



**CENTER FOR THE STUDY OF HIGHER EDUCATION**  
**Educational Policy Studies & Practice Department**  
**Fall 2022 Course Schedule**

<b>HED 601 001/002</b>	<b>Higher Education in the United States</b>	
Dr. Gary Rhoades 15 Weeks	001 Wednesday 4:15-6:45PM 002 Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 502
<p>This course is designed to provide students with an introduction to a wide variety of literature on historical and contemporary issues facing the system of U.S. higher education, including: historical developments and philosophic bases; public policy issues at the state and federal level; types of institutions and their purposes; and characteristics of faculty, students and curricula. Students will develop analytic, research, and communication skills that can be used to inform and improve educational research, policy, and practice. Existing literature sources, current events, and other resources—along with personal experiences and perspectives—will be used to enhance the teaching and learning that we do together. These perspectives should broaden students’ understanding, raise new questions, and inform their professional practice.</p>		
<b>HED 602 001</b>	<b>Research Design in Higher Education</b>	
Dr. Z Nicolazzo 15 Weeks	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 535
<p>This course is designed to prepare graduate students for the process of research writing, including writing literature reviews, constructing research questions, and designing studies. In addition, this course will allow students to gain the skills necessary to critically evaluate the design of published research in their respective areas of expertise.</p>		
<b>HED 605 001</b>	<b>Qualitative Methods in Higher Education</b>	
Dr. Regina Deil-Amen 15 Weeks	Monday 7:00-9:30PM	Hybrid (Flex In-Person) Education 441A
<p>This is an introduction to the use of qualitative research methods in higher education research. It covers a range of qualitative approaches and the key dimensions of various epistemological paradigms, while also addressing the thinking and designing of research in a qualitative way. Examples of the various options for conducting qualitative research will be explored. Students will be able to apply what they've learned to effectively critique an existing study or to create an original proposal of their own in order to engage and apply the readings and the fundamental concepts and ideas learned in the class.</p>		

<b>HED 611 001</b>	<b>Statistical Analysis in Higher Education</b>	
Dr. Jameson Lopez 7 Week 1	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 333
<p>In this course, students will be able to understand key statistical concepts to: (1) formulate and test relevant research hypotheses; (2) conduct rigorous data analysis; (3) interpret results; (4) report and present research findings; and (5) evaluate existing quantitative research.</p>		
<b>HED 617 001</b>	<b>Student Personnel Services in Higher Education</b>	
Dr. Amanda Kraus 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Highland Commons B116
<p>This course introduces students to the profession of Student Personnel Services, or Student Affairs. Building on its philosophical and historical underpinnings, we explore a variety of functional areas in Student Affairs, often by meeting directly with senior professionals to discuss guiding research, emerging trends, and practical tensions. Students will have opportunities to apply what they learn to assignments such as professional interviews and interprofessional case studies. This course is required for all HED Master's students and is also appropriate for Ph.D. students and non-HED-majors to learn contemporary practice and the many ways Student Affairs contributes to the college/university experience.</p>		
<b>HED 628 001</b>	<b>Theories of Inequality, Oppression, and Social Stratification</b>	
Dr. Nolan Cabrera 15 Weeks	M/W 12:00-1:15PM	Hybrid (Flex In-Person) Harvill 103
<p>Within this class, students will learn about the relevance of social theory to social science research, and then apply it to a specific research proposal of their choosing. They will do this by a) reading some seminal theorists in educational research who center some form of inequality in their analyses (e.g., Gramsci, Bourdieu, Freire, and Foucault); b) explore how contemporary scholars apply these theorists; and c) develop their own research interest strongly contextualized within a theoretical framework of their choosing. While the focus of the paper is theory, the application of that theory should be in an educational environment or surrounding an educational issue.</p>		
<b>HED 633 001</b>	<b>Introduction to Critical Race Theory in Education</b>	
Dr. Moira Ozias 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Communication Bldg., 214
<p>“Critical Race Theory” (CRT) is both one of the most controversial and one of the most misunderstood terms of social science research (see the previous administration’s banning). This class will set the record straight on the origins and nature of CRT, explore why it is so controversial, and introduce students to the numerous analytical tools that CRT has to offer stemming from its origins in law to its current use in education and other fields.</p>		

<b>HED 650 001</b>	<b>Higher Education Finance &amp; Enrollment Management Policy</b>	
Dr. Karina Salazar 15 Weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 341
<p>This course introduces students to core issues in three inter-related higher education topics: (1) higher education finance, (2) enrollment management, and (3) admissions recruiting. The course will explore the determinants of cost and price in higher education, the role of federal and state governments in financing higher education, and the processes by which resources are allocated within colleges and universities. Students will apply these topics to understanding the complex relationship between university finance and enrollment management. Lastly, the course will examine the implications of this complex relationship on one specific enrollment management practice, admissions recruiting.</p>		
<b>HED 679 001</b>	<b>American Indian Higher Education</b>	
Dr. Mary Jo Fox 15 Weeks	T/T 02:00-3:15PM	Hybrid (Flex In-Person) Education 351
<p>Development of higher education for American Indians/Alaskan natives from the earliest efforts to contemporary times. Issues and their implications for the education of American Indians in institutions and agencies of higher education. Emphasis on tribally controlled colleges and universities, and the development of American Indian studies programs in higher education institutions.</p>		
<b>HED 693 001</b>	<b>Internship</b>	
Dr. Whitney Mohr 15 Weeks	Thursday 12:00-1:15PM	Hybrid (Flex In-Person) Highland Commons B116
<p>In conjunction with a student's weekly internship commitment, this course is designed to serve as an area of reflection and preparation for working in Student Affairs &amp; Higher Education. Students will be given space to share about their internship experiences, as well as tools to be successful as they complete the HED MA program. This course is designed to help students prepare for their next steps after graduation with specific attention to developing tangible materials that can be used beyond the classroom and beyond their time in the program. The course supplements the Higher Education MA internship experience and is a requirement for those enrolled in the HED MA Cohort program.</p>		
<b>HED 696c 001</b>	<b>Topics in Higher Ed: Data Management/ Manipulation in R</b>	
Dr. Karina Salazar 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Modern Languages 314
<p><b>Please enroll in 3 credits</b></p> <p>This course will help students develop core skills in data management and manipulation that are important regardless of which programming language you use. While most statistics courses teach you how to analyze data with clean datasets, cleaning data and creating an analysis dataset is often the most time-consuming aspect of a real research project. The course will be taught using R, a free, open-source programming language.</p>		

<b>HED 696c 002</b>	<b>Topics in Higher Education: Factor Analysis</b>	
Dr. Jameson Lopez 7 Week 1	Thursday 7:00-9:30PM	Hybrid (Flex In-Person) Harshbarger 206
<p><b>Please enroll in 3 credits</b></p> <p>This course is for researchers who want to gain a significant familiarity with a collection of survey statistical techniques that target the measurement of latent variables (i.e. variables that cannot be measured directly) as well as methods for estimating relationships among variables within causal systems. This course covers applied exploratory and confirmatory factor analysis in social sciences. A minimum of two previous statistics courses is strongly recommended.</p>		
<b>HED 696c 003</b> 15 Weeks	<b>Topics in Higher Education: Critical Geographies of Higher Education</b>	
Dr. Moira Ozias	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person)
<p><b>Please enroll in 3 credits</b></p> <p>This course asks how higher education "takes place" (Lipsitz, 2011). Students will explore critical geographic understandings of space and place, drawing on research not only from geography, but also on a growing body of work on place and space in/of higher education. The course offers students useful frameworks for deepening their understandings of justice and education through a "spatial justice" (Soja, 2010) approach, including exploration of methodologies such as critical race spatial analysis and critical place inquiry. Together we'll explore questions particular to rural and urban education, Indigenous understandings of place and education, border studies, place-based education, and policy research and advocacy related to in/equities across higher education spaces and places.</p>		