



THE UNIVERSITY
OF ARIZONA

Higher Education MA Program

Student Handbook



COLLEGE OF EDUCATION

Center for the Study
of Higher Education

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PROGRAM OVERVIEW

The Center for the Study of Higher Education (CSHE), housed under the Department of Educational Policy Studies and Practice (EPSP), in the College of Education (CoE), at the University of Arizona, is home to the Higher Education (HED) Master's (MA) program. The academic program offers students a blend of theoretical, research-based, and practical coursework to understand the U.S. higher education system. 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 enroll in a part-time program while working full-time (Current-Professional Track).

LEARNING OBJECTIVES

The program focuses on equipping students with the knowledge, skills, and awareness to be effective professionals in various higher education settings and encourages a thoughtful exploration of various career paths, leadership roles, and administrative functions within colleges and universities.

EXPECTED OUTCOMES

Students enrolled in our program will develop a strong understanding of higher education theory and practice, analyze current scholarship, and enhance practice through practicum and research. Students will also learn to navigate the changing landscape of higher education, develop leadership skills, and collaborate effectively with stakeholders. In this way, the program aims to develop students' expertise in areas like student affairs, educational leadership, policy, and research. Students should be able to apply theories of student development, understand organizational structures, and demonstrate effective communication and problem-solving skills.

CURRENT-PROFESSIONAL TRACK (PART-TIME STUDENT)

OVERVIEW

The Current-Professional track is designed with full-time employees in mind. Our program is the perfect fit for current full-time employees. Including those who work full-time at the University of Arizona and in the surrounding area who are interested in advancing their education and higher education career.

The majority of HED classes are held in the evenings (Mon-Thurs) starting at either 4:15 or 7:00 pm. From time to time, electives are offered over the lunch hour. 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 journeys.

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. To further accommodate your needs, you will work directly with the program director to customize the perfect program experience built around you!

Students on this track will work with the Program Director to develop an internship experience, designed specifically to accommodate and complement their full-time employment.

FUTURE-PROFESSIONAL TRACK (FULL-TIME STUDENT)

OVERVIEW

The Future-Professional Track is designed for students who plan to enroll as full-time students in the program. This track is cohort-based and allows students to take their required courses with other colleagues. In the third semester, all students are required to complete a 10-hour internship to gain professional experience in higher education roles.

Students who enroll full-time typically take three classes each semester and complete the program in two years (four semesters), 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

QUALIFIED TUITION REDUCTION

The Arizona Board of Regents provides a Qualified Tuition Reduction (QTR) program, which offers reduced tuition rates for eligible employees, spouses, and dependents. The QTR Program is reciprocal among the three state universities. Likewise, the University provides the Domestic Partner Tuition Program (DPTP), an extension of QTR, which allows domestic partners of eligible employees/retirees and their dependent children to receive reduced tuition at the University of Arizona only.

QTR can be used for graduate-level courses and is a great option for students enrolled in the Current-Professional Track, because it 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.

While receiving the QTR benefit, students are free and encouraged to apply for research grants and other scholarships that may become available internally or externally. Finally, QTR/EAP benefits are taxable, and you should consult a finance professional for any potential impact on your individual tax situation.

For more information, please visit: <https://policy.arizona.edu/employment-human-resources/qualified-tuition-reduction>; <https://bursar.arizona.edu/payment/empl-benefits>; <https://hr.arizona.edu/benefits/education-benefits>;

GRADUATE ASSISTANTSHIPS

For students in 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. Many students seek a part-time GA-ship to gain practical experience, which simultaneously provides them with funding.

The Center facilitates a process every spring to support students in procuring assistantships. During our “interview weekend,” we invite admitted students to virtually meet with students, faculty, and alumni while also arranging interviews for available GA positions. Though the department does not make hiring decisions, we work closely with campus employers to ensure that HED MA students are prioritized for GA positions. The dates and details for this event change annually and are communicated to students after they have been successfully admitted into the program.

Most GA positions are one-year appointments at .50 FTE (full-time equivalent), providing a tuition remission, a stipend, and benefits such as health insurance. Appointments at .50 FTE or more receive tuition remission in the amount of 100%. Further details on each GA position should be negotiated with the hiring departments, and questions about tuition remission and insurance should be directed to the hiring departments and the Graduate College. General information on GA-ships can be attained here: <https://grad.arizona.edu/funding/gaships/benefits-appointment>

DEGREE REQUIREMENTS

For all students enrolled both full-time and part-time, the minimum credit requirement to complete the degree is **36 semester hours (credits)**, of which **no more than 6 credits** may be transferred in from other institutions. **A minimum of 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). The program concludes upon completion of the Capstone. 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 advisor, Dr. Whitney Mohr.

GENERAL PROGRAM REQUIREMENTS AND REQUIRED COURSES

The courses listed below are required. Six units of elective credit may be taken outside of the College of Education. Additional credits, taken outside of the program, must be approved by your faculty advisor.

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

ELECTIVES

To complete their degree, students will choose at least four electives, in addition to the required courses. Students are encouraged to take electives in Higher Education, but they may also enroll in courses outside of Higher Education (e.g., EDL, TSL, SERP). All courses must be at the 500- or 600-level. If you anticipate taking more than six units of electives (2 courses) outside of HED, EPSP, or the College of Education, please consult with your faculty advisor.

HED MA Students will take two electives that focus on social justice topics, one course with an emphasis on research methods, and one elective based on individual preference.

Examples of elective courses are included below. Please know that not all elective courses are offered each semester. Anticipated course schedules will be shared each semester, prior to registration, via the program listserv. If you encounter any issues receiving these materials, contact the graduate program coordinator, Diana Peel, at dpeel@arizona.edu.

Examples of Offered Electives:

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 - 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 research and interests, 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.

MSI SUB PLAN (EMPHASIS)

Students have the option to pursue the HED MA degree with an emphasis on Minority Serving Institutions (MSIs). This Sub Plan will allow students to take classes focused on understanding the historical and contemporary importance of Minority Serving Institutions (MSIs), and their role in student development, support, and success.

Students pursuing the MSI Sub Plan will complete 36 units. The 8 (18 units) core/required HED MA courses are the same as referenced above. To earn the MSI emphasis designation, students will select 4 MSI eligible electives (12 units).

The following are eligible electives for the HED MA, MSI degree:

HED 631* – Funds of Knowledge & MSIs
HED 624 – Indigenous Statistics
HED 626 – Culturally Sustaining Pedagogies
HED 629 – Whiteness in Education
HED 634 – Community Colleges
HED 633 – Introduction to Critical Race Theory
HED 636 – College Access & Success

* HED 636 – Funds of Knowledge is typically offered during summer session. It is strongly recommended by the department, but it is not required for those unable to take a summer course.

INTERNSHIP

One internship is required for completion of the MA program. Students will be required to enroll in HED 693 and receive 3 credits for their internship and coursework. HED 693 is designed to encourage reflection and dialogue on the professional dynamics experienced in individual internships. The class will emphasize tools for job searching and ongoing professional development. **Note: On the UAccess platform, HED 693 has a pull-down option, and you must select three credits.**

Students will be assigned an internship through an interactive, matching process in the spring of their second semester. Likewise, if interested, students are encouraged to seek internships outside the University of Arizona, though they need to meet the following requirements: a minimum of 10 hours of internship in roles related to higher education practice, such as career development, enrollment management, student success, and student affairs. Students are also welcome to complete additional internships and may receive up to 3 (additional) credits. Please contact your advisor/program director if you are interested in pursuing an additional internship in order to ensure credit can be offered.

Students on the Current-Professional Track (must be working full-time) can design an internship experience that accommodates and complements their full-time role. Activities such as committee involvement/participation (internal or external to their current department), taking on new responsibilities/assignments (expanding or broadening their role or scope of duties), or requesting new responsibilities (creating a new learning experience or objective) can qualify for internship credit when paired with enrollment to HED 693 (3 units) and upon prior discussion with your advisor/program director.

TRANSFER CREDITS

Students may transfer up to six academic credits to apply toward the MA degree. Transfer credits must be approved by the faculty advisor. Students should discuss transfer credits with their faculty advisor as soon as possible. Once approved, the student must complete the **Evaluation of Transfer Credit** form on

UAccess Student. This is available under Grad Path. Instructions are available here:

<https://arizona.app.box.com/v/grad-gsas-transfercredit>

You can also find more information on transferability here: <https://catalog.arizona.edu/policy/courses-credit/credit/graduate-transfer-credit>

CAPSTONE & PORTFOLIO

Students will enroll in HED 627 (Capstone) during their last semester of 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 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 their careers as, higher education and student affairs professionals. Additionally, students will explore contemporary and professional issues with a critical lens, while also being given the opportunity to scholarly examine an issue of interest and craft a research paper based on their findings, tying in academic work with professional practice.

ENROLLMENT

Students are responsible for registering each semester using the UAccess Student Center. The Office of the Registrar provides up-to-date calendars, registration procedures, and deadlines. Students should consult these resources prior to enrollment each term.

REGISTERING FOR CLASSES

Find all the resources needed to self-register for courses, including academic calendars, registration details, and related items, from the Office of the Registrar and departmental emails. When ready, register for classes (or check on enrollment status and make changes to registration) via UAccess.

If you experience any difficulties registering for classes, please contact Diana Peel at dpeel@arizona.edu.

CHANGE OF SCHEDULE (DROP/ADD)

Changes such as adding and dropping courses must be made through UAccess following academic deadlines. Changes of schedule requiring instructor or department approval (after the drop/add period) must be submitted through the official Change of Schedule process. For more specific details, see: <https://registrar.arizona.edu/records-enrollment/enrollment/change-schedule>

SUMMER SESSION

Students are welcome to take summer courses in consultation with their faculty advisor. Summer session courses are not covered under the tuition remission package associated with GA positions.

Students working full-time at the University, in a benefits-eligible position, 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 the program director about the potential availability for a summer tuition waiver.

CONTINUOUS ENROLLMENT

A student admitted to a Master's degree program must register every fall and spring semester for a minimum of 3 graduate units, from original matriculation until all course and thesis requirements are met. A semester in which a student is enrolled for course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, or courses from which the student drops do not count toward the determination of continuous enrollment.

Students receiving funding, such as assistantships, fellowships, loans, grants, scholarships or traineeships, may be required by their funding to meet a **full-time status** requirement. Similarly, international students may have different or additional requirements to maintain their visa status. All students should check with their faculty advisor regarding such requirements to ensure that they remain qualified for funding and/or their visa. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, they will be required to apply for re-admission and to pay the Graduate College application fee. There is no guarantee of re-admission. See:

<https://catalog.arizona.edu/policy/registration-tuition-fees/registration-enrollment/enrollment>

INCOMPLETE POLICY

Students who need to request an Incomplete (I) grade should discuss the issue with the instructor and the faculty advisor prior to the end of the semester. The grade of Incomplete may be awarded only at the end of a term, when all but a minor portion of the coursework has been satisfactorily completed and the student is unable to finish the course, due to extenuating circumstances. The I grade is awarded only if it is possible for the student to earn a passing grade once the remaining coursework is completed, according to the instructor's determination. If the additional coursework is not completed and the Incomplete is not removed by the instructor within one year, the I grade will convert to a failing grade.

For further information, see: <https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete>

LEAVE OF ABSENCE

Graduate students may apply for a Leave of Absence from a program for a semester or for the full academic year using the [Graduate Petition for a Leave of Absence](#). Types of leaves and ruling policies can be found here: <https://grad.arizona.edu/policies/enrollment-policies/leave-absence>. If you have questions or concerns, please contact your faculty advisor to discuss these options.

SATISFACTORY ACADEMIC PROGRESS

The Graduate College requires graduate students to maintain a 3.0 GPA. Students who do not meet the minimum 3.0 GPA for more than two consecutive semesters will be put on academic probation and may

be subject to dismissal by the department and/or Graduate College. For more information, see:

<https://grad.arizona.edu/policies/academic-policies/academic-probation>

GRADE APPEALS

The Office of the Registrar requires that students first discuss questions/concerns regarding the final grade with the course instructor. If the instructor is a teaching assistant/associate and this conversation does not resolve the matter, discuss the problem with the Instructor of Record. This conversation should be initiated as soon as possible, as grade appeals must be submitted by the end of the fifth week of the regular term (fall/spring) after the term in which the grade was awarded. For more information, see:

<https://registrar.arizona.edu/records-enrollment/petitions-appeals/grade-appeal>

MISCONDUCT REPORT

Should a graduate student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may be able to file a formal grievance.

Please also review the Graduate College Summary of Grievance Types and Responsible Parties here:

<https://grad.arizona.edu/policies/academic-policies/grievance-policy#grievance-responsibility>

Additionally, students are advised to keep written records of communications related to grievances and to consult with their advisor or the Graduate College Ombudsperson as needed

(<https://ombuds.arizona.edu/>).

NONDISCRIMINATION & ANTI-HARASSMENT

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University's [Nondiscrimination and Anti-Harassment Policy](#) prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex (including pregnancy), national origin (including shared ancestry and ethnic characteristics), age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please visit:

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

SAFETY ON CAMPUS & IN THE CLASSROOM

The Threat Assessment and Management Team (TAMT) is a multidisciplinary group of faculty and staff that reviews reports about concerning behaviors; considers various approaches to managing concerning behavior; and provides guidance to students, faculty, and staff regarding how to address and prevent violent and disruptive behavior.

TAMT partners with many departments and experts, including UAPD, Office of Public Safety, Dean of Students Office, Behavioral Intervention Team (BIT), Human Resources, Counseling & Psych Services (CAPS), and a forensic psychologist or law enforcement (external).

For more information, or to submit a TAMT report, please visit: <https://tamt.arizona.edu/>

The University has also launched the SafeCats app with useful safety features; it can be obtained here: <https://safety.arizona.edu/safecats>

Additional information and safety resources are available here: <https://safety.arizona.edu/>

INTERNATIONAL STUDENTS

International students must maintain full-time enrollment each semester (a minimum of 9 credits, unless approved for a reduced course load). They should also coordinate with ISS for visa renewal timelines and CPT/OPT planning, and notify ISS before taking a leave of absence. Always consult with ISS with any issues and questions you may have regarding your visa requirements, among other important issues that may arise when holding international student status.

Detailed information can be found on the ISS Website: <https://international.arizona.edu/iss>

REQUIRED FORMS

GRADPATH

To manage credit transfers, research forms, Plan of Study, and completion forms, students should access GradPath online via UAccess Student Center (<https://uaccess.arizona.edu/>). All GradPath forms can be found in UAccess Student Center, under the Advising drop-down menu, GradPath, and must be routed electronically for approval by the faculty 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. Commencement Verification
8. Exit Survey

PLAN OF STUDY

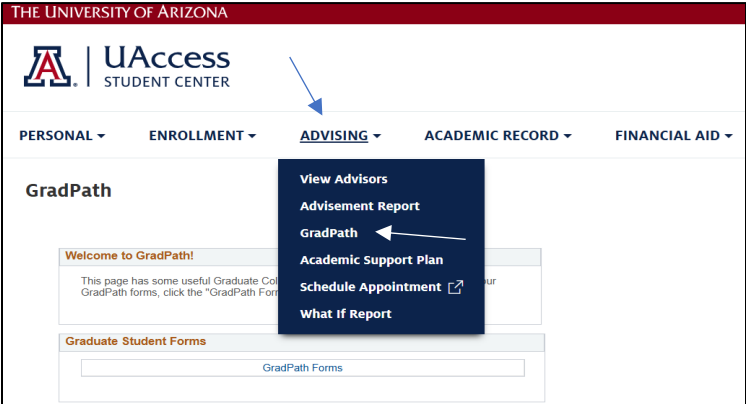
Here are some screenshots to aid you in completing the necessary forms for your Plan of Study. You can (and should) create a Plan of Study early in your academic program. During your program, you can add and delete classes as you change your plan. For those on the Future-Professional Track: you will

complete your Plan of Study during HED 693, third semester. For those on the Current-Professional Track: please make an appointment with the faculty advisor if you require assistance.

Instructions for completing are as follows:

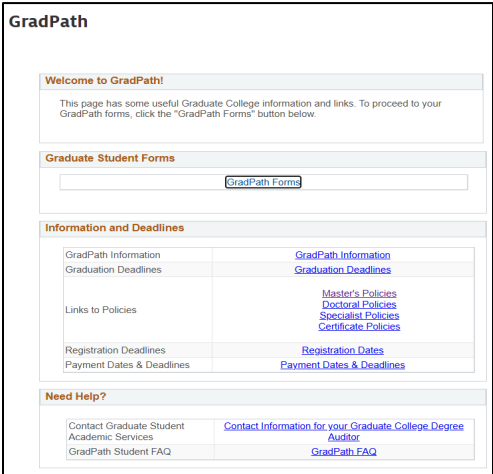
STEP ONE

You can find your GradPath forms by visiting the Student section of UAccess. Visit the drop-down tab under the Advising section, select GradPath.



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 black.



STEP THREE

When ready, you can go to the golden buttons and click on “Create New.” As mentioned, you should complete the Plan of Study early, but will have the ability to click on modify to update it later if you want/need to. You can only begin working on the Plan of Study after you fill out the Responsible Conduct form. Through GradPath you will be able to fill and submit all the Required Forms in addition to other petitioning such as Leave of Absence.

STEP FOUR – PLAN OF STUDY EXAMPLE

Here you will find your personal information and will be able to add the faculty advisor, retrieve the list of courses you have already taken by clicking on “Get Enrollments,” “Get Transfer” (if applicable), and add future courses you intend to take by clicking on “Get Future Courses.” The form can be sent for approval after completion and, later, updated when necessary.

PLAN OF STUDY HELP & ASSISTANCE

If you have any questions or 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, GradPath Forms, including the Plan of Study, will be completed as part of the class curriculum.

FACULTY ADVISOR

Dr. Whitney Mohr is the Director of the Higher Education MA program and will serve as the faculty advisor for all students in the MA program, and will advise on curricular or program-related questions. Dr. Mohr can be reached via email at wmohr@arizona.edu.

STUDENT COMMUNITY

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

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

The Graduate College has communities specifically designed to support graduate students, including [Grad CATS Mentoring](#).

U OF A RESOURCES

UACCESS

UAccess is the U of A 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/>

EMAIL, NETID, AND OTHER TECHNOLOGY

U of A has implemented Outlook as the provider of email services. Thus, make sure you have the app/program installed on your devices and that you are able to access your email via Outlook. Likewise, make sure you are familiar with DUO two-step authentication and have it correctly set up throughout the devices you use. Students also have access to some services such as Microsoft 360 and Google Suite.

<https://it.arizona.edu/i-want/get-email>

<https://it.arizona.edu/news/changes-netid-logins-duo-mobile-app>

BURSAR'S OFFICE

The University's Bursar's Office is the office that oversees student accounts 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 that oversees various forms of aid, including scholarships, 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 and our department, the Department of EPSP, also share information about college-level and departmental scholarships. Information about available graduate-level scholarships will be shared via email. Likewise, stay on the lookout for the EPSP Financial Needs Survey, which circulates during spring semesters. Additionally, make sure to fill out your FAFSA every year.

Student employment, internships, and other student-work opportunities are listed on Handshake. Handshake is the platform for university-wide and Tucson-region postings on available positions for University of Arizona students (including summer positions). Check their website here: <https://arizona.joinhandshake.com/login>

Scholarship Universe is the platform listing grant opportunities (internal and external): <https://arizona.scholarshipuniverse.com/>

The Office of Scholarships and Financial Aid offers assistance with navigating these two resources as well. See: <https://financialaid.arizona.edu/ScholarshipUniverse>

BRIGHTSPACE (FORMERLY D2L)

Brightspace (D2L) is the learning management system students use to access all course content (syllabi, readings, assignments, etc.) for their classes. Students can access Brightspace with their UAccess login credentials (NETID). To access the platform, go to: <https://d2l.arizona.edu/>, and if you need technical assistance, go to: <https://studenthelp.intech.arizona.edu/>

UNIVERSITY APP

The U of A has recently developed and launched its own app, where students can view their schedule, use their CatCard, access the campus map, check out study spaces, Cat Tram routes, and other useful resources. For more information see here: <https://trellis.arizona.edu/u-of-a-app>

CATCARD

A CatCard is your U of A identification card. CatCard is available in either your Apple Wallet, Google Wallet, or a physical card—but only one can be active at a time. If you add your CatCard to your mobile wallet and have a physical card, it will be deactivated and can only be reactivated by visiting the [CatCard Office](#).

Visit the [Obtaining a CatCard](#) page for more information on eligibility requirements.

COUNSLING & PSYCH SERVICES (CAPS)

CAPS offers a wide range of [free resources](#) as well as paid programs and services. CAPS offers various mental health resources, including as-needed counseling, crisis support, site-based counseling, virtual/on-demand counseling, short-term medication, group counseling and workshops, and information about campus and community resources.

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

Check their website for more information, including current hours of operation:

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

If you are experiencing a mental health crisis and/or need immediate support, please contact CAPS 24/7 at 520-621-3334.

DEAN OF STUDENTS OFFICE (DOS)

DOS is the office on campus that upholds the Student Code of Conduct and provides support through its Student Assistance team.

STUDENT ASSISTANCE is a central support hub for all students at our university, providing assistance 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

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

DISABILITY RESOURCE CENTER (DRC)

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

The DRC houses the Disability Cultural Center (DCC; <https://disabilityculture.arizona.edu/>). 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 COUNCIL (GPSC)

GPSC works to promote the academic, economic, and social aims of 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. They also offer student services such as: deadline reminders, workshops of interest, grant writing, and employment opportunities through GAsheps, among other supportive services; make sure to read their periodical email newsletter!

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

CAMPUS PANTRY

The goal of the U of A 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! Check their website for current hours and location: <https://campuspantry.arizona.edu/>

OFFICE OF THE REGISTRAR

The Office of 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. Consult their website for assistance: <https://registrar.arizona.edu/>

GRADUATE COLLEGE

The Graduate College website includes information about graduate programs and various academic services, policies, and procedures. See: <https://grad.arizona.edu/>

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

FREQUENTLY ASKED QUESTIONS (FAQS)

WHAT SETS U OF A'S HED MA PROGRAM APART FROM OTHERS?

U of A'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 the campus. Students complete internships across various campus units and are encouraged and supported in creating strong networks and long-lasting professional relationships.

WHAT DOES ONE DO WITH A 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 providing direct service to 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 administrative 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 (Future-Professional Track), while working part-time in a GA position or similar. We pride ourselves on 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 for spring admits. Those who have secured their own GA position, have QTR benefits, or have other sources of funding are encouraged to contact the program director to discuss the option of spring admission.

CAN I APPLY TRANSFER CREDITS TO THE PROGRAM?

Students may transfer up to six academic credits towards the MA degree. Transfer courses must be approved by the student's faculty 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 also enroll in courses outside

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

WHEN WILL I BE ASSIGNED A FACULTY ADVISOR?

From recruitment to admission and then throughout the program, the Program Director, [Dr. Whitney Mohr](#), will serve as the faculty advisor for all MA students.

WHEN SHOULD I COMPLETE MY REQUIRED* INTERNSHIP?

We generally encourage students to complete their internship requirement in the fall semester during their second year in 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 or on a different timeline, you are welcome to do so, but you will have to make those arrangements independently and discuss this plan with your faculty advisor. You will be required to provide a position description to your faculty advisor prior to receiving credit for the experience. You will still be required to register for HED 693, which is offered every fall.

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, GRADPATH, AND UNIVERSITY OR COLLEGE POLICIES?

Visit: <https://education.arizona.edu/epsp-student-resources-0> for various academic and University resources.

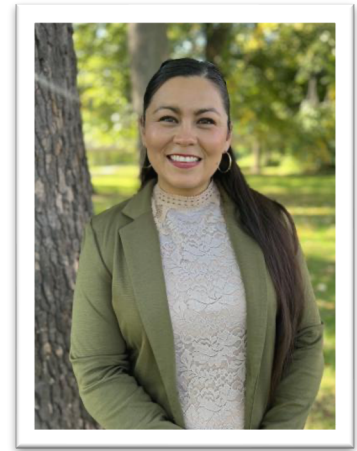
HIGHER EDUCATION FACULTY INFORMATION

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
- Associate Dean of Students, Student Rights & Responsibilities

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 build strong networks that she uses to connect across campus, both in her work and for her students. Dr. Mohr began her student affairs career in Housing, transitioned to Equity, Policy, and Title IX, and now works in the broader world of Student Conduct. In addition to the work that Dr. Mohr does recruiting, advising, and supporting HED MA students, she serves as the Associate Dean of Students. 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

- Vice President, Students Affairs
- 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 the program! Dr. Kraus currently serves as the Vice President for Student Affairs. Dr. Kraus' research focuses on 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 about disability and promotes models and tools to increase access and equity, ultimately reframing 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 the past President of the Association on Higher Education and Disability (AHEAD).



DR. REGINA DEIL-AMEN

- Dean of College of Education
- Professor of Higher Education and Sociology
- Member of the Graduate Faculty

Dr. Regina Deil-Amen is a Professor at the Center for the Study of Higher Education in the University of Arizona's College of Education and Dean of the College of Education. She is an expert on qualitative research methods, using 'micro' experiences embedded in institutional contexts as a prism to reveal and understand 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 students' 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, 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*,

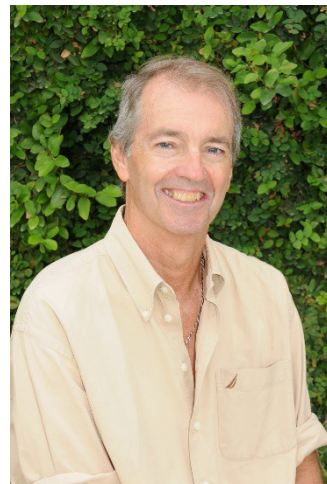


Teachers College Record, *Review of Higher Education*, *Journal of College Student Development*, and *Research in Higher Education*, and his work has been used extensively in education, policy, and legal environments. Dr. Cabrera is a U of A College of Education Erasmus Scholar, Emerging Scholar for 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
- Director, Educational Leadership and Policy Program

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 U of A 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

- Associate 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 Educational Policy, Studies and Practice

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 Educational Policy, Studies and Practice 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

- Interim Associate Dean of Faculty Affairs
- Professor, Educational Policy, Studies and Practice
- Associate Professor, Social/Cultural/Critical Theory - GIDP

Dr. Z Nicolazzo is the Interim Associate Dean of Faculty Affairs, a Professor of Educational Policy, Studies and Practice, 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 Educational Policy, Studies, and Practice

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

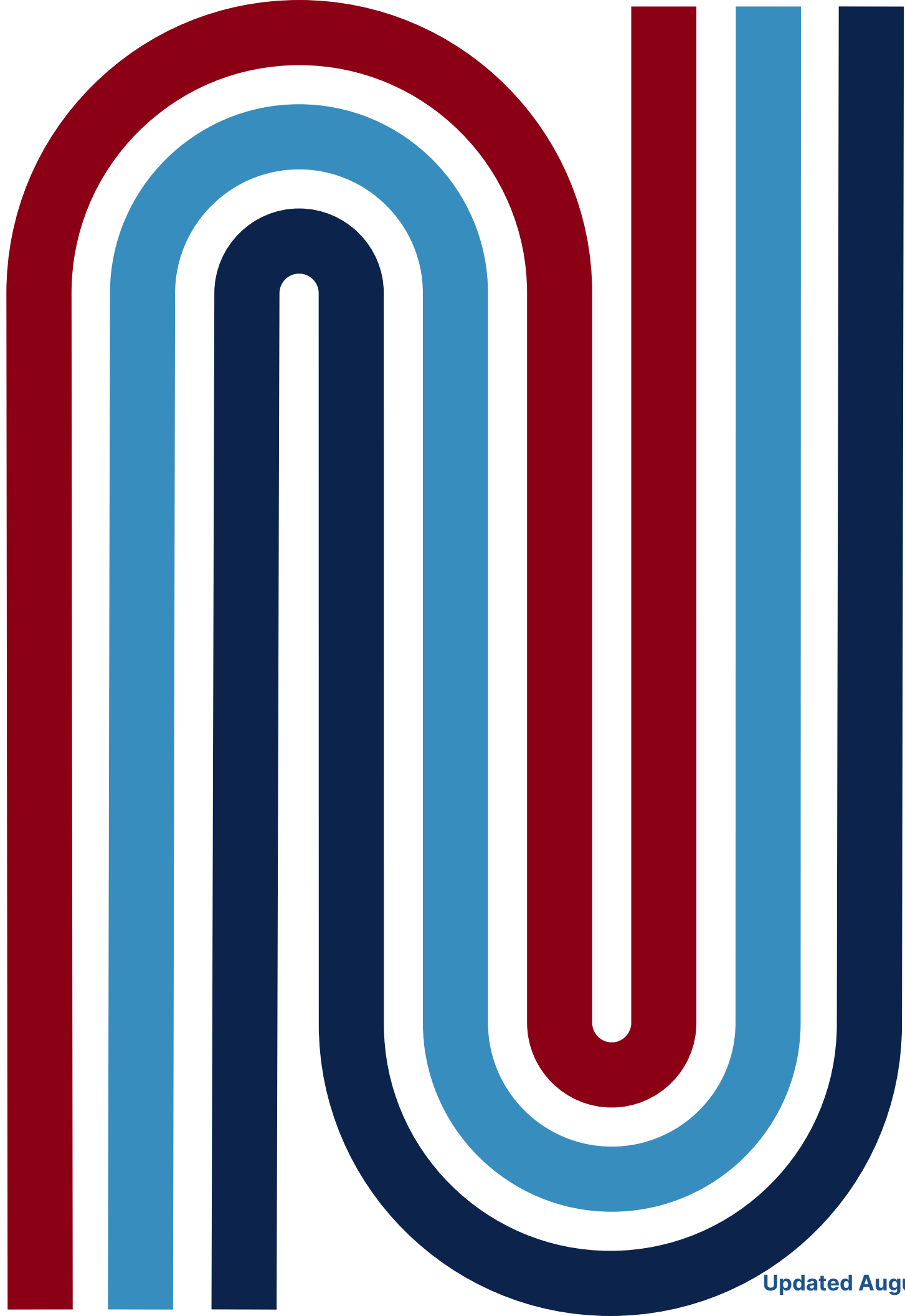
- Research Director, STEM Learning Center
- Associate Professor for Educational Policy, Studies and Practice

Dr. Haeger is the Research Director for the Science, Technology, Engineering, or Mathematics (STEM) Learning Center and an Associate 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 serves 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.



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