



**CENTER FOR THE STUDY OF HIGHER EDUCATION**  
**Educational Policy Studies & Practice Department**  
**Fall 2023 Course Schedule**

<b>HED 601 001</b>	<b>Higher Education in the United States</b>	
Dr. Gary Rhoades 15 Weeks	001 Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 337
<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. Nolan Cabrera 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Education 341
<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. Z Nicolazzo 15 Weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 337
<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 610 001</b>	<b>History and Philosophy of Higher Education</b>	
Dr. Z Nicolazzo Regular 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Room TBA
<b>Note: This class will not be active in UAccess until April 3, 2023</b>		
<p>This course focuses on the history and philosophy of U.S. higher education. In particular, the course will take a critical analytical approach to understanding the philosophy and history of postsecondary education, including how philosophical approaches to, and the history of, U.S. higher education continues to be shaped by the ongoing realities of persistent violence toward Black and Indigenous populations, as well as institutional investments in neoliberalism, academic capitalism, and corporate managerialism as the main modes for recognizing the project of the University. As such, the course will explore how historical discourses of privilege, power, and oppression influence how one thinks about what postsecondary education is, who it is for, how it is organized, and what one's role as an educator can be as a result.</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) Modern Language 413
<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	Tuesday 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	Monday 7:00-9:30PM	Hybrid (Flex In-Person) Education 351
<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,</p>		

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.

<b>HED 633 001</b>	<b>Introduction to Critical Race Theory in Education</b>	
Dr. Moira Ozias 15 Weeks	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 502

“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.

<b>HED 642 001</b>	<b>Gender and Education</b>	
Dr. Moira Ozias 15 weeks	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 432

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.

<b>HED 650 001</b>	<b>Higher Education Finance &amp; Enrollment Management Policy</b>	
Dr. Karina Salazar 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 331

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.

<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 535
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.		
<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
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 supplements the Higher Education MA internship experience and is a requirement for those enrolled in the HED MA Cohort program.		
<b>HED 696c 001</b>	<b>Topics in Higher Ed: Data Management/ Manipulation in R</b>	
Dr. Karina Salazar 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Psychology 308
<b>Please enroll in 3 credits</b>		
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.		
<b>HED 696c 002</b>	<b>Topics in Higher Education: Critical Quantitative Methods</b>	
Dr. Jameson Lopez 7 Week 1	Thursday 7:00-9:30PM	Hybrid (Flex In-Person) Education 240
<b>Please enroll in 3 credits</b>		
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.