



THE UNIVERSITY
OF ARIZONA

Higher Education MA Program

Student Handbook



College of Education

CONTENTS

Program Overview	3
Academic Program Requirements	3
Faculty Advisor	3
Student Community	3
Current Professional Track (part-time)	4
Overview	4
Funding opportunities	4
Qualified Tuition Reduction	4
Future Professional Track (Full-time).....	5
Overview	5
Funding opportunities	5
Graduate Assistantships	5
Program Requirements.....	6
Required Courses	6
Electives	6
Internship.....	7
Transfer Credits.....	7
Capstone & Portfolio.....	8
Comprehensive Exam or Thesis Option (2022 or before)	8
Summer Session.....	8
Required Forms.....	9
Grad Path	9
Plan of Study	9
UA Resources	12
UAccess	12
Bursar's Office.....	12
Scholarships & Financial Aid	12
Desire 2 Learn (D2L).....	12

CatCard.....	12
Counseling & Psych Services (CAPS)	13
Dean of Students Office (dos).....	13
Disability Resource Center	13
Graduate and Professional Student Council (GPSC)	13
Campus Pantry	14
Office of the Registrar	14
Graduate College	14
Frequently Asked Questions (FAQs)	15
Higher Education Faculty Information.....	17
Dr. Leslie D. Gonzales (Department Head)	17
Dr. Whitney C. Mohr (Director)	17
Dr. Amanda Kraus	18
Dr. Regina Deil-Amen.....	18
Dr. Jenny Lee	19
Dr. Nolan Cabrera	19
Dr. Gary Rhoades	20
Dr. Judy Marquez Kiyama	20
Dr. Karina Salazar	21
Dr. Jameson David (J.D.) Lopez	21
Dr. Z Nicolazzo.....	22
Dr. Moira Ozias	22
Dr. Heather Haeger	23
Dr. Jamica Delmar	23

PROGRAM OVERVIEW

The Center for the Study of Higher Education is home to the Higher Education (HED) Master's (MA) program. Each fall, The Center faculty admit 15-20 new MA students to the program. The academic program offers students a blend of theoretical, research-based, and practical coursework to understand the system of higher education. Students will develop knowledge, skills, and awareness that will prepare them to be effective and progressive professionals. This program is enhanced by close relationships with university colleagues across campus.

This program is designed to accommodate both those seeking a full-time cohort style experience (Future Professional Track) as well as those looking to participate in part-time program while working full-time (Current Professional Track).

ACADEMIC PROGRAM REQUIREMENTS

For all students enrolled both full-time and part-time, the minimum credit requirement to complete the degree is 36 semester hours, of which not more than 6 credits may be transferred in from other institutions. Not less than 12 credits must be earned on the University campus in Tucson (i.e., some coursework may be taken at other locations where University of Arizona courses are offered). All work applied to the degree must be completed within 6 years, with some latitude possible by petition to the Graduate College. Please discuss any questions about coursework and credit with your faculty/academic advisor, Dr. Whitney Mohr.

FACULTY ADVISOR

Dr. Whitney Mohr is the Director of the Higher Education MA program and will serve as the faculty (academic) advisor for all students in the MA program and will advise on curricular or program-related questions. You are welcome to call, email or schedule meetings with your faculty advisor at any time.

Dr. Mohr can be reached at (520) 626-0427 or wmohr@arizona.edu.

STUDENT COMMUNITY

We encourage you to become involved with the [Higher Education Student Organization](#) (HESO) to plan social and academic events for students.

The Center has an active Facebook page. Please join us at: [Center for the Study of Higher Education at the University of Arizona](#) to learn more about students, faculty, alumni, and events.

UA's [Graduate and Professional Student Council](#) (GPSC) advocates for graduate students on campus and supports community building.

CURRENT PROFESSIONAL TRACK (PART-TIME)

OVERVIEW

The current professional track is designed with full-time employees in mind. Our program is the perfect program for current employees who work full-time at the University of Arizona and/or employees throughout Tucson who are interested in advancing their education to pursue a career in Higher Education.

The majority of HED classes are held in the evenings (Mon-Thurs) starting at either 4:15 or 7:30 pm. From time-to-time electives are offered over the lunch hour timeframe. Our class schedule is designed to accommodate full-time work schedules, and our faculty are committed to supporting students at various stages of their professional and academic journey.

For those already working in higher education or aspiring to work in the field of higher education (and adjacent), this part-time program provides flexibility to take as little as one class a semester, with options offered to continue classes over the summer. You will work directly with the program director to customize the perfect program experience built around you and your needs!

Contact Dr. Whitney Mohr at wmohr@arizona.edu with questions.

FUNDING OPPORTUNITIES

QUALIFIED TUITION REDUCTION

The Arizona Board of Regents provides a Qualified Tuition Reduction (QTR) program that enables eligible individuals to enroll in courses of study at a reduced tuition rate. The QTR Program is reciprocal among the three state universities. The University provides the Domestic Partner Tuition Program (DPTP), which allows domestic partners of eligible employees/retirees and their dependent children to receive reduced tuition at the University of Arizona only.

For graduate students, the QTR benefit is called Educational Assistance Program (EAP). It can be used for graduate-level courses and is a great option for students enrolled in the Current Professional Track, because QTR is available to all employees in a position designated as full benefits eligible, to University retirees with official retirement status, and to University affiliates working under an affiliation agreement that grants the QTR benefit.

For more information please visit: <https://policy.arizona.edu/employment-human-resources/qualified-tuition-reduction>

FUTURE PROFESSIONAL TRACK (FULL-TIME)

OVERVIEW

The Future Professional Track is designed for student who plan to enroll full-time in the program. The track is cohort-based and allows students to take their required courses with others in the cohort. Though not required for admission/enrollment, many students seek a part-time Graduate Assistantship to gain practical experience while providing funding.

Students who enroll full-time typically take three classes each semester and complete the program in two years/four semester without needing to take classes over the summer.

Students on this track will take HED 617, 693, and 627 which are all classes that offer a unique perspective on the student affairs profession.

FUNDING OPPORTUNITIES

GRADUATE ASSISTANTSHIPS

For students on the Future Professional Track, a great source of funding and practical experience is the Graduate Assistantship (GA). While GA positions are not required, they are strongly encouraged. The Center facilitates an interview weekend a month or two after admission to support you in procuring an assistantship. During our “interview weekend,” we invite newly admitted students to virtually meet with students, faculty and alumni. We also arrange interviews for available GA positions. While we do not make hiring decisions, we work closely with campus employers to ensure that successful HED MA students are offered GA positions. The dates and details for this event change annually and are communicated in January to newly admitted students to the HED MA cohort.

Most GA positions are one-year appointments at .50 FTE and provide a tuition remission and stipend. The details of each GA position should be negotiated with the hiring departments and questions about tuition remission and insurance should be directed to the Graduate College.

PROGRAM REQUIREMENTS

REQUIRED COURSES

The courses listed are required*. 36 total credits are required for degree completion. Six units of elective credit may be taken outside of the College of Education. Additional credits must be approved by your academic advisor.

FIRST SEMESTER	SECOND SEMESTER
HED 610 – History of Higher Education EDL 622 – Introduction to Educational Research HED 617 – Introduction to Student Services	HED 608 – The College Student (Development Theory) HED 609 – Organization & Administration Elective
THIRD SEMESTER	FOURTH SEMESTER
HED 693 – Internship* HED 644 – Advising & Supervision Elective	HED 627 – Capstone Elective Elective

*Internships are only required for students pursuing the Future Professional Track but are encouraged for others based on their interests.

ELECTIVES

Students will choose at least four electives, in addition to the required courses, to complete their MA degree. You are encouraged to take electives in Higher Education, but you may certainly enroll in courses outside of Higher Education. All courses must be at the 500- or 600-level. If you wish to take more than six outside of the College of Education, please consult with your academic advisor.

HED MA Students will take two electives which emphasize social justice topics, one with an emphasis on research methods, and one elective based on individual preferences.

Examples of elective courses are included below. Please know that not all elective courses are offered each semester, a course schedule for each semester will be shared with students during the prior semester.

HED 612 - Intro to Multivariate Regression & Quantitative Program Evaluation

HED 613 - Survey Research Methods

HED 620 - Global Migration and Human Rights

HED 623 - Reframing Disability in Higher Education

HED 624 - Indigenous Statistics

HED 626 - Culturally Sustaining Pedagogies

HED 629 - Whiteness and Education

HED 630 - Values, Consciousness & Professional Practice

HED 631 - Funds of Knowledge

HED 632 - Race, Class, and Gender in Higher Education
HED 633 - Introduction to Critical Race Theory
HED 634 - Sociology of Community Colleges
HED 635 - Process of Intergroup Relations in Multicultural Global Settings
HED 637 - Student Transitions Into and Out of College
HED 643 - Activism in Higher Education
HED 650 - Higher Education & Finance
HED 679 - American Indian Higher Education
HED 696C* - Topic Specific Seminars

*HED 696C courses cover a range of topics including student interests, faculty interests and research, visiting faculty and scholars, or new courses that do not yet have a permanent catalog listing. You may take multiple 696C courses so long as you do not repeat the same course title.

INTERNSHIP

One internship is required for completion of the MA program (Future Professional Track only). It is expected that you will complete your internship in your third semester. Students will be assigned an internship through an interactive, matching process in the spring of their second semester. Students will enroll in HED 693 and receive three credits for their internship plus corresponding internships course. The class is designed to encourage reflection and dialogue on the professional dynamics experienced in individual internships. Additionally, the class will provide an emphasis on tools for job searching and ongoing professional development. **Note: HED 693 has a pull-down option, and you must select three credits.**

Students are encouraged to do additional internship work and may receive up to three credits for an additional internship. Please contact your faculty advisor if you are interested in pursuing an additional internship in order to ensure credit can be offered.

For students on the Current Professional Track (must be working full-time), there is no internship requirement, though you are welcome to participate in the process if you are interested in an internship opportunity.

TRANSFER CREDITS

Students may transfer in up to six academic credits to apply toward the MA degree. Transfer courses must be approved by the student's academic/faculty advisor. Students are encouraged to discuss transfer credits with their advisor as soon as possible. Once approved, the student should complete the **Evaluation of Transfer Credit** form on UAccess Student. This is available under Grad Path.

CAPSTONE & PORTFOLIO

Students will enroll in HED 627 (Capstone) during their last semester in the program (or during the last spring semester of enrollment for fall graduates). The Capstone course will provide students with an opportunity to reflect on their time in the program while creating a reflective portfolio based on their experiences. Portfolios have a strong base in extant literature—including in Higher Education Studies—for aiding student learning and development through ongoing self-reflection. The portfolio provides an important space for critical consciousness raising, especially as students move into (or continue, in the case of students who are taking classes as full-time working professionals) their careers as higher education and student affairs professionals.

COMPREHENSIVE EXAM OR THESIS OPTION (2022 OR BEFORE)

For students who start the program in Fall 2023 or later, there is no Comprehensive Exam or Thesis Requirement.

Students who enrolled in the program **prior** to Fall 2023 must successfully pass comprehensive exams or defend a thesis to satisfy program requirements. You may choose to complete either a comprehensive exam or thesis.

SUMMER SESSION

Students are welcome to take summer courses in consultation with their academic/faculty advisor. Summer session courses are not covered under the tuition remission package associated with GA positions. Students working full-time at the University can use QTR benefits to take summer classes. If you are interested in taking a summer class and do not have summer funding, please consult with Dr. Mohr about the potential availability for a summer tuition waiver.

REQUIRED FORMS

GRAD PATH

All Grad Path forms can be found in [UAccess Student - Grad Path](#) and must be routed electronically for approval by your advisor.

The following forms must be completed before graduation:

1. Responsible Conduct of Research Form
2. Evaluation of Transfer Credit (only if using external transfer courses)
3. Master's/Specialist Plan of Study
4. Master's/Specialist Committee Appointment Form
5. Master's/Specialist Completion Confirmation Form
6. Submission of thesis for archiving (*required if student completes a thesis*).
7. Exit Survey

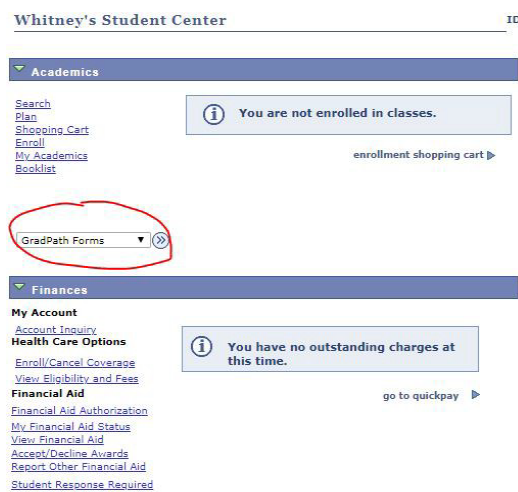
PLAN OF STUDY

Here are some screenshots to aid you in completing the necessary forms for your Plan of Study. You can (and should) create a plan of study early in your academic program. During your program, you can add and delete classes as you change your plan. For those on the Future Professional Track you will complete your plan of study during HED 693. For those on the Current Professional Track please make an appointment with your advisor if you require assistance.

Instructions for completing are as follows:

STEP ONE

You can find your GradPath forms by visiting the student section of UAccess. Visit the drop-down tab at the bottom of the Academics section, select GradPath Form, and then press the arrow.



STEP TWO

The second step is to review the information here. There are information and deadlines with which it might be helpful to familiarize yourself. Once ready, you can click on GradPath Forms, shown here circled in red.

[Home](#)

GradPath

Welcome to GradPath!

This page has some useful Graduate College information and links. To proceed to your GradPath forms, click the "GradPath Forms" button below.

If you have a moment, please take the opportunity to complete our 1 minute Graduate College short survey. The information we collect is private and will help us serve you better.

[Academic Advising Survey](#)

Graduate Student Forms

GradPath Forms

Information and Deadlines

GradPath Information	GradPath Information
Graduation Deadlines	Graduation Deadlines
Links to Policies	Master's Policies Doctoral Policies Specialist Policies Certificate Policies
Registration Deadlines	Registration Dates
Payment Dates & Deadlines	Payment Dates & Deadlines

Need Help?

Contact Graduate Student Academic Services	Contact Information for your Graduate College Degree Counselor
GradPath Student FAQ	GradPath FAQ

STEP THREE

When ready you can go to the area circled in red and click on Create New. As mentioned, you should complete the plan of study yearly but will have the ability to click on modify to update it later if you want/need to.

[Ua Aa014 Mygradcol](#)

ID Whitney Mohr

Welcome to your GradPath forms! The forms listed under your degree or certificate are required forms. Other forms are available for your use if needed.

IMPORTANT: You do NOT need to re-do any forms in GradPath that you already completed on paper. GradPath does not contain any paper forms you have submitted, but they are on file with the Graduate College. Later forms are made available based on the steps you have already completed in GradPath or on paper. (Note that you must first submit the Responsible Conduct of Research form before other required forms will be available.)

If you have questions about your GradPath forms, please contact your degree counselor. To identify your counselor, see <http://grad.arizona.edu/academics/degree-certification/find-auditor>. (30018,57)

PHD - Higher Education (Active in Program)

MA - Higher Education (Completed Program)

Responsible Conduct of Research Statement (HEDMA)	Approved	View Current	Create New	i
Plan of Study (HEDMA)	Approved	View Current	Create New	Modify
Master's/Specialist Committee Appointment Form (HEDMA)	Approved	View Current	Create New	Modify
Master's/Specialist Completion Confirmation (HEDMA)	Approved	View Current		i

Other forms

Transfer Credit Form	View Current	Create New	Modify	i
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Petition Forms

Petition Form	View Current	Create New	Modify	i
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STEP FOUR – COMPLETED PLAN OF STUDY EXAMPLE

Student Directions

Select courses below to add to your Plan of Study. Adding a course to your Plan of Study does NOT enroll you in that course. To enroll, go to the "Academics" section of Student Self-Service in UAccess or contact your departmental advisor. You add courses to the Plan of Study using the three buttons below: Get Enrollments to add courses from your transcript, Get Transfer to add eligible courses from your Transfer Credit form, or Get Future Courses to add courses you will still take from the course catalog.

Please be aware that there are limits to the amount of transfer coursework, coursework taken at UA in non-degree seeking status and UA graduate courses taken while an undergraduate that can be used toward your degree. The specific limits are in the policy at <http://grad.arizona.edu/academics/program-requirements/masters-degrees/credit-requirements>.

Graduate candidacy fees are charged when the Plan of Study is first approved for a given master's/specialist degree: <http://grad.arizona.edu/financial-resources/costs/degree-audit-processing-fee>

GET ENROLLMENTSGET TRANSFERGET FUTURE COURSES

Coursework for Major

	Term	Subj.	Catg Nbr	Course Title	Grade	Units	Letter Grade	Details	Also Used in
<input type="checkbox"/>	Fall 2012	CPH	549	Family Violence		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	HED	693C	Internship: Higher Educ		3.00	<input type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	HED	630	Values/Consciousness/Prof Prac		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	ETCV	511	Appl Of Technology In Ed		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Spring 2012	HED	609	Organ+Admin Higher Educ		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Spring 2012	HED	696C	Topics in Higher Ed		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Spring 2012	HED	608	The College Student		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Fall 2011	HED	601	Higher Educ In U S		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Fall 2011	HED	617	Student Personnel Serv		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2011	HED	611	Statistic Analysis: Higher Ed		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>		HED	627	Capstone: Contemporary Issues		3.00	<input checked="" type="checkbox"/>	CRSE	
<input type="checkbox"/>		HED	699	Independent Study		3.00	<input type="checkbox"/>	CRSE	
						Total	36.000		

SELECT ALLEDeselect AllSAVE FOR LATER

DELETE SELECTED COURSES FROM PLAN OF STUDY

PLAN OF STUDY HELP & ASSISTANCE

If you have any questions or you would like assistance in completing your forms, please contact the Graduate Program Coordinator (Diana Peel) or the Program Director & Faculty Advisor (Dr. Whitney Mohr).

For students enrolled in HED 693, Grad Path Forms, including the Plan of study will be completed as part of the class curriculum.

UA RESOURCES

UACCESS

UAccess is the UA system students use to enroll in courses and access their Bursar account and all required University forms. It is crucial to monitor your account to keep up with tuition payments and miscellaneous fees (CatCard, printing, etc.).

<https://uaccess.arizona.edu/>

BURSAR'S OFFICE

The University's Bursar's Office is the office which oversees student account and billing information, payment processing, student tuition, and other student tuition related matters. Please note this office is separate from the Office of Scholarship and Financial Aid.

For more information about the Bursar's Office including information about dates and deadlines please visit:

<https://bursar.arizona.edu/>.

SCHOLARSHIPS & FINANCIAL AID

Scholarships & Financial Aid is the office which oversees various forms of aid including scholarship, graduate funding, international student aid, summer financial aid, and loan information.

For information about university-wide scholarships and financial aid, please visit:

<https://financialaid.arizona.edu/>.

The College of Education also shares information about departmental scholarships. Information about available graduate-level scholarships will be shared via email when it is available.

DESIRE 2 LEARN (D2L)

D2L is the learning management system students use to access all course content (syllabi, readings, assignments, etc.) for their classes. Students' D2L login is the same as their UAccess login (NETID).

[D2L Help Page](#)

CATCARD

A CatCard is your UA identification card. Students can use CatCards for meal plans, campus purchases, printing charges, admission to some University events, building access, and more. It is important to get your CatCard as soon as possible. The cost is \$25 for your first card (employees receive their first card free). The CatCard office is located in the lower level of the Student Union across from Wells Fargo.

<https://catcard.arizona.edu/>

COUNSLING & PSYCH SERVICES (CAPS)

CAPS offers a wide range of [free resources](#) and paid programs and services. Access their on-demand tools on your schedule, use their Counseling & Consultation session urgent care services as needed, when needed, or work with a CAPS provider to create a personal Care Plan tailored to your goals.

CAPS believes cost shouldn't come between you and your mental health. If cost is a barrier for you, ask the counselor you meet or call to speak with a care coordinator about your options.

Hours: Mon-Fri 8am-4:30pm (Wed 9am-4:30pm), CAPS 24/7: 520-621-334

<https://caps.arizona.edu/>

DEAN OF STUDENTS OFFICE (DOS)

The DOS is the office on campus which upholds the Student Code of Conduct as well as providing support through Student Assistance.

STUDENT ASSISTANCE is a central support hub for all students at our university, aiming to assist with various challenges including personal crises, life traumas, health issues, and academic struggles. We aim to foster a caring culture on campus, working hard to ensure all students feel supported and equipped to thrive.

For support, please contact 520-621-7057 or DOS-deanofstudents@email.arizona.edu

<https://deanofstudents.arizona.edu/>

DISABILITY RESOURCE CENTER

The DRC is the department designated by the University to ensure an accessible experience on campus. Graduate students are welcome to affiliate with DRC to request accommodations and explore available resources.

The DRC houses the <https://disabilityculture.arizona.edu/>. The DCC is a space for students, faculty and staff to explore and celebrate disability identity, culture and community. DCC offers a variety of events and programming that promote an authentic and intersectional perspective on disability. The DCC is located on the second floor of the Disability Resource Center in Highland Commons D217.

<https://drc.arizona.edu/>

GRADUATE AND PROFESSIONAL STUDENT CCUNCIL (GPSC)

GPSC works to promote academic, economic, and social aims of the graduate and professional students at the University of Arizona. GPSC establishes effective communication among graduate students and professional students and facilitates communication with the University and other organizations.

<https://gpsc.arizona.edu/>

CAMPUS PANTRY

The goal of the UA Campus Pantry is to reduce food insecurity in our Wildcat Community. At their distribution events, students and staff can grab important food staples at no cost. All you need is your CatCard!

Fall 2024 Hours: Tuesday 3-6pm, Wednesday & Friday 12-3pm

<https://campuspantry.arizona.edu/>

OFFICE OF THE REGISTRAR

The Registrar serves students, faculty, staff, and alumni through registration, record-keeping, course and classroom management, and academic support. Their mission is to support teaching, learning and student development by maintaining the integrity of academic policies and the student information system.

They assist with military-connected benefits & certification, residency classification for tuition purposes, graduation services, classroom services, and host the term calendar and updates.

<https://registrar.arizona.edu/>

GRADUATE COLLEGE

The Graduate College website includes information about graduate programs, and various academic services, policies, and procedures.

The [Graduate Student Academic Services \(GSAS\) Office](#) within the Graduate College is here to help students, faculty, and staff keep track of academic progress and the steps needed to complete a graduate or professional degree.

<https://grad.arizona.edu/>

FREQUENTLY ASKED QUESTIONS (FAQS)

WHAT SETS UA'S HED MA PROGRAM APART FROM OTHERS?

UA's program offers students a blend of theoretical and practical academic experiences. Students will learn about student affairs and administration in the larger context of higher education. Our faculty prioritizes social justice, access, and equity and reflects these values in research and teaching. The master's program also benefits from a strong relationship with the rest of campus. Students' complete internships in the Division and are assigned professional advisors to help navigate job searching and professional associations among other things.

WHAT DOES ONE DO WITH AN MA IN HIGHER EDUCATION?

A Master's degree in Higher Education prepares you for a variety of professional and academic roles. Most students, upon graduation, work on a college or university campus doing direct service with students in advising, housing, student activities, multicultural affairs, etc. Students may also go on to pursue doctoral work with the ultimate goal of a faculty or administration position. This degree does not necessarily prepare students for college-level teaching or K-12 administration.

IS THIS PROGRAM DESIGNED FOR STUDENTS WHO WORK FULL-TIME?

This program is designed to accommodate both full-time working professionals (Current Professional Track) and those who plan to pursue the program full-time while working part-time in a GA position or similar. We pride ourselves in our program's flexibility and can work with you to accommodate your needs based on your life, and your schedule!

CAN I APPLY FOR SPRING ADMISSION?

Currently, the program does limited admissions for spring. The department does not have coordinated funding opportunities to offer to spring admits. Those who have secured their own GA position, have QTR benefits, or have other sources of funding are encouraged to apply.

CAN I APPLY TRANSFER CREDIT TO THE PROGRAM?

Students may transfer up to six academic credits to apply toward the MA degree. Transfer courses must be approved by the student's academic advisor. Students are encouraged to discuss transfer credits with their advisors as soon as possible. Once approved, the student should complete the **Evaluation of Transfer Credit** form on UAccess Student – Grad Path.

HOW MANY ELECTIVES CAN I TAKE OUTSIDE OF THE HIGHER EDUCATION PROGRAM OR OUTSIDE OF THE COLLEGE OF EDUCATION?

Students will choose at least four electives, in addition to their required courses, to complete their MA degree. You are encouraged to take electives in Higher Education but may certainly enroll in other courses. All courses

must be at the 500- or 600-level. If you wish to take more the six credits outside the College of Education, please consult with your academic advisor.

WHEN WILL I BE ASSIGNED AN ACADEMIC ADVISOR?

From recruitment to admission and then throughout the program, the Program Director, Dr. Whitney Mohr will serve as the academic/faculty advisor for all MA students.

WHEN SHOULD I COMPLETE MY REQUIRED* INTERNSHIP?

Internships are required for Future Professional Track only and are encouraged to be completed during the third semester of the program. The Program Director will facilitate a process to identify options and match you to an internship on campus.

If you are interested in pursuing an internship at another campus, you are welcome to do so but will have to make those arrangements independently of the program and will be required to provide a position description to your Advisor prior to receiving credit for the experience. You will still be required to register for HED 693 (Internship) during your third semester.

WHAT IF I DO NOT RECEIVE A GRADUATE ASSISTANTSHIP (GA) POSITION?

While we always hope to match each student with a GA position, if you do not, it's OK! You can continue to apply for GA positions that become available. You may also consider completing additional internships to build your resume and make professional connections.

I AM HAVING TROUBLE REGISTERING FOR/ENROLLING IN CLASSES?

With questions or difficulties related to enrollment, please contact Diana Peel at dpeel@arizona.edu.

WHERE CAN I FIND A LIST OF RESOURCES FOR EDUCATIONAL POLICY STUDIES AND PRACTICE GRADUATE STUDENTS, INCLUDING INFORMATION ON FUNDING SOURCES, GRAD PATH, AND UNIVERSITY OR COLLEGE POLICIES?

Please visit, <https://www.coe.arizona.edu/epsp/gradresources> for various academic and University resources.

HIGHER EDUCATION FACULTY INFORMATION

DR. LESLIE D. GONZALES (DEPARTMENT HEAD)

- Department Head, Educational Studies, Policy & Practice
- Director, Center for the Study of Higher Education
- Professor of Higher Education

Dr. Leslie D. Gonzales is Professor and Department Head of the Educational Policy Studies and Practices Department at the University of Arizona. Before the University of Arizona, Gonzales served as Professor and a Faculty Advocate at Michigan State University—a role that allowed Gonzales to bring empirical research, theory, and practice together to advocate for a more inclusive academic profession.

As a working-class-Chicana-first-generation-college-student-turned academic, Leslie D. Gonzales earned all three of her academic degrees from Hispanic Serving Institutions and is committed to building an academic profession that honors the contributions that Scholars of Color bring to the academy. Gonzales studies the evaluation of scholars at the disciplinary, departmental, and organizational level. More specifically, Gonzales is concerned with the evaluation of scholars' knowledge production and investigates how Scholars of Color, especially Scholars of Color educated in historically under-resourced institutions (e.g., community colleges, Minority Serving Institutions), historically marginalized disciplines, or historically marginalized appointment types fare in peer review processes.



DR. WHITNEY C. MOHR (DIRECTOR)

- Director, Higher Education MA Program
- Assistant Professor of Practice for Higher Education
- Civil Rights Investigator, Office of Institutional Equity

Dr. Whitney Mohr is originally from Coralville, IA, but started her journey as a Wildcat in 2007 when she came to campus as an undergrad. Dr. Mohr earned a B.A. in Religious Studies from the University of Arizona and her M.A. and Ph.D. in Higher Education from this program! Dr. Mohr loves all things higher education and student affairs and has held numerous positions on various campuses across the country.

Having spent over 15 years at the University of Arizona, both as a student and a professional, has allowed Dr. Mohr to create strong networks which she uses to help create connections across campus both in her work, and for her students. Dr. Mohr started her student affairs career in Housing and has transitioned professionally to work in Equity, Policy, and Title IX. Currently in addition to the work that Dr. Mohr does recruiting, advising, and supporting HED MA students, she works as an Investigator with the University's Office of Institutional Equity. Dr. Mohr's research focuses on the experiences of students with chronic illness in higher education settings and her dissertation specifically focused on this population, and the impact of COVID-19, titled: College, Chronic Illness, and COVID-19: It's Complicated."



DR. AMANDA KRAUS

- Interim Vice President for Student Life (Student Affairs)
- Executive Director for Disability Resources and ADA/504 Compliance Officer
- Associate Professor of Practice for Higher Education

Dr. Amanda Kraus has lived in Tucson, AZ and worked at the University of Arizona for over fifteen years. She earned her B.A. at Carnegie Mellon University in Pittsburgh, PA and her M.A. and Ph. D. in Higher Education from this program! Dr. Kraus currently serves as Assistant Vice President for Campus Life as well as Executive Director of UA's Disability Resource Center (DRC). The DRC is regarded as a model for progressive services and programming. Dr. Kraus studies disability identity, disability dynamics in student affairs and higher education, and ableist biases and microaggressions. Through her research and teaching, she challenges the dominant deficit or tragedy narrative on disability and promotes models and tools to increase access and equity and ultimately reframe concepts of difference in higher education. She is a sought-after speaker and regularly travels to colleges and universities around the country and internationally. Dr. Kraus is currently President of the Association on Higher Education and Disability (AHEAD).



DR. REGINA DEIL-AMEN

- Associate Dean of Faculty Affairs, College of Education
- Professor of Higher Education and Sociology

Dr. Regina Deil-Amen is a Professor at the Center for the Study of Higher Education in University of Arizona's College of Education and the Associate Dean of Faculty Affairs. She is an expert on qualitative research methods, engaging 'micro' experiences embedded in institutional contexts as a prism for revealing and understanding the relevance of larger 'macro' structures. Dr. Deil-Amen received her Ph.D. in sociology from Northwestern University, where she directed a multi-site case study of how community colleges and private occupational (career/technical) colleges differentially structure institutional procedures to prepare students for sub-baccalaureate careers. Her co-authored book, *After Admission: From College Access to College Success*, details the findings of that project. Generally, Regina's research has focused on college student aspirations, decision-making, social networks, intersections with organizational contexts, persistence, inequality, and opportunities in two-year public and for-profit colleges and broad access universities, with a particular focus on lower-income students, non-traditional, and racially minoritized underserved students.



DR. JENNY LEE

- Professor of Higher Education
- Vice President & Dean of Arizona International

Jenny J. Lee is a professor at the Center for the Study of Higher Education at the University of Arizona. Professor Lee's research examines how policies, geopolitics, and social forces shape inequities in higher education, in the US and abroad. Her comparative research on international student mobility and experiences in the U.S., Mexico, South Korea, and South Africa over the past decade have especially been cited widely. Nature, Science, the New York Times, ABC News, Al Jazeera, and many other news outlets have quoted Professor Lee and featured her research. Her latest work focuses on the geopolitics of global science.



DR. NOLAN CABRERA

- Professor of Higher Education
- Associate Professor, American Indian Studies-GIDP
- Associate Professor, Social / Cultural / Critical Theory - GIDP

Dr. Nolan L. Cabrera is a Professor in the Center for the Study of Higher Education at the University of Arizona, and was the only academic featured in the MTV documentary White People. His new book, White Guys on Campus, is a deep exploration of White male racism, and occasional anti-racism, on college campuses – a text Jeff Chang (author of We Gon' Be Alright) described as “A timely, provocative, even hopeful book.” Dr. Cabrera is also one of three academic expert witnesses for the plaintiffs in Tucson Unified Mexican American Studies case (Gonzalez v. Douglas). He is a recipient of the prestigious education early career award, the Spencer/National Academy of Education postdoctoral fellowship. Dr. Cabrera's publications have appeared in the leading education and higher education journals such as American Educational Research Journal,

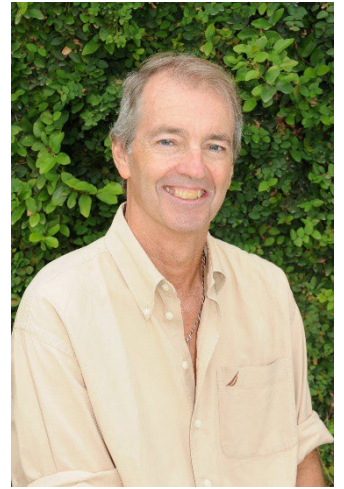


Teachers College Record, Review of Higher Education, Journal of College Student Development, and Research in Higher Education, and his work has been used extensively in education, policy, and legal environments. Dr. Cabrera is a UA College of Education Erasmus Scholar, Emerging Scholar for the American College Personnel Association, Faculty Affiliate with UT Austin's Project M.A.L.E.S., and Faculty Fellow for the American Association for Hispanics in Higher Education. He completed his graduate work at UCLA earned his BA from Stanford University in Comparative Studies in Race and Ethnicity (Education focus).

DR. GARY RHOADES

- Professor of Higher Education

Professor Rhoades has been a faculty member at the Center for the Study of Higher Education since August 1986. From 2009-2011 he took a leave of absence from the UA to serve as the General Secretary of the American Association of University Professors. Rhoades' scholarship focuses on the restructuring of academic institutions and of professions in the academy, as well as on comparative higher education studies of university strategic planning and marketing. In addition to his books, *Managed professionals: Unionized faculty and restructuring academic labor* (1998, SUNY Press), and *Academic capitalism and the new economy* (with Sheila Slaughter, 2004, Johns Hopkins University Press), Rhoades is now working on finishing an update and expansion of his 1998 book, to be entitled, *Organizing "professionals": Academic employees negotiating a new academy*.



DR. JUDY MARQUEZ KIYAMA

- Professor of Higher Education

As a community-engaged scholar, Dr. Kiyama's research examines the structures that shape educational opportunities for minoritized groups to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re)shape such structures. Working alongside Latinx/o/a families and communities are at the core of her research efforts. She grounds her work in community knowledge and organizes her research in three interconnected areas: the role of parents and families; equity and power in educational research; and minoritized groups as collective networks of change. As a first-generation, Mexican American college student, she draws on her own experiences with her family to connect with the sources of support that first-generation, families of color offer their students in the transition to college. Her numerous publications focus on equity and inclusion efforts to better serve minoritized students, and their families and communities, including her most recent book: *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*.



DR. KARINA SALAZAR

- Assistant Professor for Higher Education

Karina Salazar is an assistant professor in the Center for the Study of Higher Education. Her research program analyzes whether the enrollment management practices of public universities undermine access for underserved student populations. Salazar is co-principal investigator of the Enrollment Management, Recruiting, and Access (<https://emraresearch.org/>) research project, which investigates the recruiting practices of colleges and universities. This work has been featured by The New York Times, NPR, CNN, Inside Higher Ed, The Chronicle of Higher Education, and U.S. News & World Report. She was also designated a 2019 Forbes "College Admission Influencer" in the researcher and activist category. Salazar is a local Tucsonan and proud graduate of Sunnyside High School. She completed her graduate work at the University of Arizona where her research was funded by the American Educational Research Association.



DR. JAMESON DAVID (J.D.) LOPEZ

- Assistant Professor of Higher Education

Dr. J. D. Lopez is an enrolled member of the Quechan tribe located in Fort Yuma, California. He currently serves as an Assistant Professor in the Center for the Study of Higher Education at the University of Arizona. He studies Native American education using Indigenous statistics and has expertise in the limitations of collecting and applying quantitative results to Indigenous populations. He carries unique experiences to his research that include a 2010 deployment to Iraq as a platoon leader where he received a bronze star medal for actions in a combat zone. As an Indigenous quantitative researcher with expertise in the limitations of collecting and applying quantitative results to Native American populations, he tends to examine research through tribal critical race theory which contends governmental policies toward Native American focus on the problematic goal of assimilation. This challenge often results in relatively low numbers of Native American voices in comparison to dominant culture voices in quantitative research, but can be overcome through increasing Native American participation in academic and policy discourse, and including Native American voices in quantitative research through Indigenous statistics.



DR. Z NICOLAZZO

- Assistant Professor Trans* Studies in Education

Dr. Z Nicolazzo is an Assistant Professor of Trans* Studies in Education at the Center for the Study of Higher Education and a member of the Transgender Studies Research Cluster at the University of Arizona. She earned her Ph.D. in Student Affairs in Higher Education at Miami University (OH), and formerly worked in various functional areas in student affairs, including residence life, sexual violence prevention programming, and student activities at multiple institutions across the United States. Dr. Nicolazzo's current research focuses on how transgender students use the internet to explore who they are and can be(come). Dr. Nicolazzo has taught HED 642: Gender & Education, HED 608: The College Student, and HED 696: Activism in Higher Education. She teaches from a critical perspective that centers collective visions for the futures we need rather than the ones we may be able to get through compromise and educational reform. Her pedagogy is consistent with the Learning Partnerships Model (LPM; Baxter Magolda & King 2004), which centers on the three main principles of validating students as knowers, situating learning in student experiences, and defining learning as a process of mutually constructing meaning.



DR. MOIRA OZIAS

- Assistant Professor for Higher Education

Moira Ozias' research focuses on equity in higher education practice, especially investigating white women's racism and processes for creating educational spaces and curricula that resist racism and work toward racial justice. She uses critical whiteness, gender, and affect theories to understand how college experiences support and resist white women's affective and spatial investments in white supremacy.

Ozias grew up in the rural Midwest in a family of teachers and farmers, and her background in social work informs her interest in community collaborations. She earned a BA in English from Baker University (Kansas), an MA in English and MSW (Social Welfare) from the University of Kansas, and a PhD in Adult & Higher Education from the University of Oklahoma. Prior to joining the University of Arizona faculty, Ozias taught College Student Affairs Leadership at Grand Valley State University, Student Affairs Administration at the University of Wisconsin-La Crosse, and spent over 15 years working in higher education administration at the University of Oklahoma and the University of Kansas. She also serves as Director of Research and Scholarship for ACPA (2019-2022).



DR. HEATHER HAEGER

- Research Director, STEM Learning Center
- Assistant Professor for Higher Education

Dr. Haeger is the Research Director for the Science, Technology, Engineering, or Mathematics (STEM) Learning Center and an Assistant Professor in Educational Policy Studies and Practice. Her research is focused on equity in educational practices and barriers to full participation in STEM education. Her research is used to inform programmatic interventions aimed at engaging students that have been traditionally marginalized in higher education and creating more inclusive and culturally responsive STEM learning environments.



Dr. Haeger also serves as a counselor in the Undergraduate Research Program Division and serving on the Committee of Diversity, Equity and Inclusion for the Council on Undergraduate Research (CUR). She served as the Assessment and Research Coordinator for the Council on Undergraduate Research from 2016-2020. In that role, she developed tools for CUR members to conduct their own research and assessment, studied the role of faculty mentoring of undergraduates in tenure and promotion, and conducted a collaborative study with seven universities on the impact of undergraduate research on retention and graduation for first-generation and low-income students in STEM.

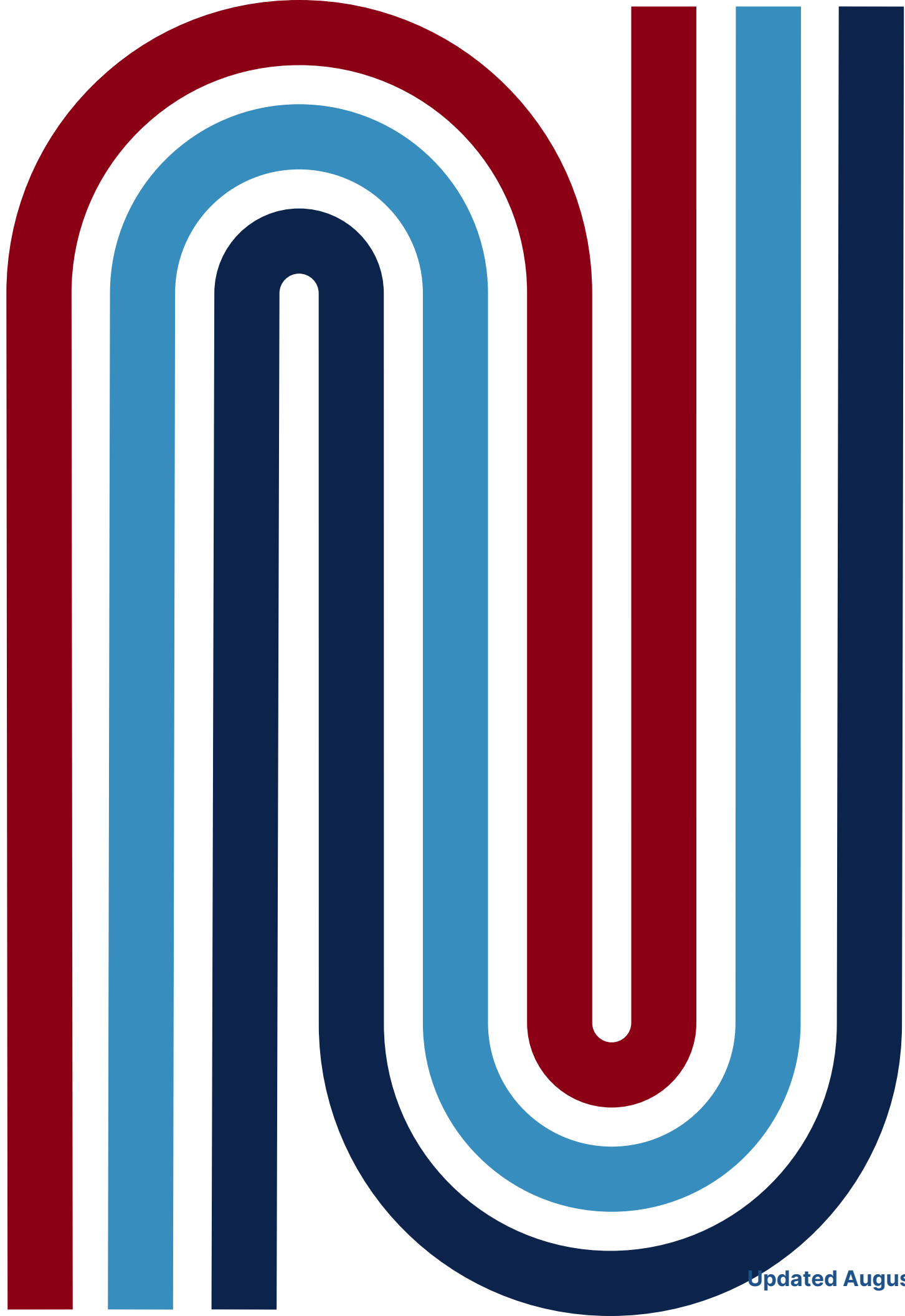
Dr. Haeger received her Ph.D. in Educational Policy Studies and Practice from the University of Arizona. From 2011-2014, she was an Assistant Research Faculty in the Center for Postsecondary Research at Indiana University. She worked on designing, testing, and administering surveys on student engagement including the National Survey of Student Engagement (NSSE) and the Law School Survey of Student Engagement (LSSSE). Her research focused on creating equitable opportunities for student engagement. Dr. Haeger was also the Associate Director of Educational Research with the Undergraduate Research Opportunities Center at California State University, Monterey Bay from 2014-2021.

DR. JAMICA DELMAR

- Director, African American Student Association (AASA)
- Affiliate Faculty for Higher Education

Dr. Jamaica Delmar was Born and raised in Minnesota, Jamaica DelMar Ph.D. (Ed.D.) defines herself as a mom, wife, daughter, and friend. She has worked in higher education for 12 years, and her previous positions at other institutions include Registrar, Assistant Registrar, Adjunct Faculty, and Academic Advisor at Metropolitan State University in St. Paul Minnesota. She is a longtime volunteer at organizations serving homeless families. Jamaica's work as an educator and empowerment facilitator with the Jeremiah Program led her to her interests in mentoring students regarding their college goals and taking an activist and innovative approach to such service, teaching, and research in a way that drives her commitment to and passion for leading Project. Dr. DelMar loves to garden and is an avid rockhound. Her other interests include reading, social justice, equity in education, public art, music, and candy making. Her dissertation was entitled, "A Phenomenological Inquiry into the Perceptions of Single Mother College Students."





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