HED 601 001  Higher Education in the United States*
Instructor: Dr. Gary Rhoades  Mon 4:15-6:45PM  (Flex In-Person/Hybrid)  EDU 351
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.

HED 602 001  Research Design in Higher Education*
Instructor: Dr. Z Nicolazzo  Wed 4:15-6:45PM  (Flex In-person/Hybrid)  EDU 316
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.

HED 605 001  Qualitative Methods in Higher Education*
Instructor: Dr. Gary Rhoades  Wed 4:15-6:45PM  (Flex In-Person/Hybrid)  EDU 341
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.
HED 611 001  Statistical Analysis in Higher Education*  
Instructor: Dr. Jameson Lopez  
Thurs 4:15-6:45PM (Flex In-Person/Hybrid)  
MLNG 311  
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.

HED 617 001  Student Personnel Services in Higher Education  
Instructor: Dr. Amanda Kraus  
Tue 4:15-6:45PM (Flex In-Person/Hybrid)  
Highland B116  
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.

HED 633 001  Introduction to Critical Race Theory in Education  
Instructor: Dr. Moira Ozias  
Mon/Wed 12:00-1:15PM (Flex In-Person/Hybrid)  
EDU 333  
“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.

HED 634 001  Sociology of Community Colleges  
Instructor: Dr. Regina Dell-Amén  
Wed 7:00-9:30PM (Flex In-Person/Hybrid)  
EDU 240  
Examines existing research and sociological theory applied to community colleges. Various theoretical frameworks and methods used to understand these institutions, as well as a range of qualitative, quantitative, historical, and case studies will be covered to explore this sector of higher education.

HED 642 001  Gender & Education*  
Instructor: Dr. Z Nicolazzo  
Tues 4:15-6:45PM (Flex In-Person/Hybrid)  
EDU 351  
Recently, there has been an increasing focus on gender in educational research and practice. Scholars and practitioners are taking note not only of the differential outcomes for students in relation to gender but are also discussing how systems of privilege and oppression (e.g., sexism, masculinity, trans* oppression) mediate educational environments. Furthermore, there has been a call by some to address gender in expansive, non-binary ways that include students with diverse genders beyond just thinking about "men" and/or "women". In this class, students will survey the current literature regarding gender in education both K-12 and postsecondary education as well as discuss how policies and practices both inhibit and promote expansive understandings of gender as a social identity. Students will also develop educational interventions that reflect this literature.
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.

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.

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 & 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 is supplements the Higher Education MA internship experience and is a requirement for those enrolled in the HED MA Cohort program.

This course examines and utilizes critical quantitative approaches to statistical methods to reveal inequities and identify perpetuation of those systematic inequities. Overall, the goal of critical quant methods is to identify discrepancies between theory and fact. Quantitative research is not completely objective, and methods such as autobiography can intersect with quantitative inquiry. In this course we will learn to question models, measures, and analytical practices to promote equity in educational contexts. We will move beyond and resist traditional quantitative research motivations that seek only to examine theory and explain processes. Instead, we will promote the values and voices of under-represented people. The first half of the course will examine foundational constructs related to critical quantitative methods and the criticisms of critical quantitative methods. The second half will examine works by scholars employing critical quantitative methods to increase equity for disenfranchised groups. We will end the course with reflections on the theoretical underpinnings of critical quantitative research as it moves forward and propose a project that utilizes critical quantitative methods.

Please enroll in 3 credits
HED 696C 003  Topics: Hispanic Serving Institutions & Funds of Knowledge: Theory, Research & Praxis
Instructors: Dr. Judy Kiyama & Dr. Marla Franco
Tues 12:00-1:15pm (Flex In-Person/Hybrid)  MLNG 304

This variable unit course will be offered as a year-long course over both Fall 2021 and Spring 2022 semesters. The purpose of the course is to introduce students to Hispanic Serving Institutions (HSIs) and the ways in which frameworks like Funds of knowledge inform how we can serve students by honoring their cultural resources. The course provides an overview of the development and designation of HSIs as well as the development of Funds of Knowledge and similar asset-rich frameworks. The course will include a praxis-based assignment, with the expectation that as a class, we will engage in efforts that connect with the local community.

Please enroll in either 1 or 2 credits for Fall 2021 and 1 or 2 credits for Spring 2022 for a total of 3 credits for the 2021/2022 semesters.

Contact Diana Peel, Graduate Coordinator, at dpeel@email.arizona.edu or 520.626.7313 if you have any questions.

* Meets a core substantive or methods course requirement for the Ph.D. degree in Higher Education