

Higher Education & Organizational Change

Course Descriptions

C209A. History of Higher Education (5) Seminar, four hours.

Exploration of major eras in history of higher education. Topics include issues concerning access, diversity, parental choice, cultural literacy, teacher empowerment, and role of popular media. Concurrently scheduled with course C124. S/U or letter grading.

209C. Research and Evaluation in Higher Education (4) Lecture, four hours.

Development of conceptual and practical understanding of research and evaluation in higher education. Topics include basic statistics, survey design, data analysis, assessment issues, and research proposal writing. Letter grading.

221. Computer Analyses of Empirical Data in Education (4) Lecture, two hours; lab, two hours. Requisites: courses 209C (section 1), 230A.

Designed to develop conceptual and technical skills needed for designing and executing empirical research utilizing statistical packages. Each student conducts two original studies. Equal emphasis on techniques of data analysis and interpretation of results. S/U or letter grading.

250A. Fundamentals of U.S Higher Education System (4) Lecture, four hours.

Designed for graduate students. Two-course sequence designed to orient new students to issues, ideas, and literature that constitute this division, with emphasis on underlying social and political issues that shape higher education and organizational change. Letter grading.

250B. Organizational Analysis of Higher Education (4) Lecture, four hours.

Designed for graduate students. Two-course sequence designed to orient new students to issues, ideas, and literature that constitute this division, with emphasis on underlying social and political issues that shape higher education and organizational change. Letter grading.

250C. Theoretical Frameworks of Higher Education (4) Lecture, four hours.

Designed for graduate students. Overview of various social sciences theories used to analyze institutions and issues of contemporary higher education. Explanation of how theory and methodology affect research design and framing of research questions in studies of higher education. Letter grading.

261E. Higher Education Seminar: Diversity Issues and Research Perspectives (4)

Seminar, four hours.

Examination of how racial diversity and its related dynamics have transformed and at

same time been reshaped by institutions of higher education, with focus specifically on student experiences, curricula, institutional climate, educational policies, and administrative practices. Letter grading.

261F. Seminar: Cognitive and Personal Development of College Students (4) Seminar, four hours. Examination of cognitive development of college students; issues of personal and social development, including leadership, and interpersonal relations and skills. S/U or letter grading.

263. Seminar: Higher Education (4) Seminar, four hours. S/U or letter grading. **265. Higher Education Policy** (4) Lecture, four hours. Requisites: courses 250A, 250B. Understanding public policy for higher education requires understanding of both issues and policy process. Review of major topics on which U.S. government is active, as well as key actors and their influence. Letter grading.

265. Higher Education Policy (4) Lecture, four hours. Requisites: courses 250A, 250B. Understanding public policy for higher education requires understanding of both issues and policy process. Review of major topics on which U.S. government is active, as well as key actors and their influence. Letter grading.

281. College Access Seminar (4) Seminar, two hours; discussion, two hours. Knowledge of changing dynamics of college access at individual, organizational, and field levels and understanding of links between K-12 and postsecondary stratification and how educational advantage and disadvantage accumulates throughout education and affects equity in college access. Letter grading.

288. Research Apprenticeship Course (2) Discussion, two hours. Course facilitates mentorship model of training Ph.D. students in education, with focus on development of graduate student research topics. Assignment of common readings related to these topics; students have opportunity to offer and receive feedback. May be repeated for credit. S/U grading.

299A. Research Practicum: Education (4 to 8) Clinical, to be arranged. May be repeated for credit. S/U or letter grading.

299B. Research Practicum: Education (4 to 8) Clinical, to be arranged. May be repeated for credit. S/U or letter grading.

299C. Research Practicum: Education (4 to 8) Clinical, to be arranged. May be repeated for credit. S/U or letter grading.