CONCENTRATION OVERVIEW

Each concentration focuses in depth on research, scholarship, and practice within a selected facet of higher education.

CAREER PREPARATION

Each concentration is designed to develop scholars and practitioners who will make significant contributions to postsecondary education institutions as administrators and leaders, members of the professoriate, training and development professionals, or expert consultants. In addition, the Center for the Study of Higher and Postsecondary Education (CSHPE) prepares its graduates for careers in organizations such as state or federal government agencies, professional associations, and colleges and universities.

ACADEMIC AFFAIRS AND STUDENT DEVELOPMENT

Focus: Teaching and learning in colleges and universities from individual, institutional, and societal perspectives.

Areas of inquiry: Academic programs and curriculum, student learning and development, student access, adjustment, and achievement in higher education, teaching and research processes, college and university faculty, and leadership in administrative units with teaching and learning responsibilities.

ORGANIZATIONAL BEHAVIOR AND MANAGEMENT

Focus: Structure and dynamics of postsecondary educational organizations.

Areas of inquiry: Administration, governance, management, leadership, organizational strategy, planning and budgeting, and institutional research and assessment of postsecondary educational organizations.

PUBLIC POLICY IN POSTSECONDARY EDUCATION

Focus: Social, economic, and political factors that affect postsecondary institutions.

Areas of inquiry: Impact of local, state, and federal policies on students, faculty, and other constituencies.

RESEARCH, EVALUATION, AND ASSESSMENT

Focus: Conceptual foundations and advanced methodological skills necessary to produce the highest quality research on higher and postsecondary education.

Areas of inquiry: Applied research related to institutional research, educational and administrative evaluation, program review, and assessment of teaching and learning.

INDIVIDUALLY DESIGNED CONCENTRATION

Doctoral students who desire an alternative to the four established concentration areas may propose an Individually Designed Concentration in the area of his or her interest and career goals. Students work with their advisors to develop the focus, rationale, and proposed course sequence.
**PLAN OF STUDY**

Provide broad overviews of postsecondary education, from both contemporary and historical perspectives (EDUC622-Proseminar in Higher Education; EDUC661-History of Higher Education).

Provide an introduction to a concentration and typically serve as prerequisite courses for advanced study within the concentration (EDUC690-Academic Affairs and Student Development in Postsecondary Education; EDUC761-Postsecondary Institutions as Complex Organizations; EDUC764-Public Policy in Postsecondary Education).


Consist of a set of courses appropriate to in-depth study in the concentration (Academic Affairs & Student Development: Individual, Institutional, and Societal Level Courses; Organizational Behavior & Management: External Context, Boundary Spanning, and Internal Context Courses; Public Policy in Postsecondary Education: Policy Perspective and Boundary Spanning Courses; Research, Evaluation, & Assessment: Research Concentration, Institutional Level, and State and National Level Courses).

Offered outside the School of Education. The University of Michigan provides learning opportunities that are unparalleled in the depth of its resources related to social science research.

May be used to constitute the remainder of the 60 hours to complete the program of study. These may be School of Education courses, or University courses. They may be taken from within the preceding categories of courses (gateway, research, concentration or cognate).

Students pose a question that requires them to integrate concepts from scholarly literature and provide their answers to this question in a substantive manuscript. This experience is a type of capstone experience to students’ formal course work in higher education and is distinctive to the CSHPE curriculum.

*Typically, 1 full-time class = 3 credit hours*