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Important Contacts

Higher Education Concentration

Higher Education Faculty

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The Higher Education, Student Affairs, and International Education Policy program at the University of Maryland College Park (UMCP) is committed to advancing the positive role education can have in society. Our faculty and students study core facets of the education systems, including the functioning and impact of colleges and universities; the enactment and implementation of K-18 and informal 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.

The Counseling, Higher Education, and Special Education (CHSE) department houses the HESI program. See Figure 1 below. The HESI program is a community of eleven full-time faculty members and numerous affiliate faculty across academic concentrations (explained below in Figure 1). Students in the program include both master's and doctoral students who share an interest in the study of higher education, student affairs, and/or international education policy.



Each of the three concentrations in HESI has its own distinct focus, faculty, and program plan. It is important that students understand the program requirements for their specific concentration. Students apply to one of three concentrations: Higher Education, International Education Policy, or Student Affairs.

Once admitted, however, students are able to choose electives from all concentrations to tailor their educational experiences to their interests and future career goals. Please be advised that some courses may not be available for students outside of the concentration. These academic decisions should be made in collaboration with your academic advisor who is responsible for approving your academic program.

We have selected you as a student on the basis of your previous academic and professional achievements. We pride ourselves on the diversity of our students' backgrounds and their practical and research experiences prior to enrolling in our program. Put differently, we have fully assessed your background, and we are excited about your strengths and abilities. We are confident that your studies at UMD will provide you with the conceptual understandings and professional skills that will permit you to eventually fill a leadership role in educational institutions and agencies as a reflective practitioner and/or as an active scholar in the field. These goals will vary slightly based on your ultimate career goal and in which of the three concentrations you are enrolled.

Your success in this program will depend on how much effort and energy you are willing to commit. We recommend that you get involved early. There are a number of opportunities to be engaged that include but are not limited to:

- Attending departmental functions and participating in student committees.
- Participating in the annual Graduate Student Organization Research Fair organized by and for College of Education (CoE) graduate students. One of the most important student research events! Students discuss completed studies, research, and creative endeavors in progress, and experiential perspectives on professional lives.
- Submitting your work for consideration at a larger professional conference in your

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is designed to prepare graduate students for key leadership and administrative roles in higher education policy, planning, and research as well as faculty positions in diverse institutional contexts that are both tenure and non-tenure seeking. Because the University of Maryland is located close to the nation's capital, master's and doctoral students also have access to many seminars and presentations by higher education leaders and public policy professionals in the Washington D.C., area. HEC prepares individuals to understand the organizational, social, political, economic, and cultural contexts of colleges and universities so that policy makers and campus leaders might be informed to better serve the public good. Stress to —



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 competitive market forces and changes in state higher education governance structures are influencing non-resident tuition at public universities.

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### MA Admissions Requirements

To be recommended for full admission to a master's program, a minimum undergraduate grade point average of 3.0 is required. Students who do not meet the minimum undergraduate grade point average, but show other evidence of outstanding potential, may be considered for provisional admission by the Graduate School.

### MA Graduate Outcomes Assessment (GOA)

University of Maryland Graduate School and College of Education administrative procedures require faculty to conduct annual graduate outcome assessments (GOA) of all graduate students. The GOA is designed to determine the progress that a student is making to degree completion and provide feedback to continuing graduate students. The data from the GOA are also used to make any needed programmatic improvements to help students complete their degrees in a timely manner. It is important that every master's student complete a GOA report. First-year (Year 1) master's students will submit copies of "course papers, including integrative reviews of the literature" to your advisor. This paper should be single-authored. Second-year (and beyond) master's students will submit copies of Professional/Content Knowledge course papers or your "Seminar" paper to your advisor.

### MA Graduation Requirements

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 as a full-time student. A full-time student is a student who is enrolled in a minimum of 6 credit hours (e.g., two 3-credit courses, 1 course=3 credit hours) per semester. To complete the MA program in two years, a student should complete, on average, 18 credits (6 courses) per year."

Students work with an advisor to develop an individualized program of study. Students may choose whether to complete a thesis or undertake field experience and complete a seminar paper. Please note that not all courses are available every semester, so you should work with your advisor to plan accordingly. Some courses outside of your admitted program may require permission from the program where the desired course is housed. Additionally, some programs outside of the College of Education may have differential tuition. Be sure to read your contract and communicate with your human resources department for clarification regarding tuition remission and colleges with differential tuition.

### ***Required Core Courses - 12 credits***

EDHI 650 Professional Seminar in Higher and Adult Education  
EDHI 652 Higher Education and Society  
EDHI 666 The Academic Profession  
EDHI 754 Higher Education Finance

### ***Research Methods Courses - 9 credits***



*Choose at least 3 courses from the following list or alternative graduate courses approved by advisor:*

EDHI 653 Organization and Administration in Higher Education  
EDHI 660 Retention Theories and the Impact of College  
EDHI 662 Research on Ethnic Minorities and Demographic Trends  
EDHI 664 The College Experience  
EDHI 665 College Access and Choice  
EDHI 667 Women in Higher Education  
EDHI 676 Ranking Systems in Higher Education  
EDHI 752 State Systems in Higher Education  
EDHI 755 Federal Policies in Post-Secondary Education  
EDHI 788 State-Level Higher Education Research  
EDHI 853 Leadership in Higher Education

*[Internship in Higher Education](#) (Register for EDHI 489 with your advisor) - 3 credits  
[Seminar Paper](#) (Register for EDHI 679 with your advisor) - 3 credits*

Total Credits – 36

#### PhD Admissions Requirements

To be recommended for full admission to a doctoral program, a minimum undergraduate

Exceeds expectation  
Does not meet expectation

PROGRESS DEFICIENCY: Students receiving a does not meet expectation rating on the GOA for two years in a row will be notified that they have been placed on probation until





program concentration. Students who receive grades of low pass must meet with their advisor to obtain feedback about ways to strengthen their understanding of their area of weakness before beginning work on their dissertation. Knowledge of these three areas is vital to the successful completion of a dissertation. If a student fails the exam, this is an indication that the student does not have adequate knowledge to complete the program. Students who receive a grade of fail must meet with their advisor to identify ways to make up for the significant weaknesses in their knowledge.

If one of the two faculty members grading a question grades it "Fail" and the other faculty member gives a grade of "Low Pass", "Pass", or "High Pass," the Program Coordinator will select a third faculty member to grade the question. After the third reader has graded the examination, the majority of grades will determine whether the student has passed the examination or not. In the event that two faculty members grade a question as "Fail," students will be given an option of repeating the examination one time. If a student fails the examination a second time, they will be removed from the program.

Students will receive formal written notification regarding their performance on the comprehensive examination from the chair of the department. A copy of this letter will also be sent to the student's faculty advisor.

Exceptions to this policy may be considered if there are extenuating circumstances as determined by the faculty.

All MA students in HEC are required to register for internship credits under the guidance of their advisor. Please see your advisor before registering for an internship. Below is important information to assist you in completing this process. Doctoral students have an option to take an internship and should work with their advisor to determine if it makes sense for their program plan.

### What is an internship?

An internship is a supervised, temporary, professional experience that allows you to confront a specific higher education problem in an unfamiliar institutional environment. An internship can involve experiences in teaching and research as well as in administration. It provides an opportunity for you to integrate many of the concepts developed throughout the program and understand their application in real-life situations. For some students, the internship may complement research being done as part of the seminar paper. For others, the internship may lead to opportunities for professional employment.

Internships may be unpaid or paid. Please do what is best for you and consider a range of factors when selecting an internship including, but not limited to, career goals, research interests, pay, and schedule.











now to move forward. The HEC faculty wants you to succeed. So use the meeting to discuss how we can help make that happen.

We need to store the productivity information and final rating in a database for the GOA process. This is not a public document but will be kept in the department.

Graduate outcome assessments will be conducted each year, with dates being specified by each area of concentration. For Year 1 GOA, the student will submit a packet via email to their advisor with materials to demonstrate competency in the area of Professional/Content Knowledge. The packet should include: (1) the annual review form and (2) the course paper or literature review.

For Year 2, the student will submit a similar packet with the appropriate materials to demonstrate competency in both of the two categories. For example, a Year 2 packet could include a course paper (Professional/Content Knowledge) and seminar paper (Research Competency). If the student wishes, a seminar paper can be used to show competency in both Categories 1 and 2 (Professional/Content Knowledge and Research Competency).

After submission of materials, students will be reviewed by a faculty committee, which will be composed of the students' advisor and one other faculty member in their concentration. The review will focus on ensuring that students are showing progress in their ability to generate new knowledge and they are making timely progress toward the degree. Outcomes will be assessed through analyses of the above indicators and locating the individual student in one of three possible categories:

Very good progress  
Satisfactory progress  
Unsatisfactory progress/Needs remediation

Feedback is provided to the eligible students on an individual basis during the annual GOA review. Feedback will be provided to each student by letter from the faculty committee. The letter will highlight the strengths of each student's progress and will provide feedback and recommendation for goals to be accomplished for the upcoming year, including specific deadlines for goals to be accomplished.

If a student is not making satisfactory progress, the student, in consultation with faculty, will develop a remedial plan that specifies: (1) requirements that the student has failed to achieve, (2) the specific progress expected, and (3) the expected completion dates for compliance with the remedial plan. In this case, the student must indicate agreement (through a signed document) to all conditions and acknowledge that the student

understands the consequences of not making progress. If the student receives a second unsatisfactory review, the student will receive notice that they are on probation with information about the requirements that the student has failed to achieve.

Rationale is clearly stated  
Pertinent literature, theory, and scholarship are identified that relate to the topic  
Topic is relevant and important in the field  
Purpose is clearly stated

Studies are described and critiqued in sufficient detail to identify strengths and weaknesses  
Studies are integrated around topics that are clearly identified and make sense  
Identify gaps in existing research

Methods are appropriate to type of study (e.g., quantitative, qualitative, or other)  
Identifies alternative research methods appropriate for the study under review  
When applicable, shows ability to design and implement a research study

Recommendations for future research based on weaknesses of reviewed studies are provided  
Recommendations for future research based on gaps in knowledge are provided  
Recommendations for practice based on the review of the literature and/or gaps in knowledge are identified

***Please return by day, month, year***

Please provide all responses electronically as Word documents. ***When submitting, please save the file using your last name and the current year (e.g., "McEwen 2015 review").***  
When complete, please email this form to your advisor.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Report covers September, 2014-present.

Last academic year I was: a full-time student \_\_\_ a part-time student \_\_\_

Year you began PhD Program: \_\_\_\_\_ (e.g., Fall 2010)





*State goals to be accomplished for the upcoming year, including specific deadlines for goals to be accomplished.*

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*Describe other activities in which you are participating that you feel contributes to your professional and/or scholarly growth that was not included in a previous section of this report.*

*Please attach the following three items to this document. Do NOT submit a separate file.*

1. Summarize your own assessment of your progress in the Higher Education Concentration, particularly during the past academic year. If you did not accomplish any of the goals or meet any of the commitments noted in your previous year's review, be sure to reflect on why that occurred and what you will do to meet your current goals.
2. Discuss your own assessment of what you believe are your current strengths and developmental needs in relationship to your professional goals.
3. Please cut and paste into the end of this document your current program plan and transcript.

. These skills and abilities come through demonstrated competence in the areas of:

1. Professional and Content Knowledge
2. Research Competence
3. Professional Competence

Students' competence in the areas listed above are evaluated in the following ways. The indicators noted below are sources of data with which to assess competence.

[Assessed both Year 1 and 2]--Students show competence in this area by:

- a) Understanding and being able to apply different perspectives within the context of our fields
- b) Understanding and being able to analyze core knowledge in our fields
- c) Being able to synthesize, critique, and communicate knowledge in our fields
- d) Receiving Satisfactory GOA rankings

The indicators (one or more) that demonstrate that students have this competence include:

Course papers including integrative reviews of the literature  
Seminar Paper [Year 2]

[Only assessed Year 2]--Students show competence in this area by:

- a) Understanding research methods
- b) Identifying strengths, weaknesses, and gaps in current research
- c) Proposing research studies

The indicators (one or more) that demonstrate that students have this competence include:

Successfully completing a seminar paper