



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

**Spring 2023 Course Schedule**

<b>HED 608 001</b>	<b>The College Student</b>	
Dr. Whitney Mohr 001 Regular 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Education 310
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 Regular 15 Weeks	Wednesday 7:00-9:30PM	Hybrid (Flex In-Person) Education 349
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 Regular 15 Weeks	Wednesday 4:15-6:45	Hybrid (Flex In-Person) Education 441A
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.		
<b>HED 613 001</b>	<b>Survey Research</b>	
Dr. Jameson Lopez 7 Week 1	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 341

This course aims at expanding students' knowledge of survey data-where it comes from and its uses for theory and research. This course provides an introduction to 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.

<b>HED 620 001</b>	<b>Global Migration and Human Rights</b>	
Dr. Jenny Lee Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Integrated Learning Center (ILC) 117

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.

<b>HED 623 001</b>	<b>Reframing Disability in Higher Education</b>	
Dr. Amanda Kraus Regular 15 Weeks	Monday 4:15-6:45PM	Hybrid (Flex In-Person) Highland Commons B116

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.

<b>HED 626 001</b>	<b>Culturally Sustaining Pedagogies</b>	
Dr. Nolan Cabrera Regular 15 Weeks	Monday/Wednesday 12:00-1:15PM	Hybrid (Flex In-Person) Education 502

Culturally sustaining pedagogies (CSP) is an innovative approach to teaching that Gloria Ladson-Billings referred to as "Culturally Relevant Pedagogies 2.0, the remix." Within this class, students will learn about the evolution of this concept, how it is distinct from Culturally Relevant Pedagogies, while creating a dynamic, reflective space to explore how to apply CSP to their educational practice. This will involve dialogue circles centered around the themes that arise from the required text as well as issues students are grappling with in their educational practice. Additionally, there will be regular class trips to Tucson-

based organizations that are using CSP in their work, and these experiences will further challenge students to creative apply CSP in their work.

<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

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.

<b>HED 636 001</b>	<b>College Access and Success</b>	
Dr. Jamaica Delmar Regular 15 Weeks	Monday 7:00-9:30PM	Hybrid (Flex In-Person) Education 351

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.

<b>HED 696c 001</b>	<b>Topics in Higher Ed: Labor Studies, Leadership and Policy</b>	
Dr. Gary Rhoades (001) Regular 15 Weeks	Tuesday 4:15-6:45PM	Hybrid (Flex In-Person) Psychology 308

**Please enroll in 3 credits**

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.

<b>HED 696c 002</b>	<b>Topics in Higher Education: Activism In Higher Education</b>	
Dr. Z Nicolazzo Regular 15 weeks	Thursday 4:15-6:45PM	Hybrid (Flex In-Person) Education 441A

**Please enroll in 3 credits**

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.

**HED 696c 004**  
7 week 1

**Topics in Higher Education: Indigenous Statistics**

Dr. Jameson Lopez

Thursday 7:00-9:30PM

Hybrid (Flex In-Person)  
Education 341

**Please enroll in 3 credits**

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.

**HED 696c 006**  
15 Weeks

**Topics in Higher Education:**  
Critical Whiteness & Gender Studies in Higher Education

Dr. Moira Ozias

Tuesday 7:00-9:30PM

Hybrid (Flex In-Person)  
Education 341

**Please enroll in 3 credits**

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.