



Master of Arts in Higher Education Administration and Social Justice (MAHESJ) Program Handbook Central Michigan University

Welcome!

This handbook provides comprehensive information about the Master of Arts in Higher Education Administration and Social Justice (MAHESJ) program at Central Michigan University (CMU). We are excited to have you join our vibrant community of learners dedicated to promoting equity and access in higher education. We do our best to keep this information current and useful to you. Please see the table of contents below.

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Program Director Welcome

Dear New Students,

On behalf of the faculty and staff of the Master of Arts in Higher Education Administration and Social Justice (MAHESJ) program at Central Michigan University, I extend a warm welcome! We are thrilled to have you join our vibrant community.

The MAHESJ program is a transformative educational experience designed to equip you with the knowledge, skills, and values needed to lead and innovate within the complex landscape of higher education. Our fully online program emphasizes social justice, equity, and inclusion, empowering you to address systemic challenges and promote equitable opportunities for all learners.

We understand that many of you are working professionals, so we've designed a flexible and accessible curriculum that caters to your needs. Our 30-credit hour program allows you to balance your academic pursuits with your personal and professional commitments. Additionally, you have the opportunity to earn valuable graduate certificates in specialized areas like equity-centered teaching and learning or disability studies and community inclusion alongside your degree.

Our innovative learning approach combines *optional* live, interactive sessions with faculty and peers alongside opportunities to engage with course materials at your own pace (asynchronous learning). This approach fosters a sense of community and collaborative learning while promoting independent learning. Our curriculum is grounded in up-to-date research and theory, providing you with a comprehensive understanding of higher education trends, policies, and practices. You will develop the skills necessary to address the challenges facing higher education institutions today.

We are here to support your success throughout your program. Please do not hesitate to reach out to me (johns9m@cmich.edu, 989.774.1568) or any of our dedicated faculty and staff with any questions you may have.

Welcome again, and best wishes for a fulfilling and rewarding academic journey!

Sincerely,



Dr. Matt Johnson
Program Director, MAHESJ Central Michigan University

Key Contacts

Name	Position	Email	Phone	Contact Them For
Matt Johnson	Professor and Program Director	johns9m@cmich.edu	989.774.1568	Concerns about the program, courses, faculty; career-related advising; consulting about electives
Colleen Zeh	Assistant Director / Enrollment Student Services	Zeh1cm@cmich.edu	231.715.4125	Course registration, admissions, anything else (she will get you directed to the right person!)
Michelle Carson	Executive Secretary	Carso1ml@cmich.edu	989.774.3207	Practicum agreements, independent studies
University Ombuds	Ombuds	Ombuds@cmich.edu	989.774.3010	Issues with the program that can't be resolved internally

Program Overview

The Master of Arts in Higher Education Administration and Social Justice (MAHESJ) program at Central Michigan University is a transformative educational experience designed to equip students with the knowledge, skills, and values necessary to lead and innovate in the complex landscape of higher education. This fully online program emphasizes social justice, equity, and inclusion, empowering students to address systemic challenges and promote equitable opportunities for all learners.

The MAHESJ program offers a flexible and accessible curriculum that caters to the needs of working professionals and full-time students alike. This 30-credit hour program allows students to balance their academic pursuits with their personal and professional commitments. Additionally, the program offers the opportunity to earn graduate certificates in various specialized areas, such as [equity-centered teaching and learning](#) and [disability studies and community inclusion](#).

The program's innovative learning approach combines synchronous and asynchronous learning modalities. Synchronous sessions provide opportunities for real-time interaction with faculty and peers, fostering a sense of community and collaborative learning. Asynchronous activities allow students to engage with course materials at their own pace, promoting independent learning and critical thinking.

The MAHESJ curriculum is grounded in cutting-edge research and theory, providing students with a comprehensive understanding of higher education trends, policies, and practices. Through a range of coursework, including leadership, policy analysis, student development, and social justice, students develop the skills necessary to address the challenges and opportunities facing higher education institutions.

Mission Statement

We are committed to transforming post-secondary learning through equity-centered leadership and offering degrees and credentials that integrate high-impact teaching practices and applied learning opportunities, creating lasting social change.

Vision Statement

To be a highly regarded unit for professional development and learning for students seeking to lead transformative change in their educational institutions, communities, and workplaces.

Curriculum

This section details the MAHESJ curriculum, including required courses, elective options, and graduate certificate opportunities.

The curriculum for the 30-credit MAHESJ program allows students to begin taking classes immediately and earn their degree in less than two years. All classes are eight weeks. Classes meet synchronously online (attendance encouraged but not required) on Wednesdays from 5:00 - 6:30 pm EST.

Required Courses - 8 Classes (24 credits)

HED516 - Leadership for Social Justice (3 credits)

HED557 - Helping Skills in Student Affairs (3 credits)

HED611 - Critical Approaches to Assessment in Higher Education (3 credits)

HED636 - Higher Education Law (3 credits)

HED677 - Contemporary College Students (3 credits)

HED757 - Student Development Theory (3 credits)

HED764 - Financing of Higher Education (3 credits)

HED776 - Administration of Higher Education (3 credits)

Course Rotation

Fall 2022 (Even years)	Spring 2023 (Odd years)	Fall 2023 (Odd years)	Spring 2024 (Even years)
HED776 – Fall I	HED611 – Spring I	HED677 – Fall I	HED636 – Spring I
HED757 – Fall II	HED557 – Spring II	HED764 – Fall II	HED516 – Spring II

Electives (6 credits)

Students must take 6 credits of electives to fulfill the requirements of the MAEHSJ degree program. Students have several options for electives. There's no wrong choice – it's designed to provide flexibility to students and their needs:

Option 1: Take any (2) 3-credit 500-level or above graduate courses (6 credits total). These courses may be taken in the department or in another graduate program at CMU. Must obtain advisor approval.

Option 2: Take two courses for one of the graduate certificates we offer. You can either choose to simply take two classes in these certificates to satisfy your elective credits and stop or continue on to take the remaining 1-2 courses to earn a graduate certificate on top of your MAHESJ degree. Note: You would

have up to seven years to finish the graduate certificate from the time you took the first course in the certificate. So, if you wanted, you could take two classes from a graduate certificate, apply them to your MAHESJ degree, finish all the core courses from the MAHESJ degree, graduate, and then finish the graduate certificate up to seven years later from the time you took the first course in the certificate. We have agreements in place with:

- [Disability Studies and Community Inclusion Graduate Certificate \(9 credits\)](#) - for individuals interested in challenging the traditional ways disability is constructed in society. This fully online graduate certificate will prepare you to participate in and promote the development of environments that increase accessibility and inclusion across life experiences for children and adults with disabilities.
- [Equity-Centered Teaching and Learning Graduate Certificate \(9 credits\)](#) - provides adult educators with transformative teaching and learning approaches to issues related to diversity and equity in adult learning environments. Preparation includes courses that focus on course design, assessment and evaluation, and special topics on current issues in diversity and equity-centered teaching and learning.

Please note: if you choose a graduate certificate, **make sure you apply for graduation formally through [Degree Progress](#) by the semester before their anticipated graduation date before you apply for graduation from the MAHESJ.**

Applications should be submitted based on the following timeline, however late applicants may be able to graduate.

- October 1st for spring graduation
- February 1st for summer graduation
- April 1st for fall graduation

Option 3: If you want to gain more practical experience with your electives, you can do a practicum (think of it as a professional internship). 1 academic credit is equivalent to 45 credits of work, so 3 credits would be 135 credits. You can either do two practicums or do one and add another elective like in Option 1. Must obtain advisor approval. If a practicum is an option, reach out to your advisor as soon as possible. CMU must establish a site agreement with the location of your practicum, which takes several weeks. Reach out at least a semester in advance.

Optional Live Sessions

We offer optional live sessions for all core courses on Wednesdays from 5:00-6:30 pm EST. While not required they provide an opportunity to build community, gain clarification of course material, and apply course content. It is also a time to get your questions answered about the course, upcoming assignments, or anything else that is on your mind. Can't make it? That's ok! Sessions are usually recorded, and your instructor will offer other alternatives to deepen your learning. Check the links inside your specific BlackBoard course shell for optional live session schedules and links.

Faculty and Staff Directory

We currently have four core faculty in the Higher Education unit who regularly teach classes in the MAHESJ. You can read more about them [here](#). You can also see more information about them in the pictures below.

Full-Time Faculty



SARAH MARSHALL

CHAIRPERSON

Counseling, Educational Leadership & Higher Education

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MATTHEW JOHNSON

FACULTY

Counseling, Educational Leadership & Higher Education

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FACULTY

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FACULTY

Counseling, Educational Leadership & Higher Education

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Dr. Sarah Marshall – marsh4sm@cmich.edu 989-774-3635

Dr. Matthew Johnson – johns9m@cmich.edu 989-774-1568

Dr. Anne Hornak – horna1am@cmich.edu 989-774-2215

Dr. Eric Buschlen – busch1el@cmich.edu 989-774-2857

Adjunct Faculty

We are fortunate to have a diverse group of adjunct faculty who bring real-world experience and expertise to our program. These dedicated professionals, who can change from year to year, enrich our curriculum and provide valuable guidance to our students. Some frequent adjunct faculty include:

Dr. Jon Humiston – humis1jp@cmich.edu

Dr. Alex Kappus – kappu1as@cmich.edu

Dr. Joe Garrison – garri2jl@cmich.edu

Dr. Jenny Laubenthal – laube1j@cmich.edu

Graduate Assistantships

Some students may wish to secure a graduate assistantship, which is a 20-hour/week position that includes a stipend (around \$11,000) and full tuition remission. We have partnerships with the Division of Student Affairs here at CMU and at nearby Alma College. If this is of interest, go to the [Student Affairs website](#) to view current openings, learn more about our graduate assistantships, and fill out the free graduate assistant application.

CMU Resources

CMU has several resources that are valuable to you as a graduate student in the MAHESJ. Here are several links that might be of use to you.

Graduate Studies

The Office of Graduate Studies supports and provides assistance in academic matters to all students seeking to continue their education with a graduate or doctorate degree from CMU. This website is home to helpful links, forms, grants, and deadlines.

Graduate Bulletins

The Graduate Bulletin, housed on CMU's website, allows you to see CMU academic programs, subjects, and departmental course offerings that show all the requirements for that program.

Academic bulletins change each year and are valid for seven years. *Graduate students* generally follow the bulletin in effect at the term of program admission. Following consultation with an advisor, students may elect to follow a more current bulletin. You can access bulletins [here](#).

Graduation

Students should submit a graduation application by the semester before their anticipated graduation date. Applications can be submitted through Degree Progress. You can apply for graduation [here](#).

Applications should be submitted based on the following timeline; however late applicants may be able to graduate.

- October 1st for spring graduation
- February 1st for summer graduation
- April 1st for fall graduation

Time Completion of Degree Policies

Students should be advised that there are policies on time to degree completion. You can find them here: [2024-2025 Graduate Bulletin » Admission » Duration of Admission Status: Time for Completion of Degree](#); and link to 'Extension of time' forms, <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>

CMU Policy on Incomplete and Deferred Grades

CMU has a policy on incomplete and deferred grades. You can find them here. [2024-2025 Graduate Bulletin » Policies and General Information » Academic Policies and Information](#)

1. Academic Probation and Dematriculation as part of Academic and Retention Standards, [2024-2025 Graduate Bulletin » Policies and General Information » Academic Policies and Information](#) » Graduate Academic and Retention Standards.
2. Students become inactive after 3 yrs of no enrollment (they need to re-apply to the program to enroll in courses) [2024-2025 Graduate Bulletin » Admission » Period of Inactivity](#)
3. Course repeat policy: can repeat 2 times; grade from final attempt is used in GPA: [2024-2025 Graduate Bulletin » Policies and General Information » Academic Policies and Information](#) » Graduate Repeat Course Policy
4. Continuous enrollment is no longer required for all students by CMU (your program may have a reason to require it). Be aware students lose access to email, etc. when not enrolled and see #9.
5. Extended Access Requests, <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>

APA Style

The American Psychological Association (APA) 7th edition is the standard style guide for scholarly writing in the social and behavioral sciences. You will use APA7 to format all your written work in the program unless otherwise noted in the syllabus. It ensures clarity, consistency, and proper attribution of sources in your academic work. Adhering to APA style enhances the credibility and professionalism of your writing. For assistance with formatting, citations, or any other APA-related questions, consult the [Purdue Online Writing Lab \(OWL\)](#) or the [APA Style website](#). [CMU also has a useful website](#) about APA.

Facebook Page

The MAHESJ program has an active [Facebook page](#). This page contains information on current students, alumni, and faculty updates. Give us a follow!



CMU Master of Arts in Higher Education Administration & Social Justice

72 likes • 102 followers



Academic Resources

Library and Research Services

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of books and journal articles for you. Check out the library's website at <https://library.cmich.edu> for more information. Reference librarian libref@cmich.edu or (989) 774-3470 <http://libguides.cmich.edu/askalibrarianform>. Documents on Demand docreq@cmich.edu or (989) 774-3022 <https://illiad.cmich.edu/>

Student Disability Services

Student Disabilities Services may be contacted at 989-774-3018. Students with disabilities are asked to register with Student Disability Services. However, students are not required to notify the University of their Disability. Confidentiality of all disability information is assured. All CMU course syllabi include the university's disability statement: CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should contact their instructor as early as possible.

Writing Center

If you need assistance with writing, contact the University Writing Center (Park Library, Room 400) for assistance. The Center does not edit papers but will provide guidance on writings issues and make recommendations. The Writing Center can be contacted via phone at 989.774.2986 or via email at writcent@cmich.edu, or through the website at <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>.

Learning Outcomes and Assessment Plan

We assess our program every year to ensure students are meeting the established learning outcomes for the program. You can find our assessment plan below. You need not do anything with these, but we provide them here for transparency of the program.

Goals	Program SLOs (Course key assessments)	Targets	
		Course Key Assessments	Summative Measures
Goal 1: Self-Growth Students will develop a strong sense of self, complete with an understanding of their various identities and how they are situated in historical and contemporary contexts.	<ol style="list-style-type: none"> 1. Students will analyze their sense of self in relation to developmental theories through critical self-reflection (HED757). 2. Students will evaluate how college environments support or marginalize students based on their own experiences and best practices. (HED677) 	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED757.</p> <p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED677.</p>	80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.
Goal 2: Theoretical Application Students will apply appropriate developmental and organizational leadership theory to the analysis of enduring and emerging issues in higher education to deepen insight into appropriate and effective policies and programs.	<ol style="list-style-type: none"> 3. Students will apply developmental theory to advance social justice aims of equity and transformation on college campuses. (HED516) 4. Students will appropriately apply developmental theory to practice, focusing on the conditions and mechanisms that facilitate such 	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED516.</p> <p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED757.</p>	80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.

	development within a diverse college student population. (HED757)		
	5. Students will appropriately apply organizational theory to practice, focusing on understanding and improving organizational functioning. (HED776)	80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED776.	
Goal 3: Foundational Understanding Students will recognize historical, ethical, and philosophical foundations of higher education and student affairs through the study and application of historical and contemporary documents.	6. Students will articulate a clear philosophy of professional practice that applies relevant historical and contemporary documents. (HED776)	80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED776.	80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.
Goal 4: Assessment and Evaluation Students will develop coherent and empirical strategies to assess and bolster student learning.	7. Students will create effective assessment plans to measure student learning and development. (HED611)	80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED611.	80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.
Goal 5: Socially Just Leadership	8. Students will develop a coherent leadership philosophy that is inclusive, justice-	80 percent of students are in the top two categories of “proficient” or “exemplary” on	80 percent of students self-report on alumni survey that they developed these skills during

<p>Students will strengthen their capacities for inclusive, justice-oriented leadership practices that they use to make higher education more accessible and equitable.</p>	<p>oriented, and focused on improving higher education. (HED516)</p>	<p>culminating assignment rubric in HED516.</p>	<p>the MAHESJ program.</p>
<p>Goal 6: Finance and Legal Contexts</p> <p>Students will develop complex understandings of the workings of higher education, including the financial and legal contexts of higher education.</p>	<p>9. Students will demonstrate culturally responsive and effective application of helping skills to diverse scenarios. (HED557)</p>	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED557.</p>	<p>80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.</p>
	<p>10. Students will apply the legal frameworks governing higher education, including applicable federal and state laws, regulations, and policies to their institutions. (HED636)</p>	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED636.</p>	
	<p>11. Students will evaluate the utility of various budget models in higher education. (HED764)</p>	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED764.</p>	<p>80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.</p>
<p>Goal 7: Enhancing Learning Environments</p> <p>Students will shape developmentally appropriate learning environments that promote learning for students, particularly minoritized student populations.</p>	<p>12. Students will be able to create developmentally appropriate learning environments that center inclusion, equity, and learning theory. (HED677)</p>	<p>80 percent of students are in the top two categories of “proficient” or “exemplary” on culminating assignment rubric in HED677.</p>	<p>80 percent of students self-report on alumni survey that they developed these skills during the MAHESJ program.</p>

Learning Outcomes Mapped to Core Courses

Learning Outcomes		516	557	611	636	677	757	764	776
1.1	Students will be able to analyze their sense of self through critical self-reflection.						X		
1.2	Students will be able to evaluate how college environments support or marginalize students based on their own experiences and best practices.					X			
2.1	Students will be able to apply developmental theory to advance social justice aims of equity and transformation on college campuses.	X							
2.2	Students will be able to appropriately apply developmental theory to practice, focusing on the conditions and mechanisms that facilitate such development within a diverse college student population.						X		
2.3	Students will be able to appropriately apply organizational theory to practice, focusing on understanding and improving organizational functioning.								X
3.1	Students will be able to articulate a clear philosophy of professional practice that applies relevant historical and contemporary documents.								X
4.1	Students will learn how to create and execute effective assessment plans to measure student learning and development.			X					
5.1	Students will develop a coherent leadership philosophy that is inclusive, justice-oriented, and focused on improving higher education.	X							
5.2	Student will bolster their capacities for effective helping behaviors for students in need.		X						
6.1	Students will be able to demonstrate a comprehensive understanding of the legal frameworks governing higher education, including applicable federal and state laws, regulations, and policies that impact institutions.				X				
6.2	Students will demonstrate competence in evaluating various budget models in higher education.						X		

7.1	Students will be able to create developmentally appropriate learning environments that center inclusion, equity, and learning theory.						X			
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