



**CENTER FOR THE STUDY OF HIGHER EDUCATION**  
**Educational Policy Studies & Practice Department**

**Spring 2024**  
**Graduate Level Course Schedule**

**Note: Hybrid (Flex In-Person) modality provides students with the opportunity to participate in a mix of in-person and online modes. The exact mix of in-person and online will be determined by your instructor.**

**Room & Course Scheduling is still entering courses into UAccess. If classes below are not showing up, check back.**

HED 608 001	The College Student	
Dr Z Nicolazzo 001 Regular 15 Weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 341 <b>This class will have both in-person class sessions as well as class sessions where students will meet in small reading groups instead of meeting together as a large group in person. These reading groups will be spaces for students to work through assigned reading and make meaning of course content together. In-class meetings and reading group meetings will be solidified and clearly marked on the final syllabus.</b>
<p>This course will focus on contemporary college student development theories. The purpose of this course is to explore and understand the nature, culture, and development of college students in the U.S. The course will examine a range of developmental theories offering insight into the processes of student learning, growth, and development during the college years. There will be an emphasis on exploring the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice. Additionally, special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration as well as the possibilities, limitations, and barriers for enacting student development theory in practice.</p>		

<b>HED 609 001</b>	<b>Organization and Administration in Higher Education</b>	
Dr. Gary Rhoades Regular 15 Weeks	Wednesday 4:15-6:45 PM	Hybrid (Flex In-Person) Education 102 Instruction will be both remote and in-person synchronously, each week.
Organizational theory, structures, systems, and administrative procedures in varied higher education institutions; patterns of governance and policy development.		
<b>HED 613 001</b>	<b>Survey Research</b>	
Dr. Jameson Lopez 7 Week 1	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 320 Planning to have a few classes in person and some online. Enrolled students will be asked what they'd prefer.
This course aims to expand students' knowledge of survey data-where it comes from and its uses for theory and research. This course introduces the conceptual issues raised by conducting measurement using self-reports in surveys, an overview of the literature that addresses theoretical and practical problems in questionnaire design, and practice in developing, reviewing, and writing standardized questions and questionnaires. The course is structured around the following stages: question writing, question testing, pretesting, questionnaire formatting, and the development of a plan to analyze the data collected through the survey instrument. The course is intended to provide students with the conceptual and practical tools useful in planning and conducting survey research. Most of the course focuses on studying how surveys can be developed and how survey data can be analyzed.		
<b>HED 619 001</b>	<b>Higher Education Around the World</b>	
Dr. Hillary Vance 7 week 1	Wednesday 7:00-9:30PM	Remote This class will be held synchronous given a set meeting pattern. Live online classes run in real time with the instructor and students meeting together online.
HIGHER EDUCATION AROUND THE WORLD is intended to provide a broad comparative perspective on important topics related to international higher education. The course is divided into three parts: 1) An overview of leading trends, forces, and players, 2) Critical analyses on leading issues such as rankings, student mobility, transnational education, and 3) Spotlights on Global South regions and countries.		

HED 624 001	Indigenous Statistics	
Dr. Jameson Lopez 7 week 1	Thursday 7:00 – 9:30PM	Hybrid (Flex In-Person) Classroom TBD <i>Planning to have a few classes in person and some online. Enrolled students will be asked what they'd prefer.</i>
<p>This course explores topics to improve the quality of survey data in Indigenous communities but is applicable to surveying other underrepresented populations. A majority of existing federal and institutional datasets are extremely limited because they tend to have small Indigenous samples and lack relevant variables. This often creates data that are inconsistent, irrelevant, poor quality, and produced/used within an environment of mistrust. Topics covered include limitations to existing datasets according to research validities, Indigenous quantitative methodology, data sovereignty and Indigenous data collection. Students will gain familiarity with these terms, to complement broader training in research methodology and study design. As an applied course in social statistics, we will analyze data using computer software.</p>		
HED 627 001	Capstone: Contemporary Issues in Student Affairs	
Dr. Moira Ozias Regular 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 240 <i>This course will include in-person class sessions as well as virtual sessions that may include small group reading circles, individual project consultations, and peer writing consultations. In-person and virtual weeks will be clearly delineated on the final syllabus.</i>
<p>This course is designed to serve as a capstone experience for master's students in the last semester of their program, entering the profession of student affairs. Students will explore contemporary and professional issues with a critical lens. Course readings and discussions will encourage students to raise questions about professional practice, issues and trends. Students will have the opportunity to examine an issue of interest and present their findings in a professional symposium. We will often dialogue with guest speakers to gain firsthand insight into the profession.</p>		

<b>HED 629 001</b>	<b>Whiteness and Education</b>	
Dr. Nolan Cabrera Regular 15 weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Education 320
<p>When conversations arise regarding `diversity' or `race,' this usually implies a focus on People of Color. Generally absent is the subject of Whiteness. Within this course, students will explore the historical construction of Whiteness. Additionally, they will examine how this concept has evolved, been challenged, and continually reconstructed over the past three hundred years. Students in this course will gain an understanding of key concepts within Critical Whiteness Studies as well as the relevance of Whiteness to education. Finally, students will become engaged in several of the unresolved and ongoing issues regarding Whiteness, race, and education.</p>		
<b>HED 631 001</b>	<b>Funds of Knowledge and HSI's</b>	
Dr. Karla Cruze-Silva Dr. Judy Kiyama  Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Modern Language 310 <i>The modality for this class will include in-person sessions some weeks and online sessions other weeks.</i>
<p>This course studies asset-based frameworks like funds of knowledge and community cultural wealth, and their conceptual connections with classical capital theory. We approach this work through the institutional lens and context of our Hispanic Serving Institution (HSI) designation. As such, we explore the frameworks, data, and national landscape of HSIs, and the asset-based frameworks that inform the work. Drawing on the existing scholarly literature from a variety of disciplines, the course provides students with multiple opportunities to discuss the definitions of these conceptualizations, methods, and the proxies to measure these concepts.</p>		
<b>HED 633 001</b>	<b>Introduction to Critical Race Theory in Education</b>	
Dr. Nolan Cabrera Regular 15 Weeks	Monday & Wednesday 12:00-1:15PM	Hybrid (Flex In-Person) Education 311
<p>The course is to provide students with an in-depth exposure to Critical Race Theory (CRT), with a particular focus regarding its relationship to the study of vexing problems in education.</p>		

<b>HED 636 001</b>	<b>College Access and Success</b>	
Dr. Judy Kiyama Regular 15 Weeks	Thursday 7:00-9:30PM	Hybrid (Flex In-Person) Psychology 305 <i>The modality for this class will include in-person sessions some weeks and online sessions other weeks.</i>
This course addresses access and persistence/degree completion at a range of postsecondary institutions including outreach and engagement efforts - from theoretical, policy, institutional, and individual level perspectives. The course focuses on the assets drawn upon and the systemic obstacles faced by first-generation, minoritized, and BIPOC students.		
<b>HED 696c 013</b>	<b>Equity, Inclusion, and Justice: Reparative Lenses for Leadership</b>	
Dr. Leslie Gonzales Regular 15 Weeks	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Asynchronous Education 432 <i>The modality for this class will include in-person sessions some weeks and online sessions other weeks.</i>
<p><b>Please enroll in 3 credits</b></p> <p><i>In this class, we will explore leadership (formal, informal, collective, and individual) through a variety of critical contemporary readings that foreground inclusion, equity, and justice in service of repairing relations with historically marginalized and minoritized communities. Expect conversations with leaders currently engaged in reparative efforts in various educational settings.</i></p>		