HIGHER EDUCATION, STUDENT AFFAIRS, & INTERNATIONAL EDUCATION POLICY PROGRAM
About the Program

The Higher Education, Student Affairs, and International Education Policy program at the University of Maryland, College Park (UMD) is committed to advancing the positive role education can have in society. Our faculty and students study core facets of the education system, including the functioning and impact of colleges and universities; the enactment and implementation of K-18 and nonformal education policies; and the analysis of organizational processes. With particular emphasis on social justice, diversity, policy, and system change, our students, alumni and faculty are scholars, practitioners, change agents, and innovative leaders active in universities, as well as in national and international organizations and policy-making bodies.

About the Concentrations

There are three concentrations in this academic program, each with its own distinct focus, faculty and program plan. Students select from the three concentrations: Higher Education, International Education Policy, and Student Affairs. However, during their course of study, students are able to choose electives from all concentrations to tailor their educational experiences to their interests and future career goals.
About the College

The College of Education at the University of Maryland prepares students to be educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education. The college is ranked among the top colleges of education in the nation by U.S. News & World Report.

About the Student Experience

Our students may:

+ Participate on research teams and conduct original research with faculty
+ Teach undergraduate and/or graduate courses
+ Engage in internships at the University of Maryland, at one of the 30 plus local colleges in the area, and/or at one of many education policy related organizations in the greater Washington, D.C. area
+ Work as graduate assistants in professional offices
+ Network in a strong international community of alumni

About the Area

The University of Maryland is centrally located in the vibrant and diverse Baltimore-Washington, D.C. corridor. Our location gives us a unique advantage. The College has developed significant partnerships with state and federal agencies, nonprofits, community schools and professional associations. Our students enjoy valuable internships and research opportunities throughout the metropolitan area. College Park is a stop on Washington’s Metro line, which provides easy access to everywhere in the District.
The **Higher Education** concentration is designed to prepare graduate students for faculty positions, leadership positions in higher education administration, and policy analysis. Students benefit from a strong emphasis in the curriculum on diversity, organizational change and leadership in higher education; on the development of research skills and knowledge, and from internship experiences at the University of Maryland, other campuses in the region, state and federal government agencies, and in D.C. associations and policy-making organizations. The Higher Education concentration prepares individuals to understand the organizational, social, political, economic, and cultural contexts of colleges and universities so that policy makers and campus leaders are informed to better serve the public good.

**Master’s (M.A.) in Higher Education**

A minimum of 36 credit hours in Higher Education beyond the bachelor's degree is required. Coursework includes higher education core courses and electives, as well as research methods courses. Students are also required to participate in an internship and complete a seminar paper. Average completion is two years if enrolled full-time.

**Doctorate (Ph.D.) in Higher Education**

Doctoral students are required to take a minimum of 90 credits beyond the bachelor’s degree, some of which may be satisfied by prior study in a master’s program. In addition to major and elective courses, this program includes 12 to 15 credits in research methods, an internship, and 12 credits of dissertation research. Average completion is five years if enrolled full time.

**Courses in Higher Education**

+ Higher Education and Society
+ Organization & Administration of Higher Education
+ History of Higher Education in the United States
+ Retention Theories and the Impact of College
+ Women in Higher Education
+ Research on Ethnic Minorities and Demographic Trends
+ Philanthropy and Fundraising in Higher Education
+ The College Experience
+ The Academic Profession
+ College Access and Choice
+ International Higher Education
+ Minority Serving Institutions
+ Ranking Systems in Higher Education
+ State Systems in Higher Education
+ Higher Education Finance
+ Federal Policies in Post-Secondary Education
+ State Level Higher Education Research
+ Leadership in Higher Education
+ Service Learning and Community Engagement
+ Internship in Higher Education
+ Proseminars: Master’s and Doctoral
**HIGHER EDUCATION FACULTY**

**Sharon Fries-Britt** is an associate professor in the Higher Education concentration. Her research interests include college student retention and the impact of college on students, specifically the academic, social, and racial experiences of high-ability minority collegians. Over the past five years she has worked with her research team to interview underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) programs at the National Association of Black and Hispanic Physicists. This five-year effort to build a qualitative database of the experiences of underrepresented students is now complete and from this research she has published two book chapters, has manuscripts currently in review, and several journal articles in preparation.

**KerryAnn O’Meara** is an associate professor in the Higher Education concentration and affiliate faculty in Women’s Studies. Her research interests include faculty careers and work-lives, academic and organizational reward systems and culture, and faculty community engagement. She is Co-PI and Co-Director of a five-year, NSF-funded Institutional ADVANCE grant based on her research which aims to improve UMD faculty work environments to be better incubators for faculty professional growth. Dr. O’Meara’s research teams are focused on issues of faculty agency, retention, gender and work environment, community engagement, and graduate education.

**Marvin Titus** is an associate professor in the Higher Education concentration. His research interests include economics and finance of higher education, state higher education policy, student access and persistence, labor market outcomes of graduate students, and quantitative research methods. His recent research includes two projects that are addressing enrollment, financial, and economic aspects of the higher education industry in the U.S. The first project examines the relationship between the enrollment of adults (25 years and older) as undergraduates and certain financial aspects of state higher education policy, examining the gap between the actual and potential enrollment of adults in college across various states. Dr. Titus’ second project investigates how non-resident tuition at public universities is being influenced by competitive market forces and changes in state higher education governance structures.

**Noah D. Drezner** is an assistant professor in the Higher Education concentration and founding faculty in the School of Public Policy’s Center on Philanthropy and Nonprofit Leadership. Dr. Drezner holds affiliate appointments in the International Education Policy specialization; the Consortium on Race, Gender, and Ethnicity; and the Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies program. Drezner’s research interests include philanthropy and fundraising as it pertains to colleges and universities, including higher education’s role in the cultivation of prosocial behaviors. His research also focuses on the ways in which minority and special serving institutions contribute to the nation. His current research projects include data collection on a mixed-method study entitled “Queering Philanthropy: Understanding Alumni Giving in the LGBTQ Communities,” the first empirical research on philanthropy in the lesbian, gay, bisexual, transgender, and queer communities.

**Alberto Cabrera** is a full professor in the Higher Education concentration. His research interests include the impact of college on students, college choice, classroom experiences, minorities in higher education, and college outcomes. Dr. Cabrera’s recent research includes working with two UMD alumni to analyze ELS data on parental concerns about college costs; collaborating with a doctoral student to analyze National Survey of Student Engagement (NSSE) data; and writing two articles for the *Research in Higher Education* journal with two UMD Higher Education alumni. Dr. Cabrera recently spent a summer abroad on a Fulbright award, developing performance indicators for assessing classroom teaching practices and student learning among Brazilian college students.
The **Student Affairs** concentration is committed to the professional preparation of student affairs educators in higher education environments. The concentration is modeled and directed by the core values of Student Development, Multiculturalism, Leadership, Scholarship and Research, and Ethical Practices. We maintain a strong relationship with the Division of Student Affairs at UMD, which has a historic commitment to supporting scholar-practitioners. Master’s graduates commonly work in settings such as student activities centers, academic advising offices, career services offices, offices of resident life, orientation, leadership programs, and multicultural centers. Doctoral graduates often become faculty and/or senior administrators, directing such offices as academic advising centers, student activities, offices of student life, multicultural centers, assessment and research, learning support services, and career centers.

**Master’s (M.Ed. or M.A.) in Student Affairs**

A minimum of 40 credit hours are required beyond the bachelor’s degree for all master’s students. The curriculum includes core courses and electives, as well as courses in counseling and research methods. Students are also required to participate in an apprenticeship and complete a seminar paper. Average completion is two years if enrolled full-time.

**Doctorate (Ph.D.) in Student Affairs**

Doctoral students are required to take a minimum of 66 credits beyond the master’s degree. In addition to core and elective courses, this program includes 18 credits in research methods, a nine-credit professional concentration, and 12 credits of dissertation research. Average completion is four to five years if enrolled full-time.

**Courses in Student Affairs**

- Professional Orientation: Student Affairs
- The College Student (Student Development Theories)
- Multicultural Practice in Student Affairs
- Self, Education, and Society
- Organizational Dimensions of Student Affairs
- Individual and Organizational Assessment in Student Affairs
- Research Design & Proposal Writing Seminar
- Apprenticeship in Student Personnel Services
- Practicum in College Counseling
- Intergroup Dialogue Facilitator Practicum
- First-year Doctoral Seminar
- Professional Capstone Seminar
- Advanced Seminar in College Student Development Theory
- Facilitating Student Learning in Higher Education
- Social Justice in Student Affairs and Higher Education
- Examining College Environments and Outcomes
- Research in Student Affairs
Michelle Espino is an assistant professor in the Student Affairs concentration. Her research interests focus on establishing more inclusive environments that support and enhance students’ educational attainment along the P-20 education pipeline; particularly Latina/o educational pathways, college/graduate school access and retention, and the use of emerging qualitative methodologies and frameworks that incorporate personal and community narratives. She recently completed a grant funded through the University of Georgia to analyze the extent to which postsecondary institutions within the University System of Georgia are prepared to recruit and matriculate Latina/o students. She has held several positions within student affairs administration including social justice leadership, service-learning, campus programming, and fraternity/sorority life. She is the past co-chair of the NASPA Latina/o Knowledge Community, a 2011 Faculty Fellow with the American Association of Hispanics in Higher Education, and is the 2008 Bobby Wright Dissertation of the Year Award recipient from the Association for the Study of Higher Education.

Kimberly A. Griffin is an associate professor in the Student Affairs concentration. Her research interests address: access and success for underserved communities, diversity within the Black community, and mentoring and developmental relationships. These interests have led her to conduct work on a variety of topics, including Black professors and their engagement in student interaction, the experiences of Black immigrant college students, returning veterans, diversity recruitment in graduate education, faculty aspirations of doctoral degree completers, and the influence of campus racial climate. She is currently the evaluator on an NIH Bridges to the Doctorate grant, examining the influence and effectiveness of a pipeline program between Alcorn State University’s (a historically Black college) master’s program and Pennsylvania State University’s doctoral program in the sciences. She was named an American College Personnel Administrators (ACPA) Emerging Scholar in 2009.

Julie J. Park is an assistant professor in the Student Affairs concentration. Her research interests include examining how race, religion, and social class affect diversity and equity in higher education, including the diverse experiences of Asian American college students. She is currently working on a book that documents how losing racial diversity on campus affects the everyday lives of students (under contract with Rutgers University Press). Her other ongoing projects include studies on the relationship between socioeconomic and racial diversity, the role of religion in social capital networks, and conditions affecting interracial friendship. Dr. Park currently sits on the research advisory board for the National Commission on Asian American and Pacific Islander Research in Education (CARE), and serves on the editorial board of the Journal of College Student Development. In 2009 Dr. Park received the ACPA Emerging Scholar Award.
The **International Education Policy** concentration is designed to provide an interdisciplinary understanding of today’s educational policy and practice and to prepare future leaders for positions both internationally and within the United States. By understanding and critically reflecting on current policies, practices, and conditions, the goal of the IEP concentration is to contribute to educational and social change by creating a community of faculty, students, and development professionals that strive to further cross-cultural and multicultural understanding and bridge the gap between scholars and practitioners. Our courses give students knowledge of the foundations of education theory and practice, the nature of comparative and international education, and the application of cultural, economic, political, and sociological perspectives to understanding education and development. The IEP program is one of the top programs of its kind in the country.

**Master’s (M.A.) in International Education Policy**

The minimum number of credit hours beyond the bachelor’s degree required to obtain a master’s degree in International Education Policy is 30-credit hours. Average program completion is between one and a half to two years if enrolled full-time. The M.A. program allows a student to specialize in a variety of concentrations that include Gender and Development, Peace Education, Political Economy of Education and Development, Intercultural Education and International Student Exchange, and to focus on a Master’s International for Peace Corps service. The program is distinguished by the development of a unique program of study to suit the needs of each student. Initial program plans are flexible and are usually revised throughout a student’s graduate work as particular directions and their implications for coursework develop.

**Doctorate (Ph.D.) in International Education Policy**

The doctoral program seeks to form professionals with deep understanding of the complex array of issues concerning educational policies and practices in developing, as well as developed countries. The degree requires a minimum of 90 credits beyond the B.A. Twenty-four credits are usually accepted for transfer from a previous M.A. degree, 12 credits are awarded for dissertation research, which means the degree generally requires 54 credits of coursework. Coursework can be completed in two to three years. Faculty advisors work closely with students to develop a unique program of study to suit the needs and goals of each individual student. Initial program plans are flexible and are usually revised throughout a student’s graduate work. Students can specialize in a variety of concentrations that include Gender and Development, Peace Education, Political Economy of Education and Development, and Intercultural Education and International Student Exchange.
**INTERNATIONAL EDUCATION POLICY FACULTY**

**Steven Klees** is a full professor in the International Education Policy concentration. His research interests include comparative and international education with a disciplinary specialization in economics, issues concerning the political economy of educational policy and social change, and how factors such as gender, race, and class intersect with educational and social inequalities. Dr. Klees has been a Fulbright Scholar on two occasions at the Federal University of Bahia in Brazil. He has worked on research and development projects for organizations including UNESCO, UNICEF, the World Bank, USAID, and a variety of country ministries and non-governmental organizations. Much of his work has been in Latin America, but he also has worked in a number of countries in Africa and Southeast Asia. Dr. Klees is as interested in U.S. policy and practice as he is in that of other countries and has worked with American school districts, state governments and national educational organizations. Dr. Klees is former president of the Comparative and International Education Society.

**Jing Lin** is a full professor in the International Education Policy concentration. Her research interests include peace education, environmental education, and spirituality education. Dr. Lin has also done extensive research on Chinese education, culture and society. In particular, she has systematically studied social changes in China and educational reforms undergoing in that country since 1978 and is the author of four books on Chinese Education. Dr. Lin founded and chaired the Peace Education Special Interest Group for the Comparative and International Education Society for two years. She is currently a co-chair leading a group of faculty, staff and students on Initiatives on Education for Peace, Cooperation and Development at University of Maryland.

**Nelly Stromquist** is a full professor in the International Education Policy concentration. Her research interests include the dynamics of educational policies and practices, gender relations and equity, particularly in Latin America, and the impact of globalization on higher education. She also specializes in issues related to social change and gender, of which she examines from the perspective of critical sociology. Dr. Stromquist is author of numerous articles and several books including: Feminist Organizations and Social Transformation in Latin America (2006); Education in a Globalized World; The Connectivity of Economic Power, Technology, and Knowledge (2002); and Literacy for Citizenship: Gender and Grassroots Dynamics in Brazil (1997). She was a Fulbright New Century Scholar during 2005-06 and is former president of the Comparative and International Education Society. She was awarded the Kerstin Hesselgren 2012 chairship by the Swedish Research Council.

**Courses in International Education Policy**

- Comparative Education
- Political Economy of Education in a Global Context
- Education and Culture in a Global Context
- Gender, Education, and Development
- Analyzing System-wide Education Policy
- Economic Evaluation of Education
- Education for Global Peace
- Education in East Asia
- International Higher Education
- Alternative Education, Alternative Development
- Ecological Ethics and Education
- Globalization and Education
- Nonformal Education
- World Religions and Implications for Education
Assistantships / Fellowships
Admitted students to our Higher Education and Student Affairs concentrations are invited to our Preview Program each spring in order to interview for assistantships across Student Affairs, Academic Affairs and other administrative offices. Over 40 assistantship positions were posted this year—you do not need to apply for assistantships prior to notification of admission. Nine and 12 month assistantships are available. Some doctoral applicants may be recommended for fellowships by our admissions committee.

Alumni Appointments Within The Last Five Years (examples)

Faculty and research appointments at Columbia University, University of Massachusetts, Boston College, Loyola Chicago, University of Hong Kong, Tokyo Jo Gukkou University, American University, Colgate University, Hong Kong Institute of Education, Xiamen University

Policy and institutional research positions at Harvard University, Leslie University, Brandeis University, the Brookings Institution, the World Bank, Global Partnership for Education, Research Triangle Institute, American Institutes for Research, Institute for Higher Education Policy (IHEP), U.S. Department of State, College Board, Maryland Higher Education Commission, Association of Governing Boards

Student Affairs, Academic and Administrative Affairs appointments as Vice Presidents for Student Affairs, Provosts, Presidents, Directors of Housing, Student Activities, and Advising

Other alumni appointments including National Education Association and USAID

Recent Student Internship Sites and Research Opportunities
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+ American Council on Education (ACE)
+ Brookings Institution
+ Institute of Higher Education Policy (IHEP)
+ American Association of State Colleges and Universities (AASCU)
+ Academy for Educational Development (AED)
+ National Association of Student Personnel Administrators (NASPA)
+ American Association of University Professors (AAUP)
+ National College Access Network (NCAN)
+ Peace Corps
+ Pell Institute
+ Council for Advancement and Support of Education (CASE)
+ United Negro College Fund (UNCF)
+ Hispanic College Fund
+ Maryland Higher Education Commission (MHEC)
+ University System of Maryland, Academic Affairs Division
+ Majority Education Policy Office at the Senate Health, Education, Labor and Pensions (HELP) Committee
+ National Clearinghouse for Leadership Programs
+ Business Higher Education Forum (BHEF)
+ University of British Columbia, Sustainability Office
+ Center for International Education, Salisbury University
+ UMD Office of Institutional Research, Planning, and Assessment
+ UMD University Career Center
+ UMD College Park Scholars
+ UMD College of Education, Office of Planning, Evaluation, and Policy Development
+ UMD College of Education, Office of International Initiatives
+ UMD Department of Resident Life
+ UMD Honors College
+ World Bank
How to Apply

The three concentrations each have a distinct focus, faculty, and program plan. Thus, applicants must select one concentration of interest at the time of application and must include the following documentation:

+ Online application form
+ Application fee
+ Official transcripts
+ Proof of Maryland Residency (if appropriate)
+ Three letters of recommendation
+ Statement of goals, experiences and research interests
+ Standardized test scores (GRE or MAT - Scores older than five years from date of application will not be accepted.)
+ Writing sample (The Student Affairs concentration does not require a writing sample)
+ Resume

For detailed information regarding application deadlines and requirements, visit:

http://www.education.umd.edu
A WORLD OF LEARNING

COLLEGE OF EDUCATION

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