Colleges and universities all over the world face multiple challenges. These institutions need enlightened leaders and faculty who can guide various external audiences and internal constituencies toward new educational solutions to societal challenges. Our degrees provide students opportunities to study various subjects in the field of higher education, providing deep research-based understandings across a breadth of post-secondary education concerns. The Higher Education department (HED) mission is three-fold:

1. Prepare social justice professionals for careers in post-secondary education related to administration, policy, teaching and research, as well as careers in public and private agencies of higher education, for-profit and not-for-profit settings, and in a diverse and changing world.
2. Conduct equity-based research about persistent and/or timely problems facing post-secondary education.
3. Provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to post-secondary education, especially related to equity, diversity and social justice.

The Higher Education department is an "Inclusive Excellence Unit" (www.aacu.org) and supports the concept that inclusiveness and excellence are one and the same. That is, students and instructors from diverse social and cultural backgrounds who become part of the department all bring unique gifts, talents and experiences that make tremendous contributions to the teaching and learning climate of the Higher Education department.

**Doctor of Philosophy in Higher Education**

Students in the 90-credit Doctor of Philosophy degree program gain knowledge and demonstrate competence through coursework designed to provide a strong foundation in the field of higher education and research methods. In addition, students broaden their scope of study through a wide range of elective possibilities. Students are required to complete a teaching competency during the time of their study, and successfully complete and defend the doctoral comprehensive exam (also known as the preliminary oral examination) near the end of coursework. The culminating requirement for the degree is a dissertation, defended in a final oral defense.

**Doctor of Education in Higher Education**

Students in the 65-credit Doctor of Education degree program gain knowledge through coursework and research experience. Competence is demonstrated by the successful completion and oral defense of a doctoral comprehensive exam, and the successful oral defense of the doctoral research project (DRP). It is expected that the DRP will be a publication quality project that investigates a key issue or problem important to the field of higher education. Upon completing the research project, students will be able to translate what they have learned into real-world applications, and offer practical and policy related recommendations.

**Master of Arts in Higher Education**

The 50-credit Higher Education master's degree is designed to prepare professionals for administrative, leadership, student-centered, and/or policy-focused careers in post-secondary institutions, private and public agencies of higher education, and other educational settings. This generalist program enables students to explore the academic and practitioner-oriented issues related to post-secondary settings and to expand their experiential awareness through practical activities in administration, policy, and research. Elective coursework allows students to complete an optional emphasis in one of three areas: College Student Affairs, Diversity and Higher Learning, or Public Policy & Organizational Change. An internship experience is required, and the final degree requirement is the successful completion of an e-portfolio.

**Doctor of Philosophy in Higher Education**

**Degree and GPA Requirements**

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Master's degree: This program requires a master's degree as well
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.
Standardized Test Scores
- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the deadline. The institution code for the University of Denver is 4842.

English Language Proficiency Test Score Requirements
The minimum TOEFL/IELTS/CAE test score requirements for this degree program are:
- Minimum TOEFL Score (Internet-based test): 80
- Minimum TOEFL Score (Paper-based test): 550
- Minimum IELTS Score: 6.5
- Minimum CAE Score: 176

English Conditional Admission: No, this program does not offer English Conditional Admission.

Doctor of Education in Higher Education
Degree and GPA Requirements
- Bachelor’s degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Master’s degree: This program requires a master’s degree as well
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master’s degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master’s degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

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Master of Arts in Higher Education
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## Doctor of Philosophy in Higher Education

### Degree Requirements

#### Coursework Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Requirement</td>
<td></td>
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<tr>
<td></td>
<td>Foundations Courses</td>
<td>12</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
<td></td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences</td>
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<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
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<tr>
<td></td>
<td>Intermediate/Advanced Methods Courses</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Students will complete a minimum of 10 credits (3 or 4 courses) in Research Methods and Statistics.</td>
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<tr>
<td></td>
<td>HED Research Experience</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The HED research requirement can be satisfied through any combination of the following, with advisor approval: Independent study (HED 5991) that focuses on research methodology or research practice; HED 4216 Research Processes; additional Research Methods &amp; Statistics (or related) coursework; or internship experiences wherein research practice is a primary component of the internship (e.g., institutional research or policy analysis or program evaluation.)</td>
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</tr>
<tr>
<td></td>
<td>Dissertation Research Credits</td>
<td>10</td>
</tr>
<tr>
<td>HED 5995</td>
<td>Independent Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HED Required Courses</td>
<td>28</td>
</tr>
<tr>
<td>HED 4210</td>
<td>Critical Higher Education</td>
<td></td>
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<tr>
<td>HED 4211</td>
<td>Current Issues in Higher Ed</td>
<td></td>
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<tr>
<td>HED 4220</td>
<td>Org &amp; Governance of Higher Ed</td>
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<tr>
<td>HED 4249</td>
<td>Seminar in Higher Education</td>
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<tr>
<td></td>
<td>HED Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Students will complete a minimum of 12 credits (3 Higher Education courses) to complete the elective requirement.</td>
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<tr>
<td></td>
<td>Cognate Courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Students may design a 12 credit (3 or 4 courses) cognate, with advisor approval, or they may complete the coursework included in the following cognates: College Teaching, Public Policy, or Research Methods &amp; Methodologies</td>
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</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>90</td>
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<tr>
<td></td>
<td>1 In order to maintain degree candidacy, MCE doctoral students who have finished all required coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 90 credit hours is required beyond the earned master's degree. No credit hours from the earned master's degree can be transferred into the PhD.

### Non-coursework Requirements

- Comprehensive Exam
- Oral Defense of Comprehensive Exam
- Dissertation
- Oral Defense of Dissertation
Doctor of Education in Higher Education

Degree Requirements

Coursework Requirements

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<tr>
<td>Higher Education Research Course</td>
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<td>4</td>
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<tr>
<td>HED 4242</td>
<td>Educational Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>HED 4202</td>
<td>Program Evaluation in Higher Education</td>
<td></td>
</tr>
<tr>
<td>Doctoral Research Project Design</td>
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<tr>
<td>HED 4216</td>
<td>HED Research Processes</td>
<td></td>
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<tr>
<td>Doctoral Research Credits</td>
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</tr>
<tr>
<td>HED 5993</td>
<td>Doctoral Research - EdD</td>
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</table>

HED Required Courses

Credit requirement will be met by completing a minimum of 24 credits (6 courses).

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<tr>
<td>HED 4226</td>
<td>The Community College</td>
<td></td>
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<tr>
<td>HED 4294</td>
<td>Seminar in Higher Education</td>
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<tr>
<td>HED 4294</td>
<td>Seminar in Higher Education</td>
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</tr>
</tbody>
</table>

Higher Education Electives

Credit requirement will be met by completing a minimum of 12 credits (3 courses in Higher Ed).

Total Credits Required

65

1 In order to maintain degree candidacy, MCE doctoral students who have finished all required coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

A minimum of 65 credit hours is required beyond the earned master's degree. No credit hours from the earned master's degree can be transferred into the EdD.

Non-coursework Requirements

- Comprehensive Exam
- Oral Defense of Comprehensive Exam
- The Doctoral Research Project
- Oral Defense of Doctoral Research Project

Master of Arts in Higher Education

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Research Requirement</td>
<td></td>
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</tr>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
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HED Required Courses

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<tr>
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<tr>
<td>HED 4214</td>
<td>History American Higher Ed</td>
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<tr>
<td>HED 4219</td>
<td>Introduction to Higher Education</td>
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</tr>
<tr>
<td>HED 4220</td>
<td>Org &amp; Governance of Higher Ed</td>
<td></td>
</tr>
<tr>
<td>HED 4246</td>
<td>Issues of Access &amp; Opportunity</td>
<td></td>
</tr>
</tbody>
</table>
HED 4247  Retention, Persistence, and Student Success in Postsecondary Settings
HED 4270  Internship in Student Affairs
or HED 4295  Internship in College and University Administration
or HED 4296  Internship in Public Policy
or HED 4297  Internship in College Teaching
HED 4230  Reflective ePortfolio

HED Electives (Mix and match across HED course offerings or choose one of these optional emphasis areas: College Student Affairs, Diversity & Higher Learning, Public Policy & Organizational Change) 24

College Student Affairs Emphasis
HED 4217  Student Affairs Administration
HED 4229  Student Support in College
HED 4260  Students and College Environments
HED 4201  Assessment in Higher Education
HED 4261  College Student Development Theory
HED 4294  Seminar in Higher Education (as appropriate)

Diversity & Higher Learning Emphasis
HED 4281  Inclusive Excellence Programming and Development
HED 4284  Inclusive Excellence in Organizations
HED 4287  Critical Race Theory and Education
HED 4288  Gender & Sexuality in Higher Education
HED 4289  Race and Racism in Higher Education
HED 4294  Seminar in Higher Education (as appropriate)

Public Policy & Organizational Change Emphasis
HED 4212  Introduction to Public Policy and Higher Education
HED 4213  Leadership and Supervision
HED 4221  Financing Higher Education
HED 4222  Legal Issues in Higher Education
HED 4235  Organizational Change
HED 4242  Educational Policy Analysis
HED 4294  Seminar in Higher Education (as appropriate)

Total Credits Required 50

Non-coursework requirement
- Successful completion of an ePortfolio

Courses
HED 3263 Sports and Higher Education (4 Credits)
This course provides an overview of the general history of college and university sports, athletics, intramurals, intramurals, and wellness programs as a broad introduction to this area; additional emphases center on issues related to intercollegiate sports e.g., athletic department positions, student-athlete support systems, ethical considerations, legal issues, politics and policies pertaining to institutional and NCAA norms/regulations, and current and future issues in collegiate athletics. Prerequisite: must be junior- or senior-level student.

HED 3264 Psychosocial Dimensions of Sports and Wellness (4 Credits)
Cross listed with HED 4264.

HED 3991 Independent Study (1-10 Credits)

HED 3992 Directed Study (1-10 Credits)

HED 4201 Assessment in Higher Education (4 Credits)
This course is designed to give student a broad understanding of assessment in higher education. This course will improve student’s familiarity with existing assessment instruments for students, services, programs and facilities as well as provide an understanding importance of maintaining high standards of ethics and integrity in assessment of higher education and student affairs.
HED 4202 Program Evaluation in Higher Education (4 Credits)
This course is an overview of the craft of program evaluation, “...the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy” (Weiss, 1998, p. 4). Program evaluation, simply put, is the craft of applying research methods in a thoughtful way to the task of finding out what and/or how interventions work in the context of the programs or policies in which they operate. This is accomplished by systematically investigating the effectiveness of program processes and outcomes within their political and organizational context. The goal is to inform social action and, by extension, improve conditions for program recipients and participants. Students in this course will explore program evaluation within the context of higher education. The purpose of this course is threefold: (1) Develop an understanding of existing evaluation theory and practice; (2) Apply evaluation theory and approaches to the context education evaluation; and (3) Develop an experiential base upon which to engage in evaluation in educational practice, and for many as a component of doctoral research projects.

HED 4210 Critical Higher Education (4 Credits)
This course examines the social and political context of U.S. education and provides an analysis of schooling, cultural politics, and global influences that inform current practices and structures of the higher education system. Central to this course is the development of a critical understanding of topics related to meritocracy, stratification, diversity, and decentralization in higher education. Prerequisite: Ph.D. student in higher education or permission of instructor.

HED 4211 Current Issues in Higher Ed (4 Credits)
A study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work. Explores institutional missions as well as entities such as administration, faculty, curriculum, and student, in relationship to current issues.

HED 4212 Introduction to Public Policy and Higher Education (4 Credits)
This is an introductory course that gives students an overview of federal and state public policy, current issues, research methods, and practical skills required for the policy formation process. This is the introductory seminar to the Public Policy, Leadership and Organizational Change emphasis area for the master’s program.

HED 4213 Leadership and Supervision (4 Credits)
General leadership theory and its implications for higher education; specific focus on leadership skills, such as conflict resolution, problem solving, use of teams and change advocacy.

HED 4214 History American Higher Ed (4 Credits)
Development of North American higher education from colonial times to the present, focusing on important educators and institutions.

HED 4215 Curriculum Development and Teaching Strategies in Higher Education (4 Credits)
The goal of this course is to prepare those who will serve in higher education with the knowledge, skills, and dispositions necessary to design curriculum and pedagogical strategies that produce effective and equitable learning outcomes for all students and adults in postsecondary settings. This course pushes students to think about curriculum and instruction as a decision-making process that requires articulated goals, strategic alignment, and thoughtful planning in order to realize a more effective and inclusive pedagogy. Throughout the course students will come to understand the complexities of curriculum and teaching design, but also have the process clarified with a framework for choosing among different ways of teaching that result in significant and transformative learning experiences for their future students.

HED 4216 HED Research Processes (1-5 Credits)
Enables students to explore current research and theories associated with their scholarly interests and resources for doing research, and to address problems in conducting original inquiry and investigations in postsecondary education. Attention is directed to the investigation of a research problem of each student’s interest. Prerequisite: Successful completion of 10 credit hours of research courses or permission of instructor.

HED 4217 Student Affairs Administration (4 Credits)
A review of student services, emphasis on programmatic content and relationship to student development; organization of student service programs and national trends. To further describe the historical development of student affairs work including significant persons and activities and to begin the development of students’ own professional identities as a reflective practitioner and to understand the responsibilities for integrating assistantships/work experiences to theory and new knowledge.

HED 4219 Introduction to Higher Education (4 Credits)
This course is designed to provide students an overview of higher education as a field of study and practice. The topics covered attempt to equip students with working knowledge of the structures, functions, challenges, concerns, and opportunities within higher education as a social institution. Grounded in values and principles of inclusive excellence, the course take equity and diversity as departure points from which any and all productive understandings of higher education must engage.

HED 4220 Org & Governance of Higher Ed (4 Credits)
Study of theoretical perspectives and empirical research drawn from the social sciences related to higher education organizations and governance with an emphasis on application of theory and practice.

HED 4221 Financing Higher Education (4 Credits)
Financing public and private institutions of higher learning; sources of income, budgeting procedures, funding and control, use of simulated exercises to illustrate principles. Recommended prerequisites: HED 4210, HED 4211 and HED 4214.
HED 4222 Legal Issues in Higher Education (4 Credits)
Review of a broad range of administrative problems with legal dimensions; process for analyzing case law on issues of access, student rights, employment, collective bargaining, church-state relations, private sector and liability. Students gain practical experience (praxis) in analyzing and applying legal concepts to higher education subjects.

HED 4223 Inst Research & Enroll Mgmt (3 Credits)
Explores the important area of institutional research (IR) in a postsecondary setting. Issues relating to how an IR office functions and typical responsibilities of the professionals who staff these offices will be explored. Enrollment management concepts and themes will be highlighted along with data collection and reporting aspects of the college admissions and retention processes. Recommended prerequisites: HED 4213, HED 4217 and HED 4260 for master's students; HED 4213, HED 4220 for doctoral students.

HED 4226 The Community College (4 Credits)
General issues related to community college, such as history, mission, characteristics, students, curricula, teaching and student services.

HED 4229 Student Support in College (4 Credits)
This class will introduce students to basic interpersonal helping skills required in Higher Education settings, including relationship building, listening, giving feedback, problem-solving, and resolving conflicts. Students will become familiar with crisis intervention models and techniques; signs and symptoms of distress and mental illness; strategies for making appropriate referrals to mental health providers; and considerations about self and other when engaged in helping relationships, particularly those with cultural differences. Central to the course will be discussion of the appropriate role Higher Education professionals have in helping students while recognizing their limitations.

HED 4230 Reflective ePortfolio (2 Credits)
The purpose of this course is to assist students by facilitating the transition in to professional positions in higher education. A learning portfolio is a required component for completion of the degree program for the master’s degree (MA) in Higher Education to demonstrate significant learning about the field of higher education and oneself in the program.

HED 4232 Research Methods in Higher Education I (1-3 Credits)
Introductory research methods course for higher education professionals.

HED 4233 Research Methods in Higher Education II (1-4 Credits)
Introductory research methods course for higher education professionals, part II.

HED 4235 Organizational Change (4 Credits)
This course will focus on designing, implementing, and evaluating effective change in higher education through an equity-minded lens. The course is intended to assist students in developing a set of understandings in how to plan and implement change in higher education organizations, institutions, and as an industry. The course will introduce "equity-minded change" in higher education and will focus on how institutions can change to achieve equity, while addressing the importance of managing organizational development on a macro and micro level in higher education institutions and organizations. Students will acquire tools to manage and understand change through structural, political, human resource, and symbolic perspectives to understand the systemic interrelationships among these factors to effectively meet the changing socio/economic/political environments within higher education as they impact student success.

HED 4242 Educational Policy Analysis (4 Credits)
Students in this experiential course will develop critical policy analysis and Praxis skills that have relevance for the implementation of public policy and finance strategies for higher education. Students will employ critical thinking skills to analyze, evaluate and interpret public policy and finance with the goal of advancing the field of higher education's understanding of effective public policy and finance, as well as the unintended consequences that may arise with various policy solutions and funding strategies. Specifically, students will learn how to evaluate whether public policy and finance hinders or assists post-secondary institutions and their leaders in dismantling systemic oppression while promoting educational equity and opportunity and strengthening the public purposes of higher education. Students will interact directly with public policymakers, post-secondary administrators, policy researchers and policy analysts while assisting with a quarter-long experiential policy analysis project with an intermediary public policy organization. Students will also develop a policy analysis paper.

HED 4246 Issues of Access & Opportunity (4 Credits)
This course addresses theories and research on a variety of issues related to college preparation, school structures, and inequalities in college access. The course will cover different levels of analyses: theoretical, individual levels (i.e., race, ethnicity, and social class), organizational levels (family, geography, high school context, and outreach), and field levels (i.e., policy, testing, rankings, media, and policy). Special attention will be paid to the sociocultural context influencing issues of college access and opportunity for students.

HED 4247 Retention, Persistence, and Student Success in Postsecondary Settings (4 Credits)
This course introduces students to relevant research, theory, and practice related to college student retention and persistence. Students explore cultural, institutional, and individual factors that may impact college student persistence and critically examine theories attempting to explain why students leave college. In addition, students also closely explore the dynamics of oppression at the individual, institutional, and socio-cultural levels and the resulting impact on student retention. Effective retention practices, programs, and assessment procedures are also identified and examined.

HED 4260 Students and College Environments (4 Credits)
This course will serve as an introduction to college environments and the complexity of campus and culture. The purpose of this course is to familiarize you with today’s higher education settings and provide you with strategies to maximize learning and development, for all students. In line with inclusive excellence, attention will be paid to the impact of campus environments on diverse student populations. Theoretical concepts will help explain, describe, and examine the college environments as a system and its impact on students, faculty, and staff.
HED 4261 College Student Development Theory (4 Credits)
An overview of human development theories relevant to college students, of traditional and non-traditional ages. This application will enhance the ability of student affairs professionals as they work to maximize the affective and cognitive development of students within the college setting.

HED 4264 Psychosocial Dimensions of Sport (3 Credits)
Psychology and sociology of sports as related to college and university athletics and wellness. Cross listed with HED 3264.

HED 4270 Internship in Student Affairs (0-6 Credits)

HED 4281 Inclusive Excellence Programming and Development (4 Credits)
IE in Programming and Development will provide an overview related to the development and implementation of cultural programming and cultural centers over time. This course will pay specific attention to the role of student activism in creating change on college campuses in the form of cultural programming, centers, diversity curriculum, and inclusive excellence initiatives. The course will also address the challenges and competencies associated with inclusive excellence programming and development.

HED 4282 Characteristics of College Students (3 Credits)
Characteristics to consider in working with adult learners, including aptitude, motivation, cognitive development, psycho-social development, intelligence, learning styles, gender, ethnicity and social class; practice in analyzing learning characteristics of a specific individual.

HED 4284 Inclusive Excellence in Organizations (4 Credits)
In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of the workplace. As a result, the need for understanding how to enhance cultural diversity in organizations has taken on a greater importance. Accordingly, framed through the concept of Inclusive Excellence, this course focuses on the changing demographics of our society, especially related to race and culture, gender, age, physical ability, sexual orientation, and socio-economic status, emphasizing the implications these factors have for leadership and management in a variety of organizational settings.

HED 4287 Critical Race Theory and Education (4 Credits)
The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education. Together, we will work through the historical development continuing on to the contemporary nuances of CRT. In addition, we will work to expose the ideological construction of race and education in the U.S. As such, we will also work through the oppressive nature of education and boldly confront notions of colorblindness. Throughout this course, we will struggle with the challenges surrounding the inclusion of multiple voices and multiple perspectives in the complex intersections among race, ethnicity, gender, class, and sexual orientation. Specifically, we will critique the strengths and limitations of CRT as a framework for addressing educational inequalities.

HED 4288 Gender & Sexuality in Higher Education (4 Credits)
This course examines how the related constructs of gender and sexuality are understood within the context of higher education institutions, practices, policies and research. We'll begin this discussion by examining the evolution of thinking around gender and sexuality. Historically, these constructs have been portrayed primarily as a matter of “natural fact” (Halperin, 1989). In other words, gender and sexuality should be viewed as functions of the body and therefore objectively biological. There is, of course, a resounding counter-argument to this claim, lead by the likes of Michel Foucault, Judith Butler, David Halperin, Eve Sedgwick and others, who suggest that gender and sexuality are socially constructed ideas, fundamentally performative and enforced through existing configurations of power that regulate our bodies vis a vis pervasive social norms and taken-for-granted patterns of socialization.

HED 4289 Race and Racism in Higher Education (4 Credits)
This course explores connections between race, racialization, and racism in American higher education. It draws on historical, political, economic, and cultural explanations of racial inequity in educational outcomes and processes. The course uses institutional and systemic levels of analysis to examine racial equity in higher education.

HED 4290 Inclusive Excellence in Praxis (2 Credits)
This course is designed to engage students in the development of the ePortfolio. Based upon their experiences in the HED MA program, students will create a portfolio that demonstrates their academic learning and personal growth through critical reflection. Within the portfolio, students are expected to demonstrate an understanding of theory and its application to practice as well as highlight the praxis-centered curriculum. Students will use Inclusive Excellence as a framework to understand higher education policy and practice and integrate learning from across the curriculum, co-curriculum and praxis experiences. Lastly, students will include demonstrations of collective learning through group projects, showing the ability to collaborate with diverse groups of people.

HED 4291 Doctoral Professional Development Seminar (1-3 Credits)
This course is designed to introduce the first year doctoral students to the field and discipline of Higher Education and to prepare doctoral students for their academic study.

HED 4294 Seminar in Higher Education (1-4 Credits)
Advanced seminar to examine timely topics, issues, and problems. The course description is developed each time the course is offered to describe the topics to be investigated.

HED 4295 Internship in College and University Administration (0-6 Credits)
Supervised experience in administration at college or university level.
HED 4296 Internship in Public Policy (0-6 Credits)
Supervised experience in postsecondary public policy analysis or research, usually at a state or national compact or agency in the Denver-Boulder area. Recommended prerequisites: HED 4210, HED 4211, HED 4212, HED 4221, HED 4242, HED 4243.

HED 4297 Internship in College Teaching (0-2 Credits)
Supervised experience in teaching at college level.

HED 4991 MA Independent Study (1-10 Credits)
HED 4992 Directed Study (1-10 Credits)

HED 4995 Independent Research (1-10 Credits)
HED 5991 PhD Independent Study (1-10 Credits)
HED 5992 Directed Study (1-10 Credits)

HED 5993 Doctoral Research - EdD (1-20 Credits)
Doctoral research credits for doctoral research project toward the EdD. Prerequisite: Must be an EdD student in HED; must have completed at least 80% of coursework; cannot complete more than five credit hours of HED 5993 prior to passing the comprehensive exam.

HED 5995 Independent Research (1-20 Credits)