Higher Education Concentration Handbook[1]

2022

Current HESI Director: Dr. Bridget Turner Kelly
Current Higher Education Coordinator: Dr. Sharon Fries-Britt/Dr. Marvin Titus
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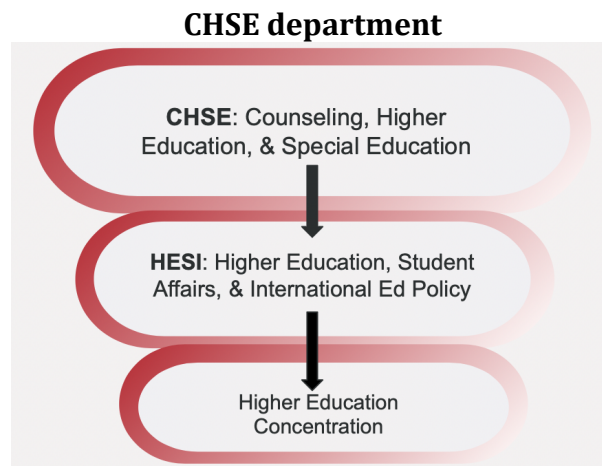
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[1] Last updated August 2022

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Higher Education, Student Affairs, and International Education Policy (HESI) Overview

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 **three** 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.

CHSE department

CHSE: Counseling, Higher Education, & Special Education

HESI: Higher Education, Student Affairs, & International Ed Policy

Higher Education Concentration

Figure 1

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 accessed 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 opportunities to be enagedge 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 specific field (e.g., ASHE, AERA, NASPA, ACPA, CIES, etc.). This is also an excellent way to meet other graduate students who share your research interests.

Graduate student representatives from each concentration attend HESI and concentration faculty meetings. Representatives are voted on by the students and have a vote on new admissions and all other program matters except those pertaining to existing faculty and students, which are discussed in an Executive Session without student participation. Be sure to meet your current student representatives and don't hesitate to use this important channel of communication to share your feedback and perspectives with your peers and the program faculty. Also, please consider nominating yourself as a student representative, the call for nominations for the following year is sent out sometime in the spring after new students have been admitted to the program.

<u>2022-2023 Academic Year Student Representatives</u>
Kahlea Hunt-Khabir: HEC Doctoral Student Representative   khabir@umd.edu
Adriana Feijoo: HEC Master's Student Representative   afeijoo1@umd.edu

Important Contacts

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Higher Education Concentration (HEC)

The Higher Education Concentration 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. Students benefit from a strong curricular emphasis on higher education policy, equity and diversity, organizational change, and leadership in higher education. Graduates develop strong research skills and practice in the field as they engage in internship experiences and application of classroom knowledge as part of their seminar paper and dissertation research.

Students can take courses in the following areas: Policy and Finance; Diversity and Student Experiences; Leadership and Organization; and the Academic Professions. Working with your faculty advisor, students can design an area of specialization to meet their individual academic interests (e.g., business, public affairs, student affairs, and the social sciences). Programs of study are individually designed by students in consultation with their faculty advisor. Higher Education concentration courses are usually offered from 4:15-7pm EST or 7-9:45pm EST. Occasionally, there may be a course offered earlier in the day in higher education, student affairs and international education policy. All higher education students will take the required professional development seminar class for master's students (EDHI 650) and doctoral students (EDCP 870) during the fall semester of their first year. The Professional Development Seminar classes provide an important introduction to the study of higher education addressing key issues and bodies of scholarship that shape the field. It also serves as an important cohort community-building experience.

Higher Education Concentration Faculty

You will get to know us in class and through informal meetings, and you should always feel free to ask us about our backgrounds and scholarly interests. The following profiles will give you a sense of what we have been recently working on and our research interests.

Sharon Fries-Britt (she/her/hers) is a professor of Higher Education and a Distinguished Scholar Teacher at the University of Maryland. Her research interests focus on the academic, social, and racial experiences of Black collegians and issues of race, equity and diversity in higher education. She is co-author and co-editor of the book *Building Mentorship Networks to Support Black Women: A Guide to Succeeding in the Academy* (2022). She is the principal investigator (PI) on a Bill and Melinda Gates Foundation Grant (2021-2023) to work with the Post-Secondary Measurement, Learning and Evaluation Team (PS-MLE) to advance and understand how they can draw on their strengths (e.g., data and technology, our ability to drive field-wide directions, etc.) to accelerate improved postsecondary outcomes for Black, Latinx, Indigenous students, students from low-income backgrounds, and the institutions that disproportionately serve them. She is also a co-PI on a Broadening Participation in Engineering (BPE) NSF grant to study transfer students' experiences in Engineering from four Maryland community colleges. Dr. Fries-Britt was one of the faculty co-leads of a national case study of the University of Missouri recovery process following the campus racial unrest of 2015. This work was in collaboration with the American Council on Education (ACE) and has resulted in two national monographs. She has taught a number of courses including the Professional Seminar, Leadership in Higher Education, Retention Theories and Research on Ethnic Minorities in Higher Education.

KerryAnn O'Meara (she/her/hers) is Professor of Higher Education and a Distinguished Scholar Teacher at the University of Maryland. She draws on insights from organizational behavior, higher education research, and behavioral economics to identify and test policies, practices, and interventions to recruit and retain a diverse faculty. Her equity-focused scholarship and leadership are highly integrated. Dr. O'Meara served as Director of the University of Maryland's ADVANCE program for ten years, leading evidence-based interventions in inclusive hiring, third space networks, workload reform, and faculty evaluation. She uses a range of methods to study equity in faculty careers and reward systems including longitudinal approaches, randomized control trials, ethnography, time-diary methods, survey, case study and interviews. Her research and practice have been continuously funded by NSF since 2010. Dr. O'Meara is PI of an NSF funded study to test nudges in faculty evaluation (Co-PIs Dr. Damani White-Lewis and Dr. Jennifer Wessel). Dr. O'Meara was a 2021-2022 American Council on Education (ACE) Fellow, and currently serves in an administrative appointment as Special Assistant to the Provost for Strategic Initiatives. Dr. O'Meara has taught Organization and Administration, Women in Higher Education, the Academic Profession, and Rankings, among other courses in our program.

Marvin Titus (he/him/his) 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 competitive market forces and changes in state higher education governance structures are influencing non-resident tuition at public universities.

Joining the UMD community Spring 2023

Jeongeun Kim (she/her/hers) will join the Department of Counseling, Higher Education, and Special Education at the University of Maryland as an associate professor of Higher Education in Spring 2023. Dr. Kim currently serves as an Associate Professor of Higher and Postsecondary Education in the Mary Lou Fulton Teachers College at Arizona State University. Dr. Kim's research focuses on how institutions of higher education use their autonomy to organize strategies for revenue generation and resource allocation to remain competitive. Her research examines how policies related to the financing of postsecondary education affect access, affordability, and quality. Her research also addresses how changes in the policies and practices of academic organizations would impact stakeholders, including how different institutional and departmental contexts affect the work of faculty and the educational outcomes of students at those institutions.

Awilda Rodriguez (she/her/hers) will join the Department of Counseling, Higher Education, and Special Education at the University of Maryland as an associate professor of Higher Education in Spring 2023. Dr. Rodriguez currently serves as an associate professor in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Her research is at the intersection of higher education policy; college access and choice; and the representation of Black, Latinx, low-income and first-generation students in postsecondary education. One of her most recent projects examines inequitable access to rigorous high school coursework, and was named a William T. Grant Scholar to further this line of inquiry. Along with many policy reports and contributions to edited volumes, Dr. Rodriguez's work has been published in Research in Higher Education, The Review of Higher Education, The Journal of Higher Education, Diverse Issues in Higher Education, and The Chronicle of Higher Education. She received her doctorate from the University of Pennsylvania's Graduate School of Education and previously worked as a research fellow at American Enterprise Institute's Center for Higher Education Reform as well as a research associate at The National Center for Public Policy and Higher Education. Dr. Rodriguez was born and raised in Perth Amboy, New Jersey.

Who's Who and What's What in Your Graduate Program?

Whenever you enter a new social setting, there are definitions and phrases in common use by insiders that don't make much sense to outsiders. Here are some of the acronyms, words, and expressions of which you should be aware. Most of them are described in further detail elsewhere in the handbook.

Advisor – this is the person with whom you officially work throughout the duration of your program. This person can assist you in determining which courses to take, seeking out professional development opportunities, and crafting your research interests in preparation for writing your dissertation.

CHSE – Counseling, Higher Education, and Special Education

Concentration Coordinator – a faculty member who presides over their respective concentration in HESI. There are three concentration directors in HESI; one for each concentration.

Department Chair – a faculty member assigned by the Dean who presides over the CHSE department.

Dissertation Chair – this is the person who directs your dissertation. This person is most commonly your advisor, but occasionally may be a different person. With this person, you will set up a plan from when you finish coursework, to create a timeline for your dissertation defense. Each dissertation chair is different, but most commonly you will begin working with them officially towards the end of coursework, set up a timeline for submitting chapters for your proposal, and ultimately craft a plan of action for carrying out your dissertation research.

Dissertation Proposal – your dissertation proposal is the first 3+ chapters of your dissertation, outlining the purpose of your study, reviewing relevant literature, introducing the theoretical grounding for your study, and providing an overview of the methodological approaches you will take for your dissertation. Approval of this document is required prior to advancing to candidacy, defending the proposal, and beginning research for the dissertation.

HEC – Higher Education Concentration

HIED – Higher Education

HESI – Higher Education, Student Affairs, and International Education Policy

IEP – International Education Policy (Concentration)

Program Director – a faculty member who presides over the HESI program. The current Program Director is Dr. Bridget Turner Kelly.

SAC – Student Affairs Concentration

MA Admissions and Graduation Requirements

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

Requirements for research methods courses include EDHI 672, one quantitative methods course approved by advisor, and one qualitative methods course approved by advisor

EDHI 672 Modes of Inquiry in Education Research (3 credits)

Note: The list provides examples of courses to fulfill curriculum requirements; however, this is not a fully exhaustive list. Students should work with their advisors to determine which courses best fit their program and career goals.

Quantitative research methods courses to choose from include:
EDHI 778Y State-Level Higher Education Research
PLCY 610 Quantitative Aspects of Public Policy
PLCY 611 Quantitative Analysis of Policy Issues
PLCY 798R Quantitative Research Methods and Public Policy
ANTH 630 Quantification and Statistics in Applied Anthropology
SOCY 601 Statistics for Sociological Research I
SOCY 602 Statistics for Sociological Research II
SURV 615 Statistical Modeling and Machine Learning
SURV 616 Statistical Methods II
SURV 630 Questionnaire Design
COMM 702 Intermediate Quantitative Data Analysis in Communications Research
TLPL 765 Quantitative Applications for Education Policy Analysis
TLPL 765 Impact Evaluation for Education and Public Policy
GVPT 622 Quantitative Methods for Political Science
GVPT 722 Advanced Quantitative Methods for Political Science
EDHI 788C Institutional Research and Planning

Qualitative research methods courses to choose from include:
EDHI 700 Qualitative Research Methods in Education
EDHI 788C Institutional Research and Planning
COMM 714 Introduction to Qualitative Methods in Communication Research
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenological Inquiry I
EDPS 736 Phenomenological Inquiry II
HESI 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
FMSC780 Qualitative Methods in Family and Health Research
TLPL 788M Special Topics in Education: Critical Qualitative Research
TLPL 791 Qualitative Research I: Design and Fieldwork
TLPL 792 Qualitative Research II: Analysis and Interpretation of Data
TLPL 794 Foundations of Educational Research I
TLPL 795 Foundations of Educational Research II
TLPL 793 Methods of Discourse Analysis

Higher Education Electives - 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 and Graduation Requirements

PhD Admissions Requirements
To be recommended for full admission to a doctoral program, a minimum undergraduate grade point average of 3.0 is required and a minimum graduate grade point average of 3.5 is required. Of the three scores on the Graduate Record Examination (verbal, quantitative, analytic), at least one should be at the 70th percentile or higher, none should be under the 40th percentile. If the Miller Analogies Test is used, the score should be at least at the 70th percentile for PhD applicants. Students who do not meet one of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission.

PhD 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 progress towards degree completion and to 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. First-year (Year 1) doctoral students do not have to complete a GOA report. However from the second year and each year thereafter, every doctoral student is required to complete the GOA report. You can copy and paste the needed information from your most recent program plan and curriculum vitae into the updated report. Submitted materials will be reviewed by your advisor and one other faculty member. GOA evaluation can result in one of the following ratings:

Meets expectation

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 such time a full review by the faculty indicates they have attained a meets or exceeds expectation rating. During this year-long probationary period, the student must submit a plan to the faculty and meet with them in person to discuss it. The plan should include appropriate benchmarks and deadlines for attaining them. Once discussed and approved by the faculty and the student, the plan will become the contract the student is committed to fulfill to restore their academic standing. At the next annual GOA period, the faculty will examine the student's GOA report to appraise progress towards identified goals. During this entire time, students must meet graduate school requirements for continuous enrollment. If satisfactory progress is found during the third year GOA assessment, the student will be off the probation status. Failure to do so, however, would prompt a third year of consecutive unsatisfactory GOA ratings. At this point, the faculty may recommend before the University of Maryland's Office of Graduate Students that the student be removed from the program. Similar recommendations may be prompted by the student's failure to submit a plan before the faculty.

PhD Graduation Requirements
PhD 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 optional internship, and 12 credits of dissertation research. Average completion is five years if enrolled full-time.

Required Core Courses - 9 credits
EDCP 870 Doctoral First-Year Seminar (3 credits)
EDHI 672 Modes of Inquiry in Education Research (3 credits)
EDHI 895 Research Critique Seminar (3 credits)[2]

Research Methods Courses - 12 credits
At least 3 credits of which are quantitative, at least 3 credits of which are qualitative, and two additional research courses. Choose from the following list of research methods courses or alternative research methods courses approved by advisor:

Quantitative research methods courses to choose from:
EDHI 778Y State-Level Higher Education Research
PLCY 610 Quantitative Aspects of Public Policy
PLCY 611 Quantitative Analysis of Policy Issues
PLCY 798R Quantitative Research Methods and Public Policy
ANTH 630 Quantification and Statistics in Applied Anthropology

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[2] If EDHI 895 is not offered, EDCP 772 Research in Student Affairs can be used to fulfill this requirement.

SOCY 601 Statistics for Sociological Research I
SOCY 602 Statistics for Sociological Research II
SURV 615 Statistical Methods I
SURV 616 Statistical Methods II
SURV 630 Questionnaire Design
SURV 699K Multi-level Analysis of Survey Data
COMM 702 Intermediate Quantitative Data Analysis in Communications Research
EDPS 703 Quantitative Applications for Education Policy Analysis
GVPT 622 Quantitative Methods for Political Science
GVPT 722 Advanced Quantitative Methods for Political Science
EDHI 788C Institutional Research and Planning
TLPL 765 Impact Evaluation for Education and Public Policy

Qualitative research methods courses to choose from include:
EDHI 700 Qualitative Research Methods in Education
COMM 714 Introduction to Qualitative Methods in Communication Research
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenological Inquiry I
EDPS 736 Phenomenological Inquiry II
HESI 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
FMSC780 Qualitative Methods in Family and Health Research
TLPL 788M Special Topics in Education: Critical Qualitative Research
TLPL 791 Qualitative Research I: Design and Fieldwork
TLPL 792 Qualitative Research II: Analysis and Interpretation of Data
TLPL 793 Methods of Discourse Analysis

Cognate Courses - Up to 24 credits
Courses in support field (Master's degree or electives)

Domain Knowledge - 18 credits
Choose at least six courses from among the following:
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 666 The Academic Profession
EDHI 667 Women in Higher Education
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 754 Higher Education Finance
EDHI 755 Federal Policies in Post-Secondary Education
EDHI 788 State-Level Higher Education Research
EDHI 853 Leadership in Higher Education

Disciplinary Perspectives - 15 credits
Disciplinary courses will be selected from Department, College, and University offerings to meet the individual needs of the student.

Dissertation research – 12 credits
EDHI 899

Total credits beyond Bachelor's Degree – 90

Comprehensive Exam
Students will work with their advisor to develop a fully-expressed research proposal to fulfill the requirements for the comprehensive examination. Almost without exception, doctoral students work on a design of a study that will eventually become their dissertation study. However, the comprehensive exam is a separate requirement for the doctoral program. There will likely be edits and recommendations from the review of the comprehensive examination that will help shape a final study for dissertation. The evaluation of the comprehensive examination resides with the doctoral advisor and a second reader to be approved by the advisor. Second readers of the examination tend to be faculty who have content or methodological expertise. Students work closely with their advisor on the development of the comprehensive exam. Once the advisor determines that it is ready to be reviewed by a second reader, it will be forwarded to the second reviewer for evaluation.

Grading Procedures
All comprehensive examination questions will be read by at least two members of the faculty and will use a process of blind review. Each exam question will be given a grade of "High Pass", "Pass", "Low Pass", or "Fail".

- **High Pass** indicates that the response is excellent and exceeds criteria. Examination responses receiving a high pass will demonstrate a thorough knowledge and application of theoretical/conceptual/empirical literature in the field that is relevant to the question.
- **Pass** indicates that the response meets the standards and grading criteria. Responses receiving a pass will demonstrate knowledge and application of major theoretical/conceptual/empirical literature from the field that is relevant to the question.
- **Low Pass** indicates that the response is weak and *minimally* meets the criteria and standards. Responses receiving a low pass demonstrate knowledge and application of some of the theoretical/conceptual/empirical literature in the field that is relevant to the question.
- **Fail** indicates that the response does not meet the criteria and standards.

If a student receives a grade of low pass from two reviewers, this demonstrates a weakness in core knowledge of the field, research methodology, or understanding in the area of

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.

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

Internship Guidelines

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.

Where do interns work, and how is the assignment made?

Internships may be undertaken in colleges and universities, governmental organizations with higher education responsibilities, national higher education agencies in Washington D.C., public policy organizations, or other appropriate settings. *An internship setting and project must be approved by your advisor.*

Internships must:
A. be in an organization and setting other than the one in which you have been regularly employed;
B. involve professional work on a definable project; and
C. be supervised in the internship organization by a mentor/supervisor

Internships can be developed in two ways. First, you may wish to investigate opportunities on your own. Second, you may wish to ask your advisor, student colleagues, or other faculty to provide suggestions and contacts. In any case, an internship will be approved only if it is acceptable to you and your advisor.

The Internship Proposal

To formally initiate an internship, you must submit to your advisor a brief memorandum (typically one to no more than two pages in length) in which you indicate a) the nature of the internship, b) the reasons why the internship is of interest to you, and c) the name and telephone number of the on-site internship mentor.

Requirements
An internship usually involves 135 hours of work. This can be done by working an average of 4.5 hours a week for an academic year, 9 hours a week for a semester, 22.5 hours a week for a 6-week summer session, or some appropriate combination of these.

You must complete a 15-page double-spaced report at the end of the internship experience, and submit it to your advisor no later than the last day of classes of the semester in which they wish to be graded. The paper is a substantive report on the nature of the project undertaken, the results, and its significance to the field. This part of the paper should describe what you did during the internship and what you learned from it. This paper should not be merely a diary or inventory of activities, but a thoughtful summary of what you accomplished and what you learned. If you actually developed an administrative, research, or teaching "product" as part of the internship, this should be attached to the paper.

The second part of the paper should include either a comparative analysis of the organizational characteristics of the internship organization, or an analysis of the usefulness of your academic program in helping you to understand your internship setting or events. Your internship will take place in a setting that is different from the one in which

you usually work. These differences may be most obvious in the functional activities of people or in administrative structures through which work gets accomplished. But they will almost certainly also be reflected in their culture, norms, values, and patterns of communications and interaction as well. One purpose of an internship is to help you see how organizational histories, patterns of participant socialization and training, and other factors affect what people do and what they believe. This paper should:

Compare the internship setting to the one in which you usually work, and use the conceptual orientations developed in your graduate program to analyze their important differences and similarities.

<div align="center">AND</div>

Indicate which readings, theories, ideas, or experiences in your graduate program you found the most helpful/least helpful in understanding the internship experience, and suggest changes in the graduate program that would improve the internship experience for students in the future.

<div align="center">

HESI Preview Program

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Admitted students to the Higher Education Concentration are invited to our Preview Program each spring in order to interview for assistantships across Academic Affairs, Student Affairs, and other administrative offices. Nine- and twelve-month assistantships are available. Additionally, our admissions committee may recommend some doctoral applicants for fellowships.

Purpose of Preview: To introduce newly admitted master's and doctoral students to their future classmates, HESI program faculty, and College Park community as well as interview for Graduate Assistantships that bridge theory to practice.

The program includes the following and generally occurs at the end of February or beginning of March:
> Overview of each concentration
> Discussions on diversity and social justice
> Assistantship interviews
> Virtual class visits
> Research colloquia
> Social interactions

Teaching and Research Resources

The [Teaching and Learning Transformation Center](#) (TLTC) inspires excellence and innovation in teaching, learning, and scholarly activities in the pursuit of a transformative educational experience at UMD.

The [University of Maryland Graduate School Writing Center](#) (GSWC) offers support for graduate students at every stage of their development as academic and professional writers, who can, in turn, fulfill the university's mission of sharing research, educational, cultural, and technological strengths with the broader community. The GSWC accomplishes this through a range of services and programs, including: consultations with GSWC fellows; write-in sessions; workshops on common graduate writing requirements; resources for writing in the disciplines; and writing support groups.

[Making a Thesis or Dissertation Group Work for You](#)

[The Art of Writing Social Science Research Proposals](#)

Doctoral Student Funding Opportunities

[overlapping/illegible text]
Recruitment Fellowships
[overlapping/illegible text]

APPENDIX A
Frequently Asked Questions about the Graduate Outcomes Assessment (GOA)

What is the background context of the GOA?
In 2013, the Graduate School went through a review of their procedures and policies and determined that each graduate program needs to conduct annual reviews of their students to provide them feedback on their progress and ensure timely completion of degrees. Both continuing master's and continuing doctoral students are required to complete GOA reports.

Who will rate your progress to degree?
If you are a doctoral student, your faculty advisor and one HEC faculty will rate your overall progress. If you are a master's student, your faculty advisor alone will rate your overall progress. Based on your report, your advisor will provide you and the Graduate School

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[3] *Endowed Fellowship/Award*

with a summary paragraph along with one of three overall ratings: Exceeds expectations, Meets expectations, or Unsatisfactory/Does not meet expectations.

What if a student receives a good/satisfactory rating (i.e., meets/or exceeds expectations)?
Go back to work and life.

What if a student receives an unsatisfactory rating (i.e., does not meet expectations)?
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. In this case, the student must indicate agreement (through a signed document) to all conditions and acknowledge that they understand the consequences of not making progress.

We will schedule a meeting with HEC faculty, one of whom will be your advisor and lead the discussion and take notes. In the first 5 minutes before you enter the room the faculty will discuss your self-assessment, note points for discussion. Once you join us, we will raise those points of discussion and then ask you if there are any areas where you would like feedback or have concerns about your own progress.

We want you to use this process to your direct benefit. Come in with questions about ways to get teaching experiences or more research experiences, practical internship experience, or experience with specific methods. We will have three faculty focused just on you for that 25 minutes and we can make the most of the time to support you.

PROGRESS DEFICIENCY   : Students receiving unsatisfactory GOA ratings 2 years in a row will be notified that they have been placed on probation until such time a full review by the faculty indicates they have attained a satisfactory academic standing. During this year-long probationary period, the student must submit a plan to the faculty and meet with them in person to discuss it. The plan should include appropriate benchmarks and deadlines for attaining them. Once discussed and approved by the faculty and the student, the plan will become the contract the student is committed to fulfill to restore their satisfactory academic standing. At the next annual GOA period, the faculty will examine the student's GOA report to appraise progress in attainment of the benchmarks detailed in the contract. During this entire time, students must meet graduate school requirements for continuous enrollment. If satisfactory progress is found during the third year GOA assessment, the student will be off the probation status. Failure to do so, however, would prompt a third year of consecutive unsatisfactory GOA ratings. At this point, the faculty may recommend before the University of Maryland's Office of Graduate Students that the student be removed from the program. A similar recommendation may be prompted by the student's failure to submit a plan before the faculty.

Should I be worried if I have stalled or made slower progress?
No, you should not worry. You should just use this as an opportunity to confront that situation and discuss a plan with faculty who care about you regarding what you can do

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

What happens to the information I sent in my self-assessment?
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.

How are the Outcomes Assessed?

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 Process

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.

Use of Assessment Information to Make Program Improvements

Improvements to the program will be made based on a summary and analysis of the information from the indicators and rubrics and from the feedback to students from the annual GOA review. In general, regarding each indicator on which data are available, faculty will ask:

1. What proportion of students had very good scores in all of the categories? Was that proportion at least 80% of the students?
2. Were there individual categories where less than 80% of the students had very good/satisfactory scores? What were those categories?

If there were areas where 20% or more of the students performed unsatisfactorily in a particular category, the faculty committee will discuss the category, evaluate how it was addressed in classes and other interactions, and make changes to content, instruction, or advising so that students can perform at very good or satisfactory levels.

Higher Education, Student Affairs, and International Education Policy
M.A./M.Ed. Student Outcomes Assessment
Category 1: Professional and Content Knowledge Rubric

Standard	Very Good	Satisfactory	Unsatisfactory
Core knowledge Presents understanding of core theories that guide scholarship and practice Provides thorough and relevant review of the literature Summarizes key findings and conclusions gleaned from the literature review			
Application of knowledge Synthesizes and critiques knowledge in the field Applies and communicates knowledge in the field Demonstrates understanding the implications of scholarship for future research, policy, or practice			

Higher Education, Student Affairs, and International Education Policy
M.A./M.Ed. Student Outcomes Assessment
[Year 2 Only]

Standard	Very Good	Satisfactory	Unsatisfactory
Topic and Rationale 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			
Analysis of Prior Research and Integration of Findings 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			
Understanding of Research Methods 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			
Significance 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			
Quality of Writing Paper is well-organized Paper is clearly and logically written Spelling, grammar, and sentence structure are correct throughout Correct format is used throughout			

APPENDIX B
Annual Student Review for Doctoral Students

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 <u>September, 2014-present</u>.

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

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

If applicable, date you passed comprehensive exams: _____

If applicable, date you advanced to candidacy: _____

Part I: Professional Goals and Research Interests
Describe your short-term and long-term professional goals and research interests. If your goals and research interests have recently changed, be sure to describe the changes in your plans and how you came to the decision to go in a different direction.

Part II: Coursework in Core Courses
Provide the grade noted on your most recent transcript for the courses below (including letter, "I," "NG," and "P" grades).

	Semester Taken or Plan to Take	**Grade**

Cumulative Doctoral Program GPA: _____

Incompletes/No Grades
If you are carrying any incompletes indicate in the space below: 1) the name of the course, 2) the instructor for the course, 3) the reason for the incomplete or no grade, 4) your plan to complete the course requirements or status of your coursework, and 5) the expected date of completion.

Comprehensive Examination
List the month and year you plan to take or took the Higher Education Comprehensive Examinations. If you have already taken a comprehensive examination, give the results of the examination(s).

Part III. Other Facets of the Doctoral Curriculum
Internship (Optional)
Describe any internship you have already completed.

Other Research Activity
Describe any research activity that you participated in last year. State: 1) a description of the nature of the project, 2) your involvement in the project, and 3) the supervisor of the project.

Next Year Goals
State goals to be accomplished for the upcoming year, including specific deadlines for goals to be accomplished.

Dissertation Research [To be completed by doctoral students at third-year standing or above.]
Describe your dissertation progress to date and plans for the future.

Part IV: Other Professional Activities
Assistantship/Fellowship/Employment
List fellowships, assistantships, or other types of employment you have held since beginning your doctoral program to the present time. State: 1) the position title, 2) dates you held/hold the position, 3) office, location, 4) type of duties, and 5) typical number of hours per week worked.

Professional Publications/Presentations
List publications or conference presentations that you have been involved with since beginning your doctoral program. State: 1) all pertinent information about the publication or presentation in APA format 2) others you worked with on the publication or presentation, if applicable, 3) your role in the publication or presentation, and 4) the status of the publication or conference presentation (e.g., submitted, accepted, presented, or published).
Professional Memberships/Notable Leadership and Service
List active memberships in a professional organization that you have been involved with since beginning your doctoral program, including the nature of your involvement with the organization. Include any other notable leadership activities.

Honors/Awards Received
List any honors or awards you have received since beginning your doctoral program. Include: 1) the name of the award, 2) the name of the organization that conferred the award, and 3) the date the award was received. If possible, include the website link that describes the award or honor received.

Grant Applications/Awards
List any grant proposals (e.g., research, program, or training proposals) applied for and/or received since beginning your doctoral program. Include: 1) the name of the grant applied for/received, 2) the name of the organization offering the grant, 3) the date the grant application was submitted and/or awarded, and 4) the purpose of the grant.

Other Professional Development Activity
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.

Part V: Student Self-Assessment
Please attach the following three items to this document. Do <u>NOT</u> 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.

APPENDIX C
Report to Graduate School
Higher Education, Student Affairs, and International Education Policy Program

Students who graduate with an M.A./M.Ed. in Higher Education, Student Affairs, and International Education Policy will have the skills and abilities necessary to generate new knowledge. 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.

1. Professional and Content Knowledge [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]

2. Research Competence [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