generated by AI outputs. It is important to think critically about the output provided by the AI tool. Always fact-check! Remember that human oversight is essential when using AI tools.

Faculty Responsibilities

1. **Providing Feedback**

   Faculty members are committed to providing valuable feedback on students' assignments to encourage learning and development. Feedback will focus on areas for improvement and acknowledge students' progress.

2. **Addressing AI Concerns**

   If there are concerns about using AI tools in student submissions, faculty members will engage in a dialogue with the student. The goal is not to accuse but to understand the student's approach and provide guidance on maintaining academic integrity.

   HIED faculty will handle concerns regarding using AI tools in student submissions at their discretion. For example, consequences of non-permitted AI use may include assignment revisions, grade reduction, or reporting to the academic integrity office for repeated or severe offenses. While the policy provides overarching guidelines, individual faculty may provide more specific instructions or restrictions on AI use for particular assignments, and students are required to follow those specific instructions in addition to the program policy.

Encouraging a Growth Mindset

HIED students are encouraged to embrace challenges and view mistakes as opportunities for growth. Honest, hard work on assignments and learning from errors are essential to the educational journey. HIED faculty are here to support students through this process, ensuring they develop the skills and knowledge needed for success without overreliance on AI.

AI Policy Conclusion

When used ethically and responsibly, AI tools can significantly enhance the learning experience for students in HIED academic programs. This policy outlines guidelines to ensure that AI supports, rather than replaces, the student's efforts and understanding. By adhering to these guidelines, HIED students and faculty can work together to maintain academic integrity and foster a culture of continuous improvement and authentic learning.

> **AI Policy Disclaimer**
>
> The information provided reflects current AI understanding and practices in a rapidly evolving field. As developments continue, updates to policies and guidelines may be necessary to stay aligned with best practices and technological advancements. Faculty and students should remain adaptable and open to changes that may arise.

Professional Organizations

One purpose of a graduate program is to help students transition from a student role into a professional colleague role. Active participation in professional organizations can accelerate this process and help to form networks that span a career.

Several organizations emphasize Higher Education Administration, including:

- American Association for Adult and Continuing Education (AAACE)
- American Association of Community Colleges (AACC)
- American Educational Research Association (AERA) (Division J: Postsecondary Education)
- Association for the Study of Higher Education (ASHE)
- Council for the Study of Community Colleges (CSCC)
- EDUCAUSE: IT for Administrators and other Higher Education Professionals
- The UNM Mentoring Institute
- NAFSA: Association of International Educators
- NASPA: Student Affairs Administrators in Higher Education
- NACADA The Global Community for Academic Advising
- Northern Rocky Mountain Educational Research Association (NRMERA)
- Rural Community College Alliance (RCCA)
- The Online and Professional Education Association (UPCEA)

We recommend that all graduate students join at least one professional association. We also encourage students to attend and present at annual conferences.

Student Resources

Essential resources for students, including required forms and petitions, are provided on the program's "Student Resources" webpage. Unless otherwise noted, links to forms referred to in this handbook are available there. We encourage you to be familiar with all the important information available on this website.

Many students working toward a graduate degree seek psychological services at some point during their graduate school career. The UW Counseling Center is an outstanding resource for this.

The Ellbogen Center for Teaching and Learning, the Writing Center, the Student Learning Center, and Student Success Services can assist with student teaching and learning.

For health services, the University offers Student Health Service, Student Medical Insurance, UW Counseling Center, and University Disability Support Services.

Students can find resources through the Pokes Center for Community Resources (PCCR), International Student Services, and the Veterans Services Center. For additional resources see Access & Engagement at the University of Wyoming.

Other services include Student Organizations, Residence Life and Dining Services, Student Affairs, Student Attorney, Student Computer Support (Information Technology), Student Employment, Student Financial Aid, and Student Housing.

Food pantries are available across campus, including in the basement of the Biological Sciences building. The food pantries are designed to combat food insecurity by providing free snacks and meals.

HIED Graduate Program Handbook Acknowledgment and Agreement

I acknowledge that I have read and understand the *Higher Education Administration (HIED) Graduate Program Handbook*. I agree to abide by the policies, procedures, and expectations outlined therein as a condition of my enrollment in the program. I further confirm that I have met with my program advisor to review the handbook and address any questions regarding its content.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Appendix A: M.A. in HIED Program Planning Document

MASTER OF ARTS
HIGHER EDUCATION ADMINISTRATION
PROGRAM PLAN

Name: _____ Advisor: _____

HIED M.A. COURSE REQUIREMENTS (33 CREDIT HOURS)

		Planned Semester/Year
EDRE 5530	Introduction to Research (3)	
HIED 5000	Community College Leadership (3)	
HIED 5020	Higher Education Systems (3)	
HIED 5030	Continuing and Professional Education (3)	
HIED 5040	Higher Education Staffing (3)	
HIED 5050	Workforce Training (3)	
HIED 5060	Program Budgets and Instructions (3)	
HIED 5240	Teaching Adults (3)	
HIED 5610	Planning and Evaluation of Instructional Systems (3)	
HIED 5660	Community College (3)	
HIED 5090	Masters Capstone (3)	
(33 credit hours required)		

Click here for more information about the M.A. in HIED, and view the extended course schedule.

Appendix B: Community College Leadership Certificate (CCLC) Program Planning Document

COMMUNITY COLLEGE LEADERSHIP CERTIFICATE PROGRAM PLAN

Name: _____ Advisor: _____

COURSE REQUIREMENTS (15 CREDIT HOURS)

		Planned Semester/Year
HIED 5660	Community College (3)	
HIED 5670	Community College Issues and Leadership (3)	
HIED 5650	Law of Higher Education (3)	
HIED 5600 or HIED 5060	Higher Education Finance (3) or Program Budgets and Instructions (3) (Cannot use HIED 5060 Program Budgets and Instructions if taken during Master's)	
HIED 5630 or HIED 5640	Advanced Organizational Leadership (3) or Leadership Development (3)	
(15 credit hours required)		

Click here for more information about the Community College Leadership Certificate, and view the extended course schedule.

Appendix C: Ed.D. in HIED Program Planning Document

DOCTOR OF EDUCATION
HIGHER EDUCATION ADMINISTRATION
PROGRAM PLAN

Name: _____ Advisor: _____

HIED ED.D. COURSE REQUIREMENTS (75 CREDIT HOURS)

		Planned Semester/Year
Elective	EDAD 5720 Educational Leader as Change Agent (3) or HIED Master's Course (3)	
Elective	EDAD 5850 Educational Leader as Direction Setter (3) or HIED Master's Course (3)	
HIED 5600	Higher Education Finance (3)	
HIED 5260	Access and Success in Higher Education (3)	
HIED 5630	Advanced Organizational Leadership (3)	
HIED 5640	Leadership Development (3)	
HIED 5650	Law of Higher Education (3)	
HIED 5670	Community College Issues & Leadership (3)	
EDRE 5600	Intro to Quantitative Research (3)	
EDRE 5640	Intro to Qualitative Research (3)	
EDRE 56XX	Third Research Course (3)	
HIED 5680	Issues in Higher Education (3) (Final HIED course- Take in Summer before EDRE 5660)	
EDRE 5660	Dissertation Prospectus Writing (3) (Take after all HIED and EDRE coursework is complete and Preliminary Exam is passed; in rare cases, PRST 5890 Directed Professional Study (3) may substitute, in consultation with advisor)	
PRST 5980	Dissertation Research (6) (Take in two separate semesters)	
(45 credit hours required + 30 from master's)		
Identify dissertation chair and committee by the second to last semester of coursework (in consultation with advisor)		
Preliminary Exam (must be passed before enrolling in EDRE 5660)		
Dissertation Prospectus Meeting (after completion of EDRE 5660)		
Dissertation Defense		

Click here for more information about the Ed.D. in HIED, and view the extended course schedule.

Appendix D: M.A. in HIED Course Schedule

M.A. in HIED Course Schedule

SPRING

HIED 5050
Workforce Training

HIED 5060
Program Budgets and Instructions

HIED 5240
Teaching Adults

HIED 5660
Community College

HIED 5090
Masters Capstone

EDRE 5530
Introduction to Research

SUMMER

HIED 5040
Higher Education Staffing

EDRE 5530
Introduction to Research

FALL

HIED 5000
Community College Leadership

HIED 5020
Higher Education Systems

HIED 5030
Continuing and Professional Education

HIED 5610
Planning and Evaluation of Instructional Systems

EDRE 5530
Introduction to Research

Appendix E: Ed.D. in HIED and CCLC Course Schedule

HIED Ed.D. and CCLC Course Schedule

SPRING

HIED 5600
Higher Education Finance

HIED 5260
Access and Success in Higher Education

HIED 5670
Community College Issues and Leadership

HIED 5660
Community College

SUMMER

HIED 5680
Issues in Higher Education

FALL

HIED 5630
Advanced Organizational Leadership

HIED 5640
Leadership Development

HIED 5650
Law of Higher Education

Educational Administration (EDAD) Courses

Educational Administration (EDAD) courses are electives for the Ed.D. in Higher Education Administration. The EDAD course schedule can be found here.

Educational Research (EDRE) Courses

Educational Research (EDRE) courses are required for the Ed.D. in Higher Education Administration. The EDRE course schedule can be found here.

> Note: All course offerings are subject to change or cancellation due to low enrollments or faculty availability.