



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

**Spring 2023 Graduate Level Course Schedule**

<b>HED 608 001</b>		<b>The College Student</b>	
Dr. Whitney Mohr 001	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Education 310	
Regular 15 Weeks		There will be set dates for in person classes and set dates for online classes.	
History and characteristics of the college student; interactions with campus environmental influences; developmental and normative trends; major research findings.			
<b>HED 609 001</b>		<b>Organization and Administration in Higher Education</b>	
Dr. Gary Rhoades	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 102	
Regular 15 Weeks		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 612 001</b>		<b>Introduction to Multivariate Regression and Quantitative Program Evaluation</b>	
Dr. Karina Salazar	Wednesday 4:15-6:45	Hybrid (Flex In-Person) Education 441A	
Regular 15 Weeks		Students will be expected to attend all classes in-person.	
This is a second semester course in applied statistics with an emphasis on program evaluation. The prerequisite for this course is one previous introductory course in statistics. The course will focus on linear regression with a continuous dependent variable and multiple independent variables. Students will learn how to apply multivariate regression to observational (as opposed to experimental) data to evaluate the effect of an educational "treatment" (e.g., a policy or program participation) on an outcome of interest. Students will be assigned weekly homework and the capstone of the course will be a research paper on a topic chosen by the student.			

HED 613 001	Survey Research	
Dr. Jameson Lopez  7 Week 1	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 341 Students will have the option to attend fully online. A vote will be taken in first week to see which weeks class will meet in person (should students choose to have in-person instruction).
<p>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.</p>		
HED 620 001	Global Migration and Human Rights	
Dr. Jenny Lee  Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Integrated Learning Center (ILC) 117 Classes will be held via Zoom, except for last Tues of every month, which will be in person From 4:15-6:15. Remaining 30 minutes will be asynchronous via VoiceThread.
<p>This seminar will examine higher education and migration issues as they relate to human rights in the US and globally. Topics include trends in global migration, the role of the nation-state and markets, conceptions of borders and citizenship, and consequences for human rights, as transcending borders. From post-colonial to post-development theories, political, economic, and social forces will be critically reviewed and implications for higher education will be discussed.</p>		
HED 623 001	Reframing Disability in Higher Education	
Dr. Amanda Kraus  Regular 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Highland Commons B116 Planning to have a few classes in person and some online. Enrolled students will be asked what they'd prefer.
<p>This course seeks to expand and reframe thinking about disability by focusing on dynamics of community, culture, power, and privilege. Disability is a sociopolitical construction and, to think about it as such, class readings and discussions will critically analyze how language, design, media, and policy shape the way disability is conceptualized in society and operationalized in post-secondary education. Central to this course is an exploration of ableism and the many ways ableism is institutionalized in higher education.</p>		

<b>HED 627 001</b>	<b>Capstone: Contemporary Issues in Student Affairs</b>	
Dr. Moira Ozias  Regular 15 Weeks	Wednesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 337 Some weeks students will be expected to attend in person, and other weeks will be fully virtual. The schedule will be available in the syllabus, and students can contact the instructor for more information.
<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 633 001</b>	<b>Introduction to Critical Race Theory in Education</b>	
Dr. Julio Cammarota  Regular 15 Weeks	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 530
<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. Nolan Cabrera  Regular 15 Weeks	Monday 7:00-9:30PM	Hybrid (Flex In-Person) Education 351 Students who need to attend any class via zoom will be accommodated.
<p>Access and persistence/degree completion at a range of postsecondary institutions including outreach and obstacles for lower-income and first-generation college students; community colleges and commuting students; residential institutions; and elite colleges and universities.</p>		

HED 696c 001	Topics in Higher Ed: Labor Studies, Leadership and Policy	
Dr. Gary Rhoades  Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Education 102 Instruction will be both remote and in-person synchronously, each week.
<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>		
HED 696c 002	Topics in Higher Education: Activism in Higher Education	
Dr. Z Nicolazzo  Regular 15 Weeks	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 441A <b>Class will be in-person for some weeks to cover content, and then students will have reading circles where students meet together (virtually or in person) in lieu of class for several weeks.</b>
<p><b>Please enroll in 3 credits</b></p> <p>Since its inception, colleges and universities have been robust sites for student activism. Much of this activism has been led by students with marginalized identities seeking broader diversity, inclusion. And equity throughout their college experience. While college student activism has led to curricular and co-curricular change, there has been a recent focus on the various nodes of college student activism (e.g. Black Lives Matter, The Boycott, Divestment, and Sanctions Movement, the Labor Movement), as well as its broader purposes and effects on and off campus. In this course, students will explore college student activism as an historical, social, cultural, and political phenomenon, as well as the potential for student activism to reimagine university life.</p>		

<b>HED 696c 004</b>	<b>Topics in Higher Education: Indigenous Statistics</b>	
Dr. Jameson Lopez 7 week 1	Thursday 7:00-9:30PM	Hybrid (Flex In-Person) Education 341 Students will have the option to attend fully online, but a vote will be taken in the first week to see which weeks class will meet in person (should students choose to have in-person instruction).
<p><b>Please enroll in 3 credits</b></p> <p>This course explores topics to improve the quality of survey data in Indigenous communities. A majority of existing federal and institutional datasets are extremely limited because federal and institutional datasets tend to have small Indigenous samples and lack relevant variables. The small samples and lack of relevant variables create data that are inconsistent, irrelevant, poor quality, and produced/used within an environment of mistrust. The topics covered in this course include limitations to federal and institutional datasets according to research validities, Indigenous quantitative methodology, data sovereignty and Indigenous data collection.</p>		
<b>HED 696c 006</b>	<b>Topics in Higher Education: Critical Whiteness &amp; Gender Studies in Higher Education</b>	
Dr. Moira Ozias Regular 15 weeks	Tuesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 341 Some weeks students will be expected to attend in person, and other weeks will be fully virtual. The schedule will be available in the syllabus, and students can contact the instructor for more information.
<p><b>Please enroll in 3 credits</b></p> <p>This course explores how critical whiteness and critical gender studies can inform our conceptualizations of in/equities and in/justice in higher education. Is gender itself a "catastrophic imposition" of white supremacy? How have colonization, white supremacy, and antiblackness structured our understandings, practices, and identifications with gender in higher education? What liberatory potentials emerge as we engage critical whiteness, feminist, and trans methodologies of resistance? Together we will explore these questions and their research and praxis implications in and beyond higher education.</p>		