Higher Education

Office: Morgridge Office of Admissions
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303-871-2509 (http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/highereducation/tel:303-871-2509)
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/higher-education/

The Higher Education program's mission is three-fold:

1. Prepare social justice professionals for careers in postsecondary 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 multicultural and changing world
2. Conduct equity-based research about persistent and/or timely problems facing postsecondary education
3. Provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to postsecondary education, especially related to equity, diversity and social justice

The Higher Education Program (HED) 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 program all bring unique gifts, talents and experiences that make tremendous contributions to the teaching, learning and climate of the Higher Education Program.

Doctor of Philosophy in Higher Education

At the doctoral level, students gain knowledge and demonstrate competence through coursework, a doctoral comprehensive exam (also known as the preliminary oral examination), and the completion of a dissertation, defended in a final oral defense. The successful final orals and graduation are statements of academic and professional competence in higher education.

The 90 quarter credit hour program requires students complete a comprehensive exam paper and dissertation. A master's degree is required.

Program Accreditation

The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) of the North Central Association (NCA), which is one of six regional educational accrediting bodies recognized by the federal government. The HLC covers a nineteen state (mostly western and Midwestern) area, and over 1,000 institutions of higher learning hold membership in the Association. DU received its first accreditation in 1914 and has maintained accreditation since that time.

Last HLC accreditation visit: 2010
Next HLC accreditation visit: 2021

Doctor of Education in Higher Education

At the doctoral level, students gain knowledge and demonstrate competence through coursework, a doctoral comprehensive exam (also known as the preliminary oral examination), and the completion of a doctoral research project, defended in a final oral examination. The successful final orals and graduation are statements of academic and professional competence in higher education.

The 65 quarter credit hour program requires students complete a comprehensive exam paper and dissertation. A master's degree is required.

Program Accreditation

The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) of the North Central Association (NCA), which is one of six regional educational accrediting bodies recognized by the federal government. The HLC covers a nineteen state (mostly western and Midwestern) area, and over 1,000 institutions of higher learning hold membership in the Association. DU received its first accreditation in 1914 and has maintained accreditation since that time.

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Master of Arts in Higher Education

The HED Master's program is designed to prepare professionals for administrative, leadership, student-centered, and/or policy-focused careers in postsecondary 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 postsecondary settings and to expand their experiential awareness through practical activities in administration, teaching, policy, and research.
Cohort
Students enter and move through the program as part of a cohort.

Program Accreditation
The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) of the North Central Association (NCA), which is one of six regional educational accrediting bodies recognized by the federal government. The HLC covers a nineteen state (mostly western and Midwestern) area, and over 1,000 institutions of higher learning hold membership in the Association. DU received its first accreditation in 1914 and has maintained accreditation since that time.

Last HLC accreditation visit: 2010
Next HLC accreditation visit: 2021

Master of Arts in Higher Education
Following are the simple steps to apply for graduate study in Higher Education at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies.

Apply Online / Application Deadlines
- Applications for graduate study at the University of Denver must be submitted online.
- All online materials must be received, and all supplemental materials including transcripts must be on file in the Office of Graduate Studies, by the program’s stated deadline: Priority Deadline: January 16, 2015 for Fall 2015 Admit. The program will review well-qualified applicants after the deadline until the remaining space has been filled.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements
- Applicants must earn and submit proof of earning the equivalent of a baccalaureate degree from a regionally accredited institution prior to beginning graduate coursework at DU.

Transcripts
- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English. DU students and alumni do not need to provide DU transcripts.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.
- Mail official transcripts to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802
- Electronic transcripts should be sent to gradinfo@du.edu

Language Proficiency
- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The ANDL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants
(GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations. There are no exemptions for graduate teaching assistants.

- Students whose native language is not English and who are required to submit TOEFL/IELTS scores will be assessed by the University of Denver English Language Center (ELC) prior to matriculation.

**Test Scores**

- The Graduate Record Examination (GRE) is not required.

**Statement of Professional Goals**

- A statement is required and should be submitted via upload through the online application process.

**Resume / C.V.**

- This should include work experience, research, and/or volunteer work. The resume should be submitted via upload through the online application process.

**Recommendation Letters**

- Two letters of recommendation are required. Letters should be solicited and uploaded by recommenders through the online application system. Requests for letters should be sent to recommenders well in advance so the letters are on file by the application deadline.

**Financial Support**

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline: February 15. Information about financial aid can be found on the Office of Financial Aid Website. International students are not eligible for federal financial aid.

**Application Status**

- We encourage you to be actively engaged in the admission process. You can check your application status online at PioneerWeb. Applicants will receive login information post application submission.

**Contact Information**

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  
  University of Denver  
  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.  
  Denver, CO 80208-4802  

- Electronic transcripts should be sent to gradinfo@du.edu

- For more information call (303) 871-2706

**International Applicants**

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete, with all materials on file in the admission office, at least eight weeks prior to the program's application deadline.

*The Graduate Policies and Procedures provides complete details regarding admission requirements.*

**Doctor of Education in Higher Education**

Following are the simple steps to apply for the Doctor of Education in Higher Education at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies.

**Apply Online / Application Deadlines**

- Applications for graduate study at the University of Denver must be submitted online.

- All online materials must be received, and all supplemental materials including transcripts must be on file in the Office of Graduate Studies, by the program's stated deadline: Priority Deadline: December 15, 2015 for Fall 2015 Admit. The program will review well-qualified applicants after the deadline until the remaining space has been filled.

- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
Course and Degree Prerequisites and Requirements

- Applicants must earn and submit proof of earning the equivalent of a baccalaureate degree from a regionally accredited institution prior to beginning graduate coursework at DU.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.

- The applicant is responsible for obtaining all transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English. DU students and alumni do not need to provide DU transcripts.

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Language Proficiency (http://bulletin.du.edu/graduate/admissions/additionalstandardsfornonnativeenglishspeakers)

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations. There are no exemptions for graduate teaching assistants.

- Students whose native language is not English and who are required to submit TOEFL/IELTS scores will be assessed by the University of Denver English Language Center (ELC) prior to matriculation.

Test Scores

- The Graduate Record Examination (GRE) is not required.

Statement of Professional Goals

- A statement is required and should be submitted via upload through the online application process.

Resume / C.V.

- This should include work experience, research, and/or volunteer work. The resume should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required. Letters should be solicited and uploaded by recommenders through the online application system. Requests for letters should be sent to recommenders well in advance so the letters are on file by the application deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline; February 15. Information about financial aid can be found on the Office of Financial Aid Website. International students are not eligible for federal financial aid.
Application Status

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Contact Information

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International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete, with all materials on file in the admission office, at least eight weeks prior to the program’s application deadline.

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- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Applicants must earn and submit proof of earning the equivalent of a baccalaureate degree from a regionally accredited institution prior to beginning graduate coursework at DU. Applicants to the PhD must have an earned master’s degree prior to matriculating into the doctoral program.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.

- The applicant is responsible for obtaining all transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English. DU students and alumni do not need to provide DU transcripts.

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Test Scores

- The Graduate Record Exam (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. DU’s ETS Institution Code is 4842.

Statement of Professional Goals

- A statement is required and should be submitted via upload through the online application process.

Resume / C.V.

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# Doctor of Philosophy in Higher Education

## Degree Requirements

### Coursework Requirements

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Research Requirement</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Courses</td>
<td>12</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>5</td>
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<tr>
<td>Introductory Statistics</td>
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<tr>
<td>RMS 4941</td>
<td>4</td>
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<tr>
<td>Introduction to Qualitative Research</td>
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<td>Choose one of the following two:</td>
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<tr>
<td>RMS 4920</td>
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<tr>
<td>Educational Measurement</td>
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<tr>
<td>RMS 4930</td>
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<tr>
<td>Empirical Research Methods</td>
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**Intermediate Methods Courses**

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<td>Intermediate Methods Courses</td>
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**Advanced Methods Course**

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**Dissertation Research Credits**

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<th>18</th>
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<tbody>
<tr>
<td>HED Required Courses</td>
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**HED Required Courses**

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<td>HED 4210</td>
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<tr>
<td>HED 4211</td>
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<tr>
<td>HED Electives</td>
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<tr>
<th>15</th>
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<tbody>
<tr>
<td>Cognate Courses</td>
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**Total Credits Required**

<table>
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<th>90</th>
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</thead>
<tbody>
<tr>
<td>Total Credits Required</td>
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</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

- **The Doctoral Comprehensive Examination**: The doctoral comprehensive exam consists of the completion of both a written and oral portion, and requires the approval of a review committee selected by the faculty advisor and student. The doctoral comprehensive exam is used to determine the student’s comprehension of the field, capacity to undertake independent research, and ability to think and express ideas clearly.

- **The Doctoral Comprehensive Examination Paper (comps paper)**: As the written portion of the doctoral comprehensive exam, the comps paper is intended to assess the student’s capacity to integrate knowledge and proficiency in conducting a thorough and succinct critical review of relevant research literature. It is a scholarly analysis of a higher education problem, issue, or idea, and it is typically 40-50 pages in length, including references. It must contain a clear statement of a higher education problem, a critical analysis of pertinent research literature, and implications for further research, policy, and practice. The student will work closely with the faculty advisor during draft development of the comps paper. The final version of the comps paper will be considered ready to submit to the comprehensive examination committee only after submission approval has been given by the faculty advisor. It is the student’s responsibility to deliver final draft copies to all committee members. Committee members must be provided at least two weeks to read and prepare comments on the comps paper. Upon advisor approval that the comps paper is satisfactory for an oral examination, the student will schedule the doctoral comprehensive oral exam.

- **The Doctoral Comprehensive Oral Examination**: The oral portion of the examination will last approximately 90 minutes and consists of the student’s overview of the comps paper and the comprehensive examination committee’s thorough questioning of the student’s work. The faculty advisor may ask a third faculty member to read the comps paper and participate in the oral examination, if he or she determines that it would be helpful to evaluate the quality of the examination. All comprehensive examination committee members are expected to participate fully in the oral portion of the exam, as well as in the discussion and decision regarding the result of the examination. Attendance at the oral portion of the comprehensive examination is limited to the student and the two or three faculty members that make up the committee.

- **Dissertation**: The dissertation serves as the culmination of students’ learning and development in the PhD program. The dissertation is ultimately intended to be an opportunity to learn and demonstrate expertise on a particular issue or problem, and through subsequent publications communicate that information to professional colleagues and practitioners. The basic requirement is that the dissertation be original research that
Higher Education

examines some issue or problem of significance related to postsecondary education and be of significance to advance the knowledge, theory, and professional practice of higher education. The dissertation topic should be directly related to some aspect of postsecondary education.

• Dissertation Oral Defense

Doctor of Education in Higher Education

Degree Requirements

Coursework Requirements

<table>
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<th>Research Requirement</th>
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<td>RMS 4930 Empirical Research Methods</td>
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<td>RMS 4960 Program Evaluation Theory</td>
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<td>Choose one of the following:</td>
<td></td>
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<tr>
<td>RMS 4942 Qualitative Data Collection and Analysis</td>
<td></td>
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<tr>
<td>RMS 4911 Correlation and Regression</td>
<td></td>
</tr>
<tr>
<td>RMS 4931 Survey and Design Analysis</td>
<td></td>
</tr>
<tr>
<td>Doctoral Research Credits</td>
<td>10</td>
</tr>
</tbody>
</table>

Students must register for at least 1 credit hour each quarter following completion of all other coursework.

HED 5993 Doctoral Research - EdD 10

HED Required Courses 30

HED 4210 Social/Political Context High Ed 3
HED 4211 Current Issues in Higher Ed 3
HED 4220 Org & Governance of Higher Ed 3
HED 4226 The Community College 3
HED 4212 Public Policy in Higher Educ 3
HED 4221 Financing Higher Education 3
HED 4222 Higher Education and Law 3
HED 4294 Seminar in Higher Education 3
HED 4294 Seminar in Higher Education 3
HED 4294 Seminar in Higher Education 3

Higher Education Electives 10

Total Credits Required 65

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

• The Doctoral Comprehensive Examination: The doctoral comprehensive exam consists of the completion of both a written and oral portion, and requires the approval of a review committee selected by the faculty advisor and student. The doctoral comprehensive exam is used to determine the student’s comprehension of the field, capacity to undertake independent research, and ability to think and express ideas clearly.

• The Doctoral Comprehensive Examination Paper (comps paper): As the written portion of the doctoral comprehensive exam, the comps paper is intended to assess the student’s capacity to integrate knowledge and proficiency in conducting a thorough and succinct critical review of relevant research literature. It is a scholarly analysis of a higher education problem, issue, or idea, and it is typically 40-50 pages in length, including references. It must contain a clear statement of a higher education problem, a critical analysis of pertinent research literature, and implications for further research, policy, and practice. The student will work closely with the faculty advisor during draft development of the comps paper. The final version of the comps paper will be considered ready to submit to the comprehensive examination committee only after submission approval has been given by the faculty advisor. It is the student’s responsibility to deliver final draft copies to all committee members. Committee members must
be provided at least two weeks to read and prepare comments on the comps paper. Upon advisor approval that the comps paper is satisfactory for an oral examination, the student will schedule the doctoral comprehensive oral exam.

- The Doctoral Comprehensive Oral Examination: The oral portion of the examination will last approximately 90 minutes and consists of the student’s overview of the comps paper and the comprehensive examination committee’s thorough questioning of the student’s work. The faculty advisor may ask a third faculty member to read the comps paper and participate in the oral examination, if he or she determines that it would be helpful to evaluate the quality of the examination. All comprehensive examination committee members are expected to participate fully in the oral portion of the exam, as well as in the discussion and decision regarding the result of the examination. Attendance at the oral portion of the comprehensive examination is limited to the student and the two or three faculty members that make up the committee.

- The Doctoral Research Project: The doctoral research project serves as the culmination of students’ learning and development in the EdD program. The doctoral research project is intended to be an opportunity to learn and demonstrate expertise in a particular area of postsecondary education. The basic requirement is that the doctoral research project be original work that examines a practical or policy concern in a postsecondary education setting. It must be useful to the practice of higher education leadership and administration.

Master of Arts in Higher Education

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Research Requirement</th>
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<tr>
<td>HED 4290 Inclusive Excellence in Higher Education I</td>
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<tr>
<th>HED Required Courses</th>
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<tr>
<td>HED 4219 Introduction to Higher Education</td>
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<td>HED 4213 Leadership and Supervision</td>
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<td>HED 4214 History American Higher Ed</td>
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<td>HED 4220 Org &amp; Governance of Higher Ed</td>
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<td>HED 4246 Issues of Access &amp; Opportunity</td>
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<td>HED 4247 Retention, Persistence, and Student Success in Postsecondary Settings</td>
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<tr>
<td>HED 4270 Student Affairs Internship</td>
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<td>or HED 4295 Internship in College and University Administration</td>
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<td>Optional emphasis areas: College Student Affairs, Diversity &amp; Higher Learning, Leadership &amp; Organizational Change</td>
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<tr>
<td>College Student Affairs Emphasis</td>
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<tr>
<td>HED 4217 Student Affairs Administration</td>
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<td>HED 4261 College Student Development Theory</td>
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<td>HED 4294 Seminar in Higher Education (as appropriate)</td>
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<td>CNP 4700 Counseling Theory</td>
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<td>Diversity &amp; Higher Learning Emphasis</td>
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<td>HED 4287 Critical Race Theory and Education</td>
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<td>HED 4284 Inclusive Excellence in Organizations</td>
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<td>HED 4281 Inclusive Excellence Programming and Development</td>
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<td>HED 4288 Gender &amp; Sexual Orientation in Education</td>
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Total Credits Required

Non-coursework requirements
- internship experience
- successful completion of a capstone project

Emphasis requirements
Elective coursework allows students to complete an optional emphasis in one of three areas:

1. College Student Affairs
2. Diversity and Higher Learning
3. Leadership and Organizational Change.

In order to complete an emphasis, nine of the 15 elective credit hours need to be taken from a menu of courses affiliated within the emphasis area, as denoted in the course work plan.

The College Student Affairs emphasis enables students to gain knowledge about higher education and student development. Students will develop skills for supporting diverse student populations and experience practica and internships in student-related areas. The College Student Affairs concentration is intended for individuals interested in positions in college/university student services and other organizations focused on college student success.

The Diversity and Higher Learning emphasis is designed for students with a special interest in diversity, social justice, access, and equity. Structured around courses that provide both theoretical and practical skills, this emphasis is intended for future scholars and practitioners interested in enhancing diversity, access, and equity in organizations; faculty and staff development in P-20 educational institutions; trainers in for-profit companies and not-for-profit agencies; and administrators and faculty in two-year and four-year higher education institutions. This emphasis places a great deal of emphasis on developing critical understanding of the impact that social identities (e.g., race, class, and gender) have on collective and individual learning in organizations. Students who currently work in or intend to pursue careers in multicultural affairs, curriculum development, university instruction, university administration, consulting, or training will find this emphasis a good fit.

The Leadership and Organizational Change emphasis prepares experienced professionals to assume greater responsibility, pursue longer-term career goals, or change their emphasis in higher education administration. This concentration has been especially designed for individuals working in or seeking to understand postsecondary education in a changing multicultural and global society. Experienced professionals who are interested in enhancing their careers will discover that this program challenges them to discover and strengthen an array of skills essential for success: analytical, communication, multicultural competence, and leadership. The Leadership and Organizational Change emphasis enables participants to link professional knowledge and research with the world of practice in postsecondary education, nonprofit or non-governmental organizations, foundations, think tanks, research institutes and the private sector.

Capstone
Students complete the capstone project under the direction of a faculty advisor. A field site supervisor is brought on to help adjudicate the final product. The capstone project proposal must be completed at least two quarters prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the Program Coordinator.

Students enrolled in the HED MA program will complete a capstone project as the final degree requirement. The purpose of the capstone project is to synthesize the information gained through HED coursework. After approximately 18-24 quarter hours of course work has been completed (i.e., after the first year), the student should contact their faculty advisor to discuss ideas for their capstone project and obtain approval of the Capstone Proposal. The project will take one of three forms:

1. A well-designed, research-based practical intervention addressing a significant educational problem in postsecondary education, or
2. A well-designed, research-based evaluation/assessment of an existing program focused on student success, or
3. A policy brief of publishable quality focused on a significant educational problem in postsecondary education.

Internship
The internship experience provides students with an experiential learning opportunity in the field of higher education. MA students usually do their internship during the summer between their first and second years, or during the second year of coursework. However, students may pursue an internship at any time. As a two credit learning experience, it is designed to expand the parameters of a student's current and/or previous (para)professional experience. The internship experience is intended to broaden students’ practical experience in postsecondary institutions and organizations and serves to further their professional skills. The minimum time commitment expected is equivalent to 100 hours of work per credit hour. Students may satisfy the two credit internship requirement through one 200-hour (minimum) internship or two 100-hour (minimum) internship experiences. Academic credit is earned as part of any of the internship courses listed below:

- HED 4270 Student Affairs Internship
- HED 4295 Internship in College and University Administration
- HED 4296 Internship in Public Policy
• HED 4297 Internship in College Teaching

Students must register for the internship course during a quarter within which the internship takes place. While there is some assistance in finding and designing internship experiences, it is the student’s responsibility for securing meaningful internship experience(s). All internships must be approved by the student’s advisor, who should generally also serve as the instructor of record for the internship course.

1 "Postsecondary institution/organization" is understood to be any accredited institution of higher education (e.g., Arapahoe Community College, Metropolitan State University), as well as community organizations (e.g., Denver Scholarship Foundation, Education Commission of the States) and/or government agencies (e.g., Colorado Department of Higher Education).

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 4210 Social/Political Context High Ed (3 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 (3 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 Public Policy in Higher Educ (3 Credits)
Overview of federal and state public policy, current issues, research methods. Introductory seminar to public policy sequence. Recommended prerequisite: HED 4210, HED 4211.

HED 4213 Leadership and Supervision (3 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 (3 Credits)
Development of North American higher education from colonial times to the present, focusing on important educators and institutions. Primarily for doctoral students.

HED 4215 Curriculum Dev in Higher Ed (3 Credits)
The purpose of this course is to provide students with the knowledge and understanding of curriculum design, development, and change in higher education.

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 (3 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/internships/work experiences to theory and new knowledge.

HED 4219 Introduction to Higher Education (3 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 (3 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 (3 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 Higher Education and Law (3 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.

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 (3 Credits)
General issues related to community college, such as history, mission, characteristics, students, curricula, teaching and student services.

HED 4229 Student Personnel Helping Skills (3 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 Inclusive Excellence in Higher Education II (1-6 Credits)
The purpose of this course is to promote the integration of the core curriculum with practitioner related experiences in the masters program. Advanced students have an opportunity to use concepts and theories learned in previously complete coursework to understand and analyze current issues facing student affairs. The course is also designed to assist students by facilitating the transition into professional positions in higher education.

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 4242 Educational Policy Analysis (3 Credits)
Educational Policy Analysis offers various methods to research public policy enactments by analysis of specific federal and state policies or judiciary decisions. This course explores the nature of policy analysis within American Higher Education while simultaneously learning about educational policy analysis and conducting an analysis on key postsecondary issues. We review the history and the approaches, methods, and tools required to conduct educational policy analysis. The central focus of the course includes: the important of an initial policy statement; what roles environmental analysis as well as boundaries and constraints considerations play; and how one analyzes policy options, reflections on their implementation strategies, and make recommendations.

HED 4246 Issues of Access & Opportunity (3 Credits)
Overview of issues related to race, gender and socioeconomic status, as they affect access to and success in higher education.

HED 4247 Retention, Persistence, and Student Success in Postsecondary Settings (3 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 (3 Credits)
Historical overview of student life, research and literature relating to contemporary college students and student services. The purpose of this course is to provide an introduction to a variety of human development theories relevant to college students, both of traditional and non-traditional ages. The areas of psycho-social and cognitive-structural development are emphasized through multiple perspectives.

HED 4261 College Student Development Theory (3 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 Dimens 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 Student Affairs Internship (1-6 Credits)
Processes for identifying market needs, developing curricula, using delivery strategies and measuring learning outcomes and satisfactions for adult education activities, including community college, university outreach and customized training programs.
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 (3 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 a greater importance. Accordingly, 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 (3 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.

HED 4288 Gender & Sexual Orientation in Education (3 Credits)
The purpose of this class is to explore the implications of sexual orientation or gender inequality for P-20 education. Feminist theory and queer serve as the foundational theoretical frameworks for this class. Through these theoretical lenses, the course examines the complex ways gender and sexual orientation are related to identity development, curriculum, academic policies, and school climate.

HED 4290 Inclusive Excellence in Higher Education I (1-6 Credits)
This course assesses and helps students develop critical self-reflection, leadership, and communication skills. Career plans are developed based on personal, academic, and professional goals. An emphasis is placed on applying theories discussed within the classroom to their respective professional roles on campus. Introductory course for all first-year master's students. This course combines the professional development seminar and practicum.

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 (1-6 Credits)
Supervised experience in administration at college or university level. Prerequisites: EDUC 4210, EDUC 4211, EDUC 4220.

HED 4296 Internship in Public Policy (1-6 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 (1-6 Credits)
Supervised experience in teaching at college level. Prerequisites: HED 4210, HED 4211, HED 4280 at the doctoral level; HED 4217, HED 4261, HED 4280 at the master's level.

HED 4991 MA Independent Study (1-10 Credits)
HED 4992 Directed Study (1-10 Credits)
HED 4995 Research - M.A. Thesis (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 Dissertation Research (1-20 Credits)