

## Fall 2020 Course Descriptions as of 04/05/2020 08:12 PM

Information in Browse Course Catalog is subject to change. Information is term specific. Please refer to the appropriate term when searching for course content. Key to Course Descriptions may be found at: [http://rcs.registrar.arizona.edu/course\\_descriptions\\_key](http://rcs.registrar.arizona.edu/course_descriptions_key).

### Higher Education (HED)

#### **HED 102: Succeeding as a Global Wildcat** (1 unit)

**Description:** This success course serves as an introduction to attending The University of Arizona as an overseas student enrolled at one of our many micro-campuses. In addition to connecting with faculty and staff at the main campus in Tucson and becoming familiar with the university's online learning management system D2L (Desire 2 Learn), learners will actively achieve the cultural knowledge and academic skill sets that are foundational to university life in the United States. Through reflections on, discussions about and exploration of the US higher education system, learners will be better prepared to continue their studies and to succeed at their educational goals.

**Grading basis:** Pass/Fail

**Career:** Undergraduate

**Course Components:** Lecture Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Course typically offered:** Distance Campus: Fall, Spring

**Field trip:** None

**Success Course:** Success Course

#### **HED 103: Succeeding as a Global Professional** (1 unit)

**Description:** Succeeding as a Global Professional is designed to provide students with tools and skills that will be beneficial for their major courses and future professional careers. This course will involve exploring different majors, self-assessment of values, interest and skills. Students in this course will also explore the decision-making process, written and oral communication, public speaking and global professional etiquette. The different topics will be approached with a comparative perspective to expose students to how being a professional looks like in different parts of the world. At the end of the course, students will have a digital professional portfolio

**Grading basis:** Pass/Fail

**Career:** Undergraduate

**Course Components:** Lecture Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Course typically offered:** Distance Campus: Fall, Spring

**Field trip:** None

**Success Course:** Success Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 197A: Success Express First Year Experience (1 unit)**

**Description:** This course is about the first-year experiences of college students. It combines class activities and discussions with out-of-class learning experiences and reflective writings in a weekly journal. Discussion themes and activities focus on the transition from high school to college, making the adjustment to the campus culture, membership in a community of students, the importance of developing connections with fellow students, faculty, staff and the institution, the maturation and development of traditional-age freshmen, and encountering transforming experiences during one's college career.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Workshop Required

**Equivalent to:** HED 195B

**Enrollment requirement:** Arizona Assurance 2013-2014 Cohort.

**Success Course:** Success Course

**HED 197C: Success in Transition: New Start Summer Program (2 units)**

**Description:** The purpose of this course is to provide New Start Summer Program students with the academic skills, success strategies and resources necessary to navigate the university system. Students will receive a comprehensive orientation in an environment of high expectations, supportive faculty, staff and peers, and a caring community. Additionally, the course will challenge students to begin reflecting on their own academic choices and path to college. The course is designed to cover the following areas: academic skills, effective student management, diversity and multiculturalism, involvement, and health and wellness.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Workshop Required

**Success Course:** Success Course

**HED 201: Foundations of Leadership (3 units)**

**Description:** This course will cover a broad range of areas associated with effective leadership including communication, mission and vision, group development, values, ethics, diversity, and creating change.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Lecture Required

**Honors Course:** Honors Contract

**Honors Course:** Honors Contract

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**Description:** Recently, there has been an increasing focus on gender in educational research and practice. Scholars and practitioners are taking note not only of the differential outcomes for students in relation to gender, but are also discussing how systems of privilege and oppression (e.g., sexism, masculinity, trans\* oppression) mediate educational environments. Furthermore, there has been a call by some to address gender in expansive, non-binary ways that include students with diverse genders beyond just thinking about "men" and/or "women". In this class, students will survey the current literature regarding gender in education both K-12 and postsecondary education as well as discuss how policies and practices both inhibit and promote expansive understandings of gender as a social identity. Students will also develop educational interventions that reflect this literature.

**Career:** Undergraduate

**Also offered as: GWS 242**

**Course typically offered:**

Main Campus: Fall

**Field trip:** N/A

**Description:** The course combines class activities and discussions with out-of-class learning experiences and readings of articles and case studies. Discussion themes and activities focus on personal development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use support resources.

**Career:** Undergraduate

**Success Course:** Success Course

**Description:** This course 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.

**Career:** Undergraduate

**Course Components:** Lecture Required

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 331: Masculinity, Power, and Education** (3 units)

**Description:** This course provides a broad-based introduction to masculinity, its social constructions, and how it intersects with race, class, sexual orientation, and other identities. Moreover, the course will cover a range of topics related to access and retention in higher education for young men from various identity backgrounds. Students will explore current theoretical ideas and debates about masculinity formation through weekly readings and discussions, as well as have the opportunity to engage with male youth in masculinity initiatives at the University of Arizona, which seek to increase the number of local young men that consider college as a future pathway.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Lecture Required

**Student Engagement Activity:** Discovery

**Student Engagement Competency:** Diversity and Identity

**HED 333: Race and Education** (3 units)

**Description:** This course is designed to be an overview of contemporary issues of race and racism as they relate to educational opportunity. Students will focus both on national and local debates on these issues.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Lecture Required

**HED 335A: Planning and Design of Domestic and Global Experiential Learning (GEL) Programs** (3 units)

**Description:** Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values (Association for Experiential Education, para. 2). This is course will provide students hands on learning on how to plan and design inclusive domestic and international experiential learning programs for higher education. Through lectures, discussions, assignments, and travel programs, this course provides students with an opportunity to study and learn about the socio-cultural and socio-political histories of diverse cultural locations.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Lecture Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Course typically offered:**

Main Campus: Fall

**Field trip:** There may be local and domestic field trips that the students will be required to attend.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 335B: GEL Southeast Asia: Culture, History, and People** (1 unit)

**Description:** This is a hybrid study abroad course designed to provide seminar style discussion of historical, political, and cultural information on Southeast Asia, with an emphasis on how history, politics, and culture impact education and social opportunity for residents in the region. Students will travel to multiple locations throughout Southeast Asia as they learn about social justice, environmental justice, and multicultural competence issues in the area through a dynamic experiential learning environment. The class will also have the opportunity to learn and interact with the University of Arizona Microcampuses and their students through service learning opportunities. At the end of the class, students will bring back the knowledge that they experienced to campus.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:**      Lecture                                      Required

**Course typically offered:**

Main Campus: Winter

**Field trip:** This will be a study abroad program into Southeast Asia. The program will require students to attend and fees will be mandated by the Study Abroad office.

**HED 350: Student Outreach** (3 units)

**Description:** This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their learning as mentors to students at under-resourced Tucson middle schools on a weekly basis.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:**      Discussion                                      Required  
   Lecture                                      Required

**Recommendations and additional information:** Two courses from Tier One, Individuals and Societies (Catalog numbers 150A, 150B, 150C).

**General Education:** Tier 2 Individuals & Societies

**Honors Course:** Honors Contract

**Honors Course:** Honors Contract

**Student Engagement Activity:** Community Partnership

**Student Engagement Competency:** Civic and Community

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 394A: Project Soar: Advanced Practicum** (1 unit)

**Description:** This service-learning advanced practicum seeks to provide tutoring and mentoring for middle school students by applying learning and developmental theories that affect academic pathways to higher education.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Undergraduate

**Course Components:** Independent Study      Required

**Recommendations and additional information:** HED 397A and HED 397B.

**Honors Course:** Honors Contract

**Honors Course:** Honors Contract

**Student Engagement Activity:** Community Partnership

**Student Engagement Competency:** Civic and Community

**HED 397B: Project SOAR** (2 units)

**Description:** This course emphasizes the middle school mentoring experience, while engaging in coursework examining current issues in K-12 education and college access. Students spend approximately 1-2 hours per week mentoring in Tucson middle schools, for a total of 25 hours/semester.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Discussion      Required

**Student Engagement Activity:** Community Partnership

**Student Engagement Competency:** Civic and Community

**HED 397C: Native Student Outreach, Access, and Resiliency** (3 units)

**Description:** This service-learning course emphasizes current issues in K-12 education and college access with a focus on Native American students. Students spend approximately 3-4 hours per week mentoring in Tucson and surrounding Native American tribal high schools.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:** Workshop      Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Student Engagement Activity:** Community Partnership

**Student Engagement Competency:** Civic and Community

**HED 498: Senior Capstone** (1 - 3 units)

**Description:** A culminating experience for majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. Senior standing required.

**Grading basis:** Student Option ABCDE/PF

**Career:** Undergraduate

**Course Components:** Independent Study      Required

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 565: Tribal Colleges** (3 units)

**Description:** This course provides an introduction to the tribal colleges, which includes a discussion of their history, mission, governance, organization, finance, curriculum, and current challenges. It also includes student characteristics and support services, faculty characteristics, support services, roles, responsibilities and evaluation, and an introduction to assessment of learning in the tribal college.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Discussion Lecture	May Be Offered Required
---------------------------	-----------------------	----------------------------

**Equivalent to:** HED 565

**Also offered as:** AIS 565

**Co-convened with:** AIS 465

**Course typically offered:**

Main Campus: Fall, Spring, Summer

**Home department:** American Indian Studies Committee

**HED 601: Higher Education in the United States** (3 units)

**Description:** The scope of higher education in the United States; brief survey of historical developments and philosophic bases, public policy issues at the state and federal level; types of institutions and their purposes; characteristics of faculty, students and curricula.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**HED 602: Research Design in Higher Education** (3 units)

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.



**HED 603: Education Policy** (3 units)

**Description:** This seminar is designed to make students educated consumers of a variety of education policy debates. This seminar focuses on the socio-political contexts in which public policy is developed. It examines who makes policy for education, how contending policy agendas are negotiated and what broader forces are in play in policy processes. These questions will be explored by analyzing selected contemporary policy issues confronting education in the United States. The course also emphasizes educational politics and policymaking in the U.S. at the federal, state, and local levels. The purpose of the course is to provide students with an understanding of the forces that shape educational policy. The course covers issues related to education policy in early childhood, elementary, secondary, and postsecondary education.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**

**HED 605: Qualitative Methods in Higher Education (3 units)**

**Description:** 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 in order to engage and apply the readings and the fundamental concepts and ideas learned in the class.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                  Required

**Course typically offered:**

Main Campus: Fall

**HED 606: Qualitative Data Analysis with a P-20 Focus** (3 units)

**Description:** Qualitative data design, coding, and analyses is taught and practiced with emphases on data and issues relevant to P-20 educational policy, particularly the transition into college. Pre-existing data are made available, and qualitative software is utilized.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**HED 608: The College Student (3 units)**

**Description:** History and characteristics of the college student; interactions with campus environmental influences; developmental and normative trends; major research findings.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**Enrollment requirement:** Major: HEDMA.

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.



**HED 609: Organization and Administration in Higher Education (3 units)**

**Description:** Organizational theory, structures, systems, and administrative procedures in varied higher education institutions; patterns of governance and policy development.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**HED 611: Statistical Analysis in Higher Education** (3 units)

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**HED 612: Introduction to Multivariate Regression and Quantitative Program Evaluation (3 units)**

**Description:** 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 on 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.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**Recommendations and additional information:** One prior class in statistics.

**HED 613: Survey Research Methods (3 units)**

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 614: Regression with Non-Linear Dependent Variables** (3 units)

**Description:** This is a third-semester course in applied statistics with an emphasis on program evaluation research. The course focuses on multivariate regression using non-linear dependent variables, such as categorical dependent variables (e.g, dropout, marital status) and logged continuous variables. The methods we will focus on are log-linear models, binary logistic regression, and - to a lesser extent - multinomial logistic regression, which is an extension of binary logistic regression.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

**Recommendations and additional information:** Introductory course in statistics and a course on regression with a linear dependent variable.

**HED 616: Managing and Manipulating Data Using STATA** (3 units)

**Description:** This course teaches students the data management and data manipulation skills necessary for creating analysis datasets and for managing quantitative research projects. The course is taught using Stata statistical software. Students will become proficient in Stata data manipulation tasks through weekly homework assignments and three summative mini-projects. This is a three-credit hybrid course. Students will watch weekly online video lectures and the class will meet for one hour each week. However, students may attend these weekly one-hour meetings in person or online.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

**Recommendations and additional information:** One prior course in introductory statistics. Also, previous experience working with STATA and the ability to download files from the internet and to manage files (e.g., rename files, save to a specific folder, open that folder, etc.).

**HED 617: Student Personnel Services in Higher Education** (3 units)

**Description:** Student personnel services, philosophy, history, administrative procedures, representative programs, current trends.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**Description:** This course will examine the evolving field of international education administration from both theoretical and applied perspectives. Topics include the various components of international higher education administration including international student recruitment and student services, the role of international faculty and scholars in research and teaching, education abroad, the role of English language study and training, and international program and partnership development. Using theoretical frameworks alongside historical and leading trends, international higher education administration will be critically reviewed and implications for future practice will be discussed.

**Career:** Graduate

**Course typically offered:**

Main Campus: Fall, Summer

**HED 619: Introduction to Comparative Higher Education (3 units)**

**Description:** Introduction to Comparative Higher Education is intended to provide a broad comparative perspective on important topics related to international higher education. The course is divided into three parts: 1) An overview of leading trends, forces, and players, 2) Critical analyses on leading issues such as rankings, student mobility, transnational education, and 3) Spotlights on key world regions and countries.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**Course typically offered:**

Main Campus: Fall

**Description:** This course seeks to expand and reframe thinking around disability by focusing on dynamics of community, culture, and identity. Disability is a sociopolitical construction and to think about it as such, class readings and discussions will explore how design, media, education, and policy shape the way disability is conceptualized in society, and within an educational context.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 627: Capstone: Contemporary Issues in Student Affairs** (3 units)

**Description:** This course is designed for graduating students pursuing a masters degree in college student personnel administration. Students will have the opportunity to explore contemporary and professional issues that they will face in their work and continued professional development and discuss these issues in depth. Students will also critically examine a topic that addresses one or more key aspects of their comprehensive knowledge of the field and develop strategies for managing a professional challenge. A major requirement for the class will be a paper synthesizing relevant literature regarding a key issue related to student affairs administration or student development.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

**Recommendations and additional information:** HED 601, HED 608, HED 617. Open only to students graduating within the year that the course is taught.

**HED 628: Theories of Inequality, Oppression, and Stratification** (3 units)

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

**HED 629: Whiteness and Education** (3 units)

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                                      Required

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 630: Values, Consciousness and Professional Practice (3 units)**

**Description:** This course introduces readings on issues concerning values, consciousness, and mindfulness in higher education. The course seeks to bring awareness to how our values shape our everyday lives as students, teachers, and leaders in the higher education context.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**HED 631: Funds of Knowledge and the Forms of Capital** (3 units)

**Description:** This course studies the theoretical framework of funds of knowledge and classical capital theory. Furthermore, this course studies the relationship between funds of knowledge and the forms of capital, including human, social, and cultural capital. Drawing on the existing scholarly literature from a variety of disciplines, including economics, sociology, anthropology, and education, the course provides students with multiple opportunities to discuss the definitions of these conceptualizations, methods, and the proxies used to measure these concepts.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**HED 632: Race, Class, and Gender in Higher Education (3 units)**

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**HED 633: Introduction to Critical Race Theory in Education (3 units)**

**Description:** The course is to provides 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:** Lecture Required

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 634: Sociology of Community Colleges** (3 units)

**Description:** Examines existing research and sociological theory applied to community colleges. Researchers have employed various theoretical frameworks and methods to understand these institutions, and a range of qualitative, quantitative, historical, and case studies will be covered to explore this sector of higher education.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                              Required

**Recommendations and additional information:** Graduate Standing.

**HED 635: Processes of Intergroup Relations in Multicultural Global Settings** (3 units)

**Description:** This is a theoretical and experiential learning course in awareness, knowledge, understanding, and skills needed to effectively facilitate multicultural group interactions including structured intergroup dialogues from global perspectives. Intergroup dialogue is a practice model that encourages diverse groups of students to learn from each other and gain the intercultural competence they will need to effectively participate as citizens, leaders, and professionals in our increasingly global, diverse, and stratified society. This course provides students with the foundational knowledge, awareness, and skills for planning, facilitating, and evaluating intergroup dialogue activities in global settings, and with diverse groups of participants. This course focuses on intergroup dialogue skills with graduate students, so they can be active change agents as planners and facilitators of intergroup dialogues both while participating in Global Experiential Learning Programs, and in students professional lives. The topics of this course range from the social psychology of intergroup relations, intercultural and dialogic communication theories, methods for bridging differences, research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering, and evaluating intergroup dialogues in multicultural settings.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                              Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Course typically offered:**

Main Campus: Fall

**Field trip:** There may be local and domestic field trips that the student's will be required to attend.

**HED 636: College Access and Success** (3 units)

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**      Lecture                              Required

**Recommendations and additional information:** Graduate Standing

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 637: Student Transitions Into and Out of College (3 units)**

**Description:** 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.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**Recommendations and additional information:** Graduate standing.

**HED 642: Gender & Education (3 units)**

**Description:** Recently, there has been an increasing focus on gender in educational research and practice. Scholars and practitioners are taking note not only of the differential outcomes for students in relation to gender, but are also discussing how systems of privilege and oppression (e.g., sexism, masculinity, trans\* oppression) mediate educational environments. Furthermore, there has been a call by some to address gender in expansive, non-binary ways that include students with diverse genders beyond just thinking about "men" and/or "women". In this class, students will survey the current literature regarding gender in education both K-12 and postsecondary education as well as discuss how policies and practices both inhibit and promote expansive understandings of gender as a social identity. Students will also develop educational interventions that reflect this literature.

**Grading basis:** Regular Grades

**Career:** Graduate

<b>Course Components:</b>	Lecture	Required
---------------------------	---------	----------

**Course typically offered:**

Main Campus: Fall

**Field trip:** N/A

### Writing Emphasis: Writing Emphasis Course

**HED 650: Higher Education Finance (3 units)**

**Description:** Historical patterns of financing private/public higher education; current sources/types of financial support; alternative methods of financing; social benefits and consumer theories.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:**    Lecture                      Required

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.



**HED 679: American Indian Higher Education** (3 units)

**Description:** Development of higher education for American Indians/Alaskan natives from the earliest efforts to contemporary times. Issues and their implications for the education of American Indians in institutions and agencies of higher education. Emphasis on tribally controlled colleges and universities, and the development of American Indian studies programs in higher education institutions.

**Grading basis:** Regular Grades

**Career:** Graduate

**Course Components:** Lecture Required

**Equivalent to:** HED 679

**Also offered as:** AIS 679

**Course typically offered:**

Main Campus: Fall, Spring

**Home department:** American Indian Studies Committee

**HED 693: Internship** (1 - 6 units)

**Description:** Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

**HED 693C: Internship: Higher Education** (1 - 3 units)

**Description:** Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated for a maximum of 12 units.

**HED 696C: Topics in Higher Education** (1 - 3 units)

**Description:** The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

**Grading basis:** Student Option ABCDE/PF

**Career:** Graduate

**Course Components:** Seminar Required

**Repeatable:** Course can be repeated for a maximum of 39 units.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**HED 699: Independent Study** (1 - 6 units)

**Description:** Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

**HED 799: Independent Study** (1 - 6 units)

**Description:** Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

**HED 900: Research** (2 - 4 units)

**Description:** Individual research, not related to thesis or dissertation preparation, by graduate students.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

**HED 910: Thesis** (1 - 6 units)

**Description:** Research for the master's thesis (whether library research, laboratory or field observation or research, artistic creation, or thesis writing). Maximum total credit permitted varies with the major department.

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

**HED 920: Dissertation** (1 - 9 units)

**Description:** Research for the doctoral dissertation (whether library research, laboratory or field observation or research, artistic creation, or dissertation writing).

**Grading basis:** Alternative Grading: S, P, F

**Career:** Graduate

**Course Components:** Independent Study Required

**Repeatable:** Course can be repeated a maximum of 99 times.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.