SPRING 2016  Graduate Course Offerings

HED 602 001  Research Design in Higher Education
Dr. Jenny Lee  Tuesdays 4:15P-6:45P  Hybrid
This course is primarily designed to prepare doctoral students for the process of writing their research outlines and dissertation proposals. 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. The target audience for this course is doctoral students in the Center for the Study of Higher Education who have completed introductory courses in qualitative and quantitative methods, and who are at or near the proposal stage of their doctoral programs. Master’s students (especially those who are electing the thesis option) and doctoral students from other departments are welcome at the discretion of the instructor.

HED 606 001  Advanced Qualitative Analysis with a P-20 Focus
Dr. Regina Deil-Amen  Thursdays 4:15P-6:45P  EDUC 441A
Qualitative data, design, coding, and analyses are taught and practiced with an emphasis on data and issues relevant to higher education. Pre-existing data is made available and qualitative software is utilized, however, students have to option to utilize data from their own projects as well.

HED 608 001  The College Student
Dr. Jeffrey Milem  Mondays & Wednesdays 12-1:15P  EDUC 311
History and characteristics of the college student; interactions with campus environmental influences; developmental and normative trends; major research findings.

HED 609 001  Organization and Administration in Higher Education
Dr. Gary Rhoades  Mondays 7:00P-9:30P  EDUC 308
Organizational theory, structures, systems, and administrative procedures in varied higher education institutions; patterns of governance and policy development.

HED 612 001  Intro to Multivariate Regression & Quantitative Program Evaluation
Dr. Ozan Jaquette  Wednesdays 4:15P-6:45P  EDUC 320
This is a second semester course in applied statistics with an emphasis on program evaluation. The prerequisite for this course is one previous course in statistics. The course will focus on regression with a continuous variable and multiple independent variables. Students will learn how to apply multivariate regression to observational (as opposed to experimental) data in order to evaluate the effect of an independent variable an outcome of interest. Students will be assigned weekly homework and the capstone of the course will be a quantitative research paper on a topic chosen by the student.

HED 627 004  Capstone: Contemporary Issues in Student Affairs
Dr. Amanda Kraus  Tuesdays 4:15P-6:45P  Highland Commons B116
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.

HED 630  Higher Education Values/Consciousness/Professional Practice
Dr. Jenny Lee  Online but will meet twice during semester/TBA  Hybrid
This seminar introduces readings on issues concerning values, consciousness, and mindfulness in education. The course seeks to bring awareness to how our values shape our everyday lives as students, teachers, and leaders in the education context.
While the American higher education system is unparalleled in the world in the degree of access that it provides to its citizens and the diversity of institutions that comprise the system, it is marked by a long history of exclusion. Gaps in educational and professional attainments among minorities and women endure as one of its greatest challenges. This course identifies common and distinctive issues that affect the experience of these groups in the system of higher education in this country.

The college planning, preparation, and transition of students from high school to college, into community and private two-year colleges, into labor market opportunities, and the policies, interventions, initiatives to address inequities influenced by poverty and race/ethnicity.

When conversations arise regarding ‘diversity’ or ‘race,’ this usually implies a focus on People of Color. Generally absent is the subject of Whiteness. Within this course, students will explore the historical construction of Whiteness. Additionally, they will examine how this concept has evolved, been challenged, and continually reconstructed over the past three hundred years. Students in this course will gain an understanding of key concepts within Critical Whiteness Studies as well as the relevance of Whiteness to education. Finally, students will become engaged in several of the unresolved and ongoing issues regarding Whiteness, race, and education.

Why does inequality exist? What are oppression and social stratification? Theorists have been critically examining these issues for years, and this course is designed to be a survey of theoretical perspectives on inequality, oppression, and social stratification, as well contemporary applications of them. Students will critically engage the relative strengths and limitations of theoretical perspectives provided through course readings, dialogues, and debates. The purpose of the course is not to come to a consensus regarding why inequality persists or the nature of oppression, but rather, understand how different scholars have approached the subject while helping students identify and use theoretical perspectives to frame the work they are currently undertaking. In addition, a general familiarity with a range of theoretical perspectives is meant to help students critically analyze the research they read and engage in the future.