CONCENTRATION OVERVIEW

This program is designed for students interested in broad policy issues that affect higher and postsecondary education, such as state governance and coordination, financial aid funding, and affirmative action in admissions and hiring. The challenges that face higher education require that educators not only adapt to change but also engage in developing a vision of higher education for society.

CAREER PREPARATION

Our main goal for graduate training is to prepare individuals for leadership in shaping the future of higher education through generating and applying knowledge, advancing the role of higher education in supporting the public good, and improving institutional practice. This is accomplished through coursework and experiences designed to increase students’ understanding of higher education as an academic area of inquiry and practice. Toward this end, our curriculum is geared toward preparation for administrative, research, and policy careers in higher education and related enterprises.

This concentration is distinctive in several ways:

- Students enrolled in this concentration are those with a strong interest in public policy who seek to serve as university administrators, educators, policy analysts, and researchers in the field of postsecondary education.
- The Higher Education Public Policy curriculum enables students to participate more effectively in policy processes and prepares our graduates for a wide variety of positions in institutions of postsecondary education, policy positions at the local, state, national, and international level, and/or positions with non-governmental organizations, educational associations, or policy institutes.
- 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 public policy issues that impact higher education.

ACADEMIC FOCUS

Graduate study in this concentration considers public policy issues at the institutional, local, system, state, and federal levels, and may be extended to international and comparative contexts as well. This concentration has the objective of providing a deep understanding of the political context of education in addition to a basic set of tools for policy analysis and evaluation.

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.
PLAN OF STUDY

Students are required to take:

EDUC 561 - Introduction to Higher Education; and
EDUC 784 - Public Policy in Postsecondary Education (PSE)

HEPP students must elect nine (9) credits in CSHPE courses that address issues of public policy in higher education and/or have an explicit policy component, and three (3) additional credits in CSHPE courses.

Courses previously offered that exemplify this focus include:

EDUC 563 – The Community College
EDUC 760 – Access & Equity
EDUC 768 – Economics of Education
EDUC 863 – Planning, Analysis and Institutional Research
EDUC 865 – Evaluation and Assessment in PSE
EDUC 870 – International and Comparative Higher Education
EDUC 874 – Law and Higher Education
EDUC xxx - Other CSHPE courses as approved by the advisor

COGNATES

Chosen in consultation with an advisor, students are required to enroll and complete six credits of cognate coursework that address public policy issues.

RESEARCH PREPARATION REQUIREMENT

EDUC 793 - Introduction to Quantitative Methods in Educational Research (or equivalent)

For students pursuing careers in policy analysis, additional research preparation may be recommended.

PRACTICUM EXPERIENCE

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 issues of public policy in higher education. Requests to substitute other experiential learning opportunities that fall outside CSHPE internship settings may be made to the advisor. Approval for these internships and alternate experiences will be made by the MA Program Coordinator.

Examples of internships that address public policy issues include the National Forum on Higher Education for the Public Good, the National Center for Institutional Diversity, and the Center for Educational Opportunity. Students with these interests also may pursue summer internships that enhance their understanding of public policy issues. In the past, students have held internships with places like the Institute for Higher Education Policy, the American Council on Education, the U.S. Department of Education, and the State Higher Education Executive Officers.

COMPLETION OF MA

V.01.2014