



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

**Fall 2024 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.**

<b>HED 601 001</b>	<b>Higher Education in the United States</b>	
Dr. Gary Rhoades Regular 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 102
<p><b>The instruction will be in-person with any students who prefer that modality, but will also be synchronously remote through d2l with students who prefer to be online.</b></p> <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 Regular 15 Weeks	Monday 4:15-6:45PM	In Person Education 318
<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. Judy Kiyama Regular 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Chavez 303
<p><b>The exact mix of in-person and online will be determined by Dr. Kiyama after consulting with enrolled students regarding their needs/preferences.</b></p> <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 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. Leslie Gonzales Regular 15 Weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 502
<p><b>Only Higher Education (HED) master's students can enroll.</b></p> <p><b>The exact mix of in-person and online will be determined by Dr. Gonzales after consulting with enrolled students regarding their needs/preferences.</b></p> <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>	
Terrace Ewinghill 7 Week 1	Thursday 4:45-6:45PM	Online

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.

<b>HED 617 001</b>	<b>Student Personnel Services in Higher Education</b>	
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Dr. Whitney Mohr Regular 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Highland Commons B116
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**This class will have many in-person meetings with occasional remote.**

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 contribute to the college/university experience.

<b>HED 628 001</b>	<b>Theories of Inequality, Oppression, and Social Stratification</b>	
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Dr. Nolan Cabrera Regular 15 Weeks	Monday/Wednesday 12:00-1:15PM	In Person Modern Languages 410
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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.

<b>HED 637 001</b>	<b>Student Transitions Into and Out of College</b>	
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Dr. Heather Haeger Regular 15 weeks	T/T 12:30-1:45PM	Hybrid (Flex In-Person) Education 502
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**The exact mix of in-person and online will be determined by Dr. Haeger after consulting with enrolled students regarding their needs/preferences.**

This class will cover student transitions through college planning, preparation, and transition of students from high school to college, into community colleges, transfer into four-year colleges into labor market opportunities, and the policies, interventions, initiatives to address inequities influenced by poverty and race/ethnicity. In addition to exploring the theoretical approaches to college student transitions, students will learn about how to apply for grant funding opportunities to implement policy changes or student programs to support students through these transitions. The final project will be a mock grant application.

<b>HED 638 001</b>	Topics in Higher Education: <b>Critical Geographies of Higher Education</b>	
Dr. Moira Ozias 7 Week 1	M/T/W 4:15-6:45PM	In Person Psychology, Rm 206

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.

<b>HED 644 001</b>	<b>Advising and Supervision in Higher Education</b>	
Dr. Sharon Aiken-Wisniewski Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Psychology 206

**The exact mix of in-person and online will be determined by Dr. Aiken-Wisniewski after consulting with enrolled students regarding their needs/preferences.**

This course is designed to help improve graduate students' understanding of the concepts of advising and supervision within the context of higher education practice. These concepts will be explored through fields in higher education, professional organization competencies, CAS standards, current literature, professionals in the field, and lived experiences of all those in the classroom. Furthermore, because the words advising and supervision are used in many contexts, this course will engage with understanding them from a variety of perspectives, including your own experiences with academic advisors, graduate advisors, career advisors, housing and residential education staff, student organization advisors, staff in resources and success centers, and other campus venues where this term is often used as part of the experience. The information and interaction in this course will support students addressing policy issues, engaging in practice, and/or conducting research that involves the elements of advising and supervision.

<b>HED 693 001</b>	<b>Internship</b>	
Dr. Whitney Mohr Regular 15 Weeks	Thursday 12:00-1:15PM	Hybrid (Flex In-Person) Highland Commons B116
<p><b>Students will be enrolled in HED 693 (3 Units) to receive credit for their internship requirement. Students will be required to complete an in-person internship for 10 hours each week during the fall semester and participate in an online weekly meeting (Thursday from 12:00-1:15PM) with the instructor and peers.</b></p> <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>	Topics in Higher Education: <b>Labor Studies and Professionals in Higher Education</b>	
Dr. Gary Rhoades Regular 15 weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 337
<p><b>This class is being offered flex In-person; In person dates will be determined after student input</b></p> <p><b>Please enroll in 3 credits</b></p> <p>The course, Labor studies, leadership, and policy focuses on gaps in the higher education literature in a workshop format geared to effecting organization change, individually and collectively. For all the research on students and faculty, and less so on staff, there is relatively little scholarship on labor in academe, on the work of these categories of individuals as employees, or on the organized and collective work of employees. Similarly, for all the research on leadership, it overwhelmingly concentrates on people in formal positions of power operating in isolation, with far less work on grass roots leadership, and on the relations (sometimes toxic) between formal leaders and others. Finally, policy studies focus disproportionately on people in formal positions of authority more than on the individual and collective actions at other levels that constitute policy making, enactment, and weakening, subversion, or defiance.</p>		