As people around the world face persistent and increasing disparities in income, education, and occupational opportunity, there have been many calls for colleges and universities to better prepare students to understand and address issues pertaining to diversity and social justice. This concentration has been created to meet the needs of students looking to increase their knowledge and skills regarding diversity and social justice in higher education, as well as to prepare them for work in areas of higher education where they will address these issues.

This concentration is distinctive in several ways:

- Students pursuing this concentration will benefit from not only the academic rigor of the master’s program at large, but also from specific aspects of the study of diversity, research on educational policies and practices, and the practice of social justice education.
- In addition to coursework, students will be given practical work experience through a program-approved internship where they will be exposed to and work on issues of diversity and/or social justice.
- Students in this concentration will also have several opportunities to integrate knowledge across a variety of learning contexts, including opportunities to attend a symposium series and an accompanying workshop series focusing on issues of diversity and social justice.

ACADEMIC FOCUS

Graduate study in this concentration considers broad issues that affect higher and postsecondary education as well as depth of knowledge and experience gained across a variety of learning contexts. The series of symposia works to sustain and strengthen a supportive network of graduate students and faculty in the School of Education who are interested in research and pedagogy around issues of diversity and social justice.

The selection of specific courses and complementary activities (including cognate courses and experiential activities) will be determined by the student and advisor, depending on the student’s selected area of focus.

CENTER FOR THE STUDY OF HIGHER AND POSTSECONDARY EDUCATION (CSHPE)

CONCENTRATION OVERVIEW

CONCENTRATION:

Master's of Arts in Higher Education (MA) with a concentration in Diversity and Social Justice in Higher Education

FACULTY ADVISORS:

Dr. Patricia King:
patking@umich.edu

Dr. Betty Overton-Adkins:
boverton@umich.edu

TIME TO DEGREE:
Typically 3 semesters (1½ years) if enrolled as a full-time student starting Fall Term. Part-time students (including U-M employees) are welcome, and work at their own pace.

FOR MORE INFORMATION:
Please contact the CSHPE office at cshpe.info@umich.edu.
PLAN OF STUDY

Students are required to take:

EDUC 561 - Introduction to Higher Education;
and one of the following three courses:
EDUC 662 - Learning and Development in Higher Education;
EDUC 663 - Organizing for Learning;
EDUC 864 - American College Students.

In consultation with a faculty advisor, each master’s student identifies a set of courses that are relevant to his/her professional and academic interests within the field of higher education. DSJHE students must elect two (2) three-credit CSHPE courses that address diversity issues and/or have an explicit diversity and social justice component. Courses previously offered that exemplify this focus include: EDUC 760 - Access and Equity, EDUC 873 - Race, Gender, and Ethnicity, EDUC 771 - Diversity and Merit in Higher Education, EDUC 771 - Social Justice Education and Research -- Symposium Series and affiliated workshops (1 credit per term), and other CSHPE courses as approved by the DSJHE Advisory Committee.

EDUC 695 - Research and Educational Practice or
EDUC 793 - Introduction to Quantitative Methods in Educational Research

Chosen in consultation with an advisor, students are required to enroll and complete six credits of cognate coursework. At least three of these credits will be from courses that address diversity issues and/or has an explicit diversity and social justice component. Classes outside higher education are considered cognates.

EDUC 777 – Administrative Practicum

Students can fulfill the experiential component of this concentration by completing an approved internship experience in a setting that focuses on diversity and social justice issues. Requests to substitute other experiential learning opportunities that fall outside CSHPE internship settings may be made to the concentration coordinator. Approval for these internships and alternate experiences will be made by the DSJHE Advisory Committee in consultation with the MA Program Coordinator.

Examples of internships that address diversity and social justice issues include Common Ground, Spectrum Center, Intergroup Relations, MESA-Growing Allies, National Center for Institutional Diversity, Center for Educational Outreach, the National Forum on Higher Education for the Public Good, and Global Scholars Program.

It is suggested that students complete a “product” that reflects their learning within this concentration, drawing from coursework, the internship and other experiential learning, and the symposia/workshop series. This product will include an integrative component in which students explicitly analyze and reflect upon their preparation and future goals in light of their participation in this cluster of courses and experiences. Students who wish to earn credit for completing the Integrative Activity may do so within the context of EDUC 771 - Social Justice Education and Research.

COMPLETION OF M.A.

Minimum Credits Required

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<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Master’s Core</td>
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<tr>
<td>Concentration Requirements</td>
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<tr>
<td>Research Preparation</td>
<td>3</td>
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<tr>
<td>Cognates</td>
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<td>Practicum Experience</td>
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<tr>
<td>Completion Of M.A.</td>
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