



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

Spring 2026 Graduate Level Course Schedule

HED 608 001	The College Student	
Dr Heather Haeger 15 Regular Weeks	Thursday 4:15-6:45PM	Online
<p>This course will focus on contemporary college student development theories. The purpose of this course is to explore and understand the nature, culture, and development of college students in the U.S. The course will examine a range of developmental theories offering insight into the processes of student learning, growth, and development during the college years. There will be an emphasis on exploring the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice. Additionally, special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration as well as the possibilities, limitations, and barriers for enacting student development theory in practice.</p>		
HED 609 001	Organization and Administration in Higher Education	
Dr. Gary Rhoades 15 Regular Weeks	Tuesday 4:15-6:45 PM	Hybrid (Flex In-Person) Education 102
<p>Organizational theory, structures, systems, and administrative procedures in varied higher education institutions; patterns of governance and policy development.</p>		

HED 612 001	Introduction to Multivariate Regression and Quantitative Program Evaluation	
Dr. Karina Salazar 15 weeks regular	Thursday 7:00-9:30PM	In-Person College of Education 341
<p>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 I 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.</p>		
HED 613 001	Survey Research	
Dr. Jameson Lopez 7 week 1	Thursday 4:15-6:45PM	Live Online
<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 624 001	Indigenous Statistics	
Dr. Jameson Lopez 7 week 1	Thursday 7:00 – 9:30PM	Live Online
<p>This course explores topics to improve the quality of survey data in Indigenous communities but is applicable to surveying other underrepresented populations. A majority of existing federal and institutional datasets are extremely limited because they tend to have small Indigenous samples and lack relevant variables. This often creates data that are inconsistent, irrelevant, poor quality, and produced/used within an environment of mistrust. Topics covered include limitations to existing datasets according to research validities, Indigenous quantitative methodology, data sovereignty and Indigenous data collection. Students will gain familiarity with these terms, to complement broader training in research methodology and study design. As an applied course in social statistics, we will analyze data using computer software.</p>		

HED 627 001	Capstone: Contemporary Issues in Student Affairs	
Dr. Moira Ozias 15 weeks regular	Monday 4:15-6:45PM	Hybrid (Flex In-Person) College of Education 311
<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>		
HED 636 001	College Access and Success	
Dr. Nolan Cabrera 15 weeks Regular	Monday 7:00-9:30PM	In-Person College of Education 331
<p>This course addresses access and persistence/degree completion at a range of postsecondary institutions including outreach and engagement efforts - from theoretical, policy, institutional, and individual level perspectives. The course focuses on the assets drawn upon and the systemic obstacles faced by first-generation, minoritized, and BIPOC students.</p>		
HED 638 001	Critical Geographies of Higher Education	
Dr. Moira Ozias 15 Weeks Regular	Wednesday 4:15-6:45PM	In-Person Modern Language 213
<p>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.</p>		
HED 696c (001)	Topics in Education: Advanced Regression Modeling for Education Research	
Dr. Karina Salazar 15 Weeks Regular	Monday 4:15-6:45PM	In-Person Psychology 304
<p>Please enroll in 3 credits</p> <p>This course builds on what students learned in HED 612 (or other linear regression courses) to extend methodological skills beyond simple linear regression analysis. It is designed for students that want to learn some of the core topics and methods used within education research. These topics include generalized linear models, multilevel models, and causal inference. Specific methods the course will cover within each topic include multivariate regression models with non-continuous dependent variables,</p>		

hierarchical linear modeling, fixed- and random-effects models, and an introduction to causal inference techniques (e.g., randomized control trials, regression discontinuity, and natural experiments). Given the range of topics covered, the course aims to provide students with a basic statistical literacy in these topics that they can build on after this course on their own. This is an applied course that offers conceptual explanations of statistical methods and will use problem sets to apply those methods to education-related research questions using real data.

HED 696c (002)

Topics in Higher Education: Labor Studies, Leadership, and Policy

Dr. Gary Rhoades
15 Weeks Regular

Tuesday
7:00-9:30PM

Hybrid (Flex In-Person)
College of Education 102

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.