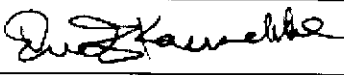




NOV 11 2011

1100 Marie Mount Hall
College Park, Maryland 20742-7541
301.405.5805 TEL 301.405.5749 FAX
<http://www.senate.umd.edu>

SENATE LEGISLATION APPROVAL

Date:	November 10, 2011
To:	Wallace D. Loh
From:	Eric Kasischke Chair, University Senate 
Subject:	PCC Proposal to Establish a New Master and Doctoral Program in Higher Education, Student Affairs, and International Education Policy
Senate Document #:	11-12-18

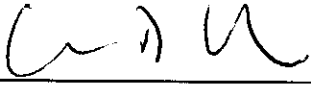
I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Establish a New Master and Doctoral Program in Higher Education, Student Affairs, and International Education Policy." Elizabeth Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal. The University Senate approved the proposal at its November 9, 2011 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: PCC Proposal to Establish a New Master and Doctoral Program in Higher Education, Student Affairs, and International Education Policy
Senate Document # 11-12-18

EK/rm

Cc: Ann Wylie, Senior Vice President & Provost
Reka Montfort, Executive Secretary and Director, University Senate
Juan Uriagereka, Associate Provost for Faculty Affairs
Terry Roach, Executive Assistant to the President
Janet Turnbull, President's Legal Office
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs

Approved: 
Wallace D. Loh
President

Date: 11/21/11



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-18
PCC ID #:	11016
Title:	Proposal to Establish new Master and Doctoral Programs in Higher Education, Student Affairs, and International Education Policy
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education and the Department of Counseling, Higher Education, and Special Education wish to establish a new Master Program (offering both an M.A. and M.Ed.) and a new Doctoral Program in Higher Education, Student Affairs, and International Education Policy.</p> <p>This proposal will reorganize into a single degree program existing specialty areas that are currently located in different academic programs. The proposed program will match the College Student Personnel concentration from the Counseling and Personnel Services program with the Higher and Adult Education concentration and International Education Policy specialization from the Education Policy and Leadership program. The proposal also requests that the State of Maryland recognize the three specialty areas as formal areas of concentration: (1) Student Affairs (renamed from College Student Personnel); (2) Higher Education (renamed from Higher and Adult Education); and (3) International Education Policy. Under a different proposal (Senate Doc 11-12-19), the current degree program in Counseling and Student Personnel will change its name to Counseling Psychology, School Psychology and Counselor Education. The Education Policy and Leadership program will remain under its current name.</p>

	<p>The reason for this proposal is to bring these related specializations together in one degree program. Given the central focus of higher education, the students and faculty in the Counseling Student Personnel and Higher and Adult Education concentrations have been collaborating with each other for over 20 years. For the past 15 years, external review boards, in their evaluations of the College of Education, have recommended merging the two areas. The inclusion of the International Education Policy concentration into this program reflects a critical trend in student affairs and higher education to broaden inquiry into global and international dimensions of the higher education context, particularly in terms of comparative education.</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The PCC Committee considered the proposal at its meeting on October 7, 2011. Dennis Kivlighan, Chair of the Department of Counseling, Higher Education and Special Education, presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate does not approve the proposed program, the University will lose an opportunity to reorganize these related specializations into one academic degree program.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

11016

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: EDUCATION (01203100)

Please also add College/School Unit Code-First 8 digits:

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: COUNSELING, HIGHER EDUCATION, AND SPECIAL EDUCATION

Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> New academic degree/award program |
| <input type="checkbox"/> Renaming of program or formal Area of Concentration | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Approval of new program, new concentration, and program and concentration name changes.

Form a new program to be named Higher Education, Student Affairs, and International Education Policy. This proposal would split the current College Student Personnel concentration from the Counseling and Personnel Services (CAPS) graduate program and split the Higher Education and Adult Education concentration and International Education Policy (IEP) specialization from Education Policy and Leadership (EDPL)*. Further it would rename College Student Personnel to be Student Affairs and rename Higher and Adult Education to be Higher Education.

There is a concurrent proposal to move International Education Policy from the status of a specialization in EDPL and establish it as a concentration within the new program, Higher Education, Student Affairs, and International Education Policy.

===== APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

- | | | |
|-------------------------------|---------------------------------|----------|
| 1. Department Committee Chair | <u>Hedberg Taylor</u> | 9/7/2011 |
| 2. Department Chair | <u>Dennis M. Kivlighan, Jr.</u> | 9/7/2011 |
| 3. College/School PCC Chair | <u>Robert G. Conway</u> | 9/7/2011 |

- 4. Dean Deanna L Grueman
- 5. Dean of the Graduate School (if required) [Signature]
- 6. Chair, Senate PCC David Galness 10/10/11
10/7/11
- 7. University Senate Chair (if required) _____
- 8. Senior Vice President and Provost _____

PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

PROPOSED PROGRAM:
**HIGHER EDUCATION¹, STUDENT AFFAIRS, AND
INTERNATIONAL EDUCATION POLICY**

COLLEGE OF EDUCATION
DR. DONNA WISEMAN, DEAN

GRADUATE DEGREES (M.A., M.Ed., Ph.D., Ed.D.)

I. OVERVIEW and RATIONALE

Overview: In the context of the reorganization of the College of Education, the current departments of Counseling and Personnel Services (CAPS), Special Education, and one area of concentration and one specialization from the Education Policy and Leadership (EDPL) program in the Education Leadership, Higher Education, & International Education Department (EDHI) are consolidating into the Department of Counseling, Higher Education, and Special Education (see Appendix A for a list of faculty in each program and concentration in the Department). This specific proposal is to establish a program through splitting and merging several current concentrations/ specializations in the new department into a single degree program. Specifically, the proposed program will include the current College Student Personnel (CSP)¹ concentration (from CAPS), the Higher and Adult Education concentration (from EDPL) and the International Education Policy (IEP) specialization (from EDPL) into a new program: Higher Education, Student Affairs, and International Education Policy. See Appendix B for a table showing the current configuration and the proposed configuration. See the cover memo and attached concentration proposal to review the phases of proposal to split, merge, rename, as well as to establish the IEP specialization as a concentration. Note: *All the entities involved in this proposal currently exist.*

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

Within Colleges of Education, student affairs and higher education concentration faculty tend to be located in one higher education center or department, that offers multiple degrees²? Both concentrations focus on dimensions of the higher education context. The Student Affairs and Higher Education concentrations have collaborated in numerous ways for over 20 years including co-hosting a graduate assistant

¹ The current Higher and Adult Education Program will be renamed Higher Education; the current College Student Personnel Program will be renamed Student Affairs. The new names are used throughout this document.

² For example, Indiana University, University of Iowa, Michigan State University, University of Michigan, University of California Los Angeles

interview program for newly admitted students from both concentrations since 2002. For the past 15 years external review boards evaluating the college have noted the similarities of these two concentration areas and have recommended that they consider merging. The reorganization of these two areas is also consistent with a national trend to have an intersection across higher education and student affairs. Concentrations in this program participate in the American Educational Research Association - Division J (AERA-J) as well as the Association for the Study of Higher Education (ASHE) and the Association for Institutional Research (AIR).

A critical trend in student affairs and higher education is to broaden inquiry into global and international dimensions of the higher education context. The concentration of International Education Policy and other comparative education programs are often organized with Higher Education in a singular program (e.g., Indiana University). IEP provides coursework in the post-secondary area needed by both student affairs and higher education and conversely, students in IEP who intend a post-secondary policy focus need foundational course work in higher education and student affairs. The global focus of this program supports the international strategic initiatives from the College of Education, the University's strategic plan, and President Loh.

All three current areas of study have strong national reputations. The Student Affairs concentration has existed for over 50 years and has been housed in the Counseling and Personnel Services program, which has been ranked as number 1 by *U. S. News & World Report* for 12 consecutive years; Higher Education is 30 years old and has ranked consistently among the top national programs, currently it is ranked 10th and tied with Harvard University; and although there are no rankings in IEP, it has an excellent national reputation (see attached concentration proposal). With nearly 6,000 institutions of post-secondary education in the United States alone, the global job market for professionals in student affairs, higher education, and international education policy is robust. Graduates of all three areas experience a nearly 100% job placement rate within four months of graduation.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

The proposed program will be slightly smaller than current student enrollments and maintain its selectivity. Among all three concentrations, the new program expects annually to enroll 30 master's students (Higher Education - 10; Student Affairs - 10; IEP - 10) and 14 doctoral students (Higher Education - 5; Student Affairs - 4; IEP - 5). Currently these three concentrations annually receive approximately 265 masters applications (Higher Education - 60; Student Affairs - 120; IEP - 85) and 170 doctoral applications (Higher Education - 55; Student Affairs - 25; IEP - 92). There are no other similar programs at the University of Maryland College Park competing for these students.

- C. To accomplish this objective, the proposal is to formally reorganize the current College Student Personnel concentration from the CAPS program and the Higher & Adult Education concentration, and International Education Policy Specialization (proposed to be a concentration) from the EDPL program into this proposed program.

Further the proposal is to rename two of these concentrations:

Rename the College Student Personnel concentration to the *Student Affairs* concentration;

The College Student Personnel (CSP) concentration requests a name change to *Student Affairs*. CSP is a term that dates to the early 20th century when the field was founded in the pupil personnel movement. The Council for the Advancement of Standards in Higher Education uses the term Student Affairs for preparation program standards in this concentration. Both national professional associations have adopted new names that remove the term “personnel” from their titles.

Rename the Higher & Adult Education concentration to the *Higher Education* Concentration.

The Higher & Adult Education concentration requests a name change to *Higher Education*. Higher and Adult Education is a previously used term that is no longer used within the field. The Association for the Study of Higher Education is the major intellectual home for the study of post-secondary education administration and policy. The new name reflects the name of similar concentrations across the country.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Catalog Description: For a full catalog description, see Appendix C.

Educational Objectives: Upon completion of the program, students will be able to:

- Demonstrate an understanding of the theories, methods, policies, and practices relevant to global higher education.
- Demonstrate an understanding of the theoretical issues and major areas of research, relevant to their area of concentration.
- Demonstrate an understanding of debates about education policy and practice relevant to their area of concentration.
- Demonstrate proficiency in the understanding and use of a variety of social science or behavioral science research methods.

Areas of Concentration: Description of the three areas of concentration in the program are as follows:

The **Higher Education concentration** is designed to prepare graduate students for faculty positions, leadership positions in higher education administration, policy analysis, and scholarship. Students benefit from a strong emphasis in the curriculum on diversity, organizational change and leadership in higher education, on 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. Collectively, faculty bring expertise in college student outcomes, minority student retention and persistence, community engagement, social justice, the academic profession and academic reward systems, higher education finance, state systems, state and federal policy, and philanthropy. The new landscape of higher education in the 21st century is one of greater expectations for institutional accountability and efficiency, student access and success, student learning and engagement at the same time that state and federal support to colleges and universities has decreased and costs of higher education have increased. 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 might be informed to better serve the public good.

The **Student Affairs concentration** is committed to the professional preparation of counselors, administrators, student development educators, graduate faculty, and researchers in higher education environments. Student affairs professionals are concerned with the development of the college student and designing environments to promote college student success. The program is modeled and directed by the core values of student development, multiculturalism, leadership, scholarship and research, and ethical practices. Graduates with the Master of Arts (M.A.) or Master of Education (M.Ed.) degree will have professional entry-level competencies and Doctor of Philosophy (Ph.D.) graduates will have advanced competencies in each of the following areas: defining the role and functions of student affairs work in higher education; interpreting research significant to the profession and conducting related research; identifying factors affecting human and organizational behavior; translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession; developing multicultural competence to engage with diverse students with effectiveness and confidence; and, performing the functions of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.

The **International Education Policy (IEP) concentration** is designed to provide students with an interdisciplinary understanding of today's educational policy and practice. The focus is on the relation of education to economic, political, and social development in both developing and developed countries at local, regional, national, and global levels. The IEP concentration gives comprehensive attention to education, considering both formal schooling, from pre-school to higher education, as well as non-formal, adult, and community-based education. In the 21st century, marked by the rapid pace of global change, comparative and international education has become of paramount importance. Needed improvements in equity, social justice, and our ability to promote sustainable development and international peace at a global level require transforming our educational and social institutions. New actors in these processes have become important, such as non-governmental organizations and coalitions of civil society. 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.

B. List the courses that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Appendix D shows the requirements for M.A., M.Ed., and Ph.D. students for each of the three concentrations including the core courses that will be required of all program doctoral students. No new courses are needed.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

There are no special admissions criteria for students selecting this field of study.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Master's Student Learning Outcome and Assessment (M.A. and M. Ed.)

Student Learning Outcomes for assessments	Assessment Methods & Criteria
1. Students will demonstrate knowledge of content in student affairs, higher education, and/or international education policy.	<p>Measure 1: Percentage of students who satisfactorily complete <i>a Thesis or Seminar Paper</i> as indicated by ratings on the program Thesis/Seminar Paper Evaluation Rubric (See Appendix E)</p> <p>Criterion: 90% of master's students will satisfactorily complete the Thesis or Seminar Paper with a rating of "Pass" or higher.</p>
	<p>Measure 2: Percentage of graduates who attained an <i>Overall GPA of 3.0 or higher in their program of study.</i></p> <p>Criterion: 100% of Master's graduates will attain an <i>Overall GPA of 3.0 or higher in their program of study</i></p>
2. Students will demonstrate knowledge of research methodologies in the field of student affairs, higher education and international education policy.	<p>Measure 1: Percentage of students who satisfactorily complete <i>a Thesis or Seminar Paper that demonstrates familiarity with principles of different kinds of research designs in their fields of study</i></p> <p>Criterion: 90% of Master's students will satisfactorily complete a Master's Thesis or Seminar Paper with a rating of "Pass" or higher.</p>

	<p>Measure 2: Percentage of graduates who attain an <i>Overall GPA of 3.0 or higher in their research course requirements.</i></p> <p>Criterion: 90% of Master's graduates will attain an overall GPA of 3.0 or higher in their required research courses.</p>
<p>3. Students will demonstrate enhanced understanding of diversity</p>	<p>Measure 1: Percentage of graduates who report that they participated in courses or activities that enhanced their understanding of diversity in a variety of settings.</p> <p>Criterion: 90% of Master's graduates will report that they participated in courses or activities that enhanced their understanding of diversity in a variety of contexts.</p>

Ph. D. Student Learning Outcome and Assessment

Student Learning Outcomes for assessments	Assessment Methods & Criteria
<p>1. Students will demonstrate knowledge of content in student affairs, higher education, or international education policy.</p>	<p>Measure 1: Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Program Comprehensive Examination Evaluation Rubric (See Appendix F)</p> <p>Criterion: 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of "Pass" or higher.</p>
	<p>Measure 2: Percentage of students who successfully defend a <i>Dissertation</i> that generates or confirms knowledge in their field of study.</p> <p>Criterion: 90% of Ph.D. candidates will successfully defend the doctoral dissertation</p>
<p>2. Students will demonstrate knowledge of research methodologies in the fields of student affairs, higher education, and international education policy.</p>	<p>Measure 1: Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Comprehensive Examination Evaluation Rubric (See Appendix F)</p> <p>Criterion: 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of "Pass" or higher</p>

	<p>Measure 2: Percentage of Ph.D. students who have advanced to candidacy who obtained an Overall GPA of 3.0 or higher in their research course requirements</p> <p>Criterion: 80% of Ph.D. students who have advanced to candidacy will obtain an overall GPA of 3.0 or higher in their required research courses.</p>
<p>3. Students will make research and or professional contributions.</p>	<p>Measure 1: Percentage of Ph. D. graduates who prior to graduation have contributed to one or more of the following research and professional activities:</p> <ul style="list-style-type: none"> Submission of a manuscript for a peer reviewed or professional journal Conference or proposal preparation and/ or presentation Leadership role in a professional association Organization of research or professional conference Review of manuscripts, or conference proposals <p>Criterion: 80% of Ph.D. graduates will report they have contributed to one or more of the above research and or professional activities prior to graduation.</p>

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

This program will be administered as one of three programs through the Department of Counseling, Higher Education, and Special Education. The program will follow the plan of organization of the Department. The program director will serve a two-year term rotated among the three concentrations in this program.

B. If the program is not to be housed and administered within a single academic unit, provide details of the administrative structure.

The program will be housed in the Department of Counseling, Higher Education, and Special Education.

III. OFF CAMPUS PROGRAMS (Not Applicable)

IV. OTHER ISSUES (Not Applicable)

V. COMMITMENT TO DIVERSITY

The Higher Education, Student Affairs, and International Education Policy program is committed to diversity on all levels including race, gender, religion, sexuality, ability, socio-economic status, and national origin. One of the four goals of our program mission statement is a commitment “to promote equity, diversity, global perspectives, and social justice in education and human development through interdisciplinary approaches”.

This commitment is demonstrated in a number of ways:

- First, the composition of faculty: Of the 11 tenure or tenure-track faculty, six are women, three are Black/African American, two are Latina/o, two are Asian/Asian-American, four were born outside of the United States, and one is openly gay.
- Second, through the research agendas of the faculty and current students: Each member of the faculty incorporates diversity—broadly defined—into their primary or secondary research agendas. Additionally, questions surrounding inclusive excellence, equity, culture, identity, intersectionality, and diversity are often the subject of many of the dissertation topics our doctoral students pursue.
- Third, in program courses: Almost every course directly addresses at least one aspect of diversity through readings, discussions, and assignments.
- Fourth, through the recruitment of a diverse graduate student body: Given the commitment to diversity in our research and in the courses that we teach, our combined specialties annually recruit and attract a very diverse pool of applicants. In selecting our students, the faculty consider building a diverse cohort that will increase learning opportunities based on students' prior experiences and personal identities. Not only is there a commitment to racial and gender diversity in each admissions cycle, but also a number of first-generation college students have matriculated in each concentration's masters and Ph.D. cohorts.

Of the students who matriculated in each of the three existing concentrations over the past five academic years (AY 2007-2011), 39% are students of color, 65% are women and 6.4% are international students. More specifically to the Higher Education concentration, 40% are students of color, 65% are women, and 3% are international students. For the Student Affairs concentration, 34% of matriculated students are students of color and 63% are women. In the International Education Policy concentration 49% are students of color, 78% are women, and 21% are international students.

VI. REQUIRED PHYSICAL RESOURCES

There are no additional library, physical facilities, or impact on facilities or equipment beyond that already employed by these three existing concentrations/ specializations. A letter of support from the University Libraries is attached (See Appendix G)

VII. RESOURCE NEEDS and SOURCES

All resource needs are covered by current faculty and staff assigned to the concentrations in this program.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444
a. # F.T. Students	94	94	94	94	94
b. Annual Tuition/Fee	\$13,951	\$13,951	\$13,951	\$13,951	\$13,951
c. Annual Full Time Revenue (a x b)	\$1,311,394	\$1,311,394	\$1,311,394	\$1,311,394	\$1,311,394
d. # Part Time Students	22	22	22	22	22
e. Credit Hour Rate ³	\$525	\$525	\$525	\$525	\$525
f. Annual Credit Hours	11	11	11	11	11
g. Total Part Time Revenue (d x e x f)	\$127,050	\$127,050	\$127,050	\$127,050	\$127,050
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444

³ In-state

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$1,275,590	\$1,275,590	\$1,275,590	\$1,275,590	\$1,275,590
a. # FTE	11	11	11	11	11
b. Total Salary	\$1,012,373	\$1,012,373	\$1,012,373	\$1,012,373	\$1,012,373
c. Total Benefits ⁴	\$263,217	\$263,217	\$263,217	\$263,217	\$263,217
2. Total Administrative Staff Expenses (b + c below)	\$146,828	\$146,828	\$146,828	\$146,828	\$146,828
a. # FTE	2	2	2	2	2
b. Total Salary	\$116,530	\$116,530	\$116,530	\$116,530	\$116,530
c. Total Benefits	\$30,298	\$30,298	\$30,298	\$30,298	\$30,298
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$1,425,418	\$1,425,418	\$1,425,418	\$1,425,418	\$1,425,418

⁴ Benefits calculated as 0.3 x salary

APPENDIX A
FACULTY IN THE DEPARTMENT OF COUNSELING, HIGHER EDUCATION
AND SPECIAL EDUCATION

Counseling Psychology, School Psychology, and Counselor Education		
Counseling Psychology Concentration		
Hoffman, Mary Ann	Professor	
Kivlighan, Dennis Jr.	Professor & Chair	
Lent, Robert	Professor	
Miller, Matthew	Assistant Professor	
Counselor Education/ School Counseling Concentration		
Fabian, Ellen	Professor	
Bryan, Julia	Assistant Professor	
Lee, Courtland	Professor	
Gold, Paul	Assistant Professor	
MacDonald-Wilson, Kim	Assistant Professor	
School Psychology Concentration		
Gottfredson, Gary	Professor	
Teglasi-Golubcow, Hedwig	Professor	
Strein, William	Associate Professor	
Open	TBD	
HIGHER EDUCATION, STUDENT AFFAIRS, AND INTERNATIONAL EDUCATION POLICY		
Higher Education Concentration		
Cabrera, Alberto	Professor	
Fries-Britt, Sharon	Associate Professor	
O'Meara, KerryAnn	Associate Professor	
Drezner, Noah	Assistant Professor	
Titus, Marvin	Assistant Professor	
Student Affairs Concentration		
Komives, Susan	Professor	
Park, Julie	Assistant Professor	
Quaye, Stephen	Assistant Professor	
International Education Concentration		
Klees, Steven	Professor	
Lin, Jing	Professor	
Stromquist, Nelly	Professor	
SPECIAL EDUCATION (SPECIALTY - FOR DOCTORAL PROGRAMS)		
Leone, Peter	Professor	
Beckman, Paula	Professor	
Lieber, Joan	Professor	
Speece, Deborah (<i>on 2-yr IPA</i>)	Professor	

De La Paz, Susan	Associate Professor	
Maccini, Polly	Associate Professor	
Silverman, Rebecca	Assistant Professor	
Wexler, Jade	Assistant Professor	
Burke, Philip	Professor	
McLaughlin, Margaret		
Neubert, Debra	Professor	
Egel, Andrew (Autism)	Professor	
Moon, Sherril	Professor	
Kohl, Frances	Associate Professor	

**APPENDIX B
CURRENT AND PROPOSED CONFIGURATION OF
PROGRAMS AND CONCENTRATIONS**

	CURRENT		PROPOSED
Master's			
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING PSYCHOLOGY, SCHOOL PSYCHOLOGY & COUNSELOR EDUCATION
	*COLLEGE STUDENT PERSONNEL (currently suspended)		*COMMUNITY COUNSELING (30 credit) [Malta]
	*COMMUNITY COUNSELING		*SCHOOL COUNSELING (36 credits)
	*REHABILITATION COUNSELING (suspend & discontinue)		*SCHOOL PSYCHOLOGY (36 credits)
	*COUNSELING PSYCHOLOGY		*COUNSELING PSYCHOLOGY
	*SCHOOL COUNSELING		
	*SCHOOL PSYCHOLOGY		HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
			*COLLEGE STUDENT PERSONNEL --> STUDENT AFFAIRS (rename)
82700	EDUCATION POLICY & LEADERSHIP	130401	*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM, THEORY AND DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION LEADERSHIP AND POLICY STUDIES		
	*EDUCATION POLICY		EDUCATION POLICY & LEADERSHIP
	*EDUCATIONAL TECHNOLOGY		*CURRICULUM, THEORY AND DEVELOPMENT
	*HIGHER & ADULT EDUCATION (currently suspended)		*EDUCATION LEADERSHIP AND POLICY STUDIES
	*SOCIAL FOUNDATIONS OF EDUCATION		*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION
Doctoral	CURRENT		PROPOSED
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING PSYCHOLOGY, SCHOOL PSYCHOLOGY & COUNSELOR EDUCATION
	*COLLEGE STUDENT PERSONNEL ADMIN (currently suspended)		*COUNSELING PSYCHOLOGY
	*COUNSELING PSYCHOLOGY		*SCHOOL COUNSELING
	*SCHOOL COUNSELING		*SCHOOL PSYCHOLOGY
	*SCHOOL PSYCHOLOGY		
			HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
82700	EDUCATION POLICY & LEADERSHIP	130401	*COLLEGE STUDENT PERSONNEL ADMIN --> STUDENT AFFAIRS (rename)
	*ADMINISTRATION & SUPERVISION		*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM THEORY & DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION POLICY		
	*EDUCATIONAL TECHNOLOGY		EDUCATION POLICY & LEADERSHIP
	*HIGHER & ADULT EDUCATION		*ADMINISTRATION & SUPERVISION
	*SOCIAL FOUNDATIONS OF EDUCATION		*CURRICULUM THEORY & DEVELOPMENT
			*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION

BLUE --> AOCs to move from within one program to another

RED --> name change, new AOC, discontinue, etc.

APPENDIX C CATALOG DESCRIPTION



**University of Maryland
Graduate Catalog**

Higher Education, Student Affairs and International Education Policy⁵

Faculty

Professor

Cabrera, Alberto F.
Klees, Steven J.
Komives, Susan R.
Lin, Jing
Stromquist, Nelly

Associate Professor

Fries-Britt, Sharon L.
O'Meara, KerryAnn

Assistant Professor

Drezner, Noah D.
Park, Julie J.
Quaye, Stephen J.
Titus, Marvin A.

Abstract

The mission of the Program in Higher Education, Student Affairs, and International Education Policy will be to prepare scholars and practitioners to become leaders in higher education, student affairs, and international education policy. We will promote excellence in education in individuals and organizations, in a wide range of settings. The mission of our program will be guided by the values of ethical practices and holistic development, and is characterized by four overarching goals: (1) To produce nationally and internationally recognized research, scholarship, and policy guidance for all levels and aspects of education and applied human development; (2) To enhance policy and practice in educational institutions and civil society, and to foster both individual and organization development through application of our scholarship; (3) To promote equity, diversity, global perspectives, and social justice in education and human development through interdisciplinary approaches; and (4) To provide innovative and exemplary graduate and undergraduate education and to form professionals who will engage in such programs.

⁵ This name reflects the proposed name changes for this Program

The Department is currently comprised of faculty who have defined and informed areas of research and practice in higher education, student affairs, and comparative and international education. Faculty members are scholars who have held leadership positions in key professional organizations and are committed to equity, diversity and social justice. The Department is a collaborative community that develops theory, conducts research and translates these to practice, to engage students, educators, and professionals in the advancement of education. The proposed program will consist of three areas of concentration: Higher Education, Student Affairs, and International Education Policy. Graduate degrees to be offered: Higher Education: M.A., Ph.D.; Student Affairs: M. Ed., M.A., Ph.D.; International Education Policy: M.A., Ph.D. Only one area of concentration will be included on the application. Before applying, students should familiarize themselves with what each area of concentration within the Program and choose the one that most closely fits their own particular needs and aspirations. The Program website offers descriptions of all the programs, faculty profiles, and contact information, and is an essential resource for all applicants.

Admissions Information

To be recommended for full admission to a doctoral or master's program, a minimum undergraduate grade point average of 3.0 is required. A minimum graduate grade point average of 3.5 is required for doctoral programs. Student must show a minimum score (above 40th percentile) on the Graduate Record Examination. Students who do not meet one or more of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission. Admission consideration is also given to references, experience, and career and scholarly goals. Admission of qualified applicants is based on their competitive ranking to limit enrollments to available faculty resources. For more information on admissions please refer to our website and click on prospective students.

Application Requirements

1. Official transcripts from each college or university previously attended 2. Three (3) Letters of Recommendation 3. Statement of Goals, Research Interests and Experiences 4. Scholarly writing sample for ALL doctoral applicants 5. Resume/curriculum vita 6. GRE 7. It is strongly recommended that prospective students talk with concentration coordinators and faculty, and visit the Program and classes, to help determine if the Program's concentrations are appropriate to their academic interests and professional goals. For detailed information about our programs please visit our website at www.education.umd.edu/edhi and click on academics.

Degree Requirements

Master of Arts (M.A.)

The minimum number of credit hours beyond the bachelor's degree required of master's degree students is 40 credit hours in Student Affairs, 36 credit hours in Higher Education, and 30 credit hours in International Education Policy. In addition to major and elective courses, this includes 6 to 9 credits in research methods. Field experience is required for all concentrations except International Education Policy. Master's students preparing a thesis must orally defend the thesis

and take a 3 hour written comprehensive examination. Higher Education and IEP students under the non-thesis option must submit a seminar paper.

Master of Education (M.Ed.)

The Student Affairs concentration offers the M.Ed. degree that requires 40 credit hours past the bachelor's degree. In addition to major and elective courses, this includes six hours of research methods credits including a seminar paper. Students must also complete field work experiences and a written comprehensive examination.

Doctor of Philosophy (Ph.D.)

Ph.D. 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 addition to major and elective courses, this includes 12 to 15 credits in research methods, an internship, and 12 credits of dissertation research. After students have completed most of their course work, a comprehensive examination is required. The comprehensive exam may take a variety of forms by concentration, such as take-home conceptual essays, literature reviews, research papers, or "in-house" closed book responses.

APPENDIX D
M.A., M. ED. AND PH.D. COURSE REQUIREMENTS
BY CONCENTRATION

Higher Education Concentration
Masters Program

Core: 12 credits

EDHI 672 Modes of Inquiry in Education Research
 EDHI 679 Master's Seminar
 EDHI 750 International Higher Education
 EDHI 489 Internship in Education

Higher Education: 9 credits

Chosen from the following:

EDHI 652 Higher Education and Society
 EDHI 653 Organization and Administration of Higher Education
 EDHI 657 History of Higher Education in the United States
 EDHI 666 The Academic Profession
 EDHI 754 Higher Education Finance
 EDHI 853 Leadership in Higher Education

A student related course, either:

EDHI 660 Retention Theories and the Impact of College
 EDHI 664 The College Experience
 EDHI 665 College Access and Choice
 EDCP 771 The College Student: Student Development Theories

Research Courses: 6 credits

EDMS 645 Quantitative Research Methods I
 and

One 3 credit Qualitative Methods course such as:

EDHI 700 Qualitative Research Methods in Education
 EDHI 737 Phenomenological Inquiry
 EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
 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
 EDCI 792 Conducting Interpretive Inquiry in Classroom Contexts

Disciplinary and Higher Education Electives: 9 credits

Choose at least 3 courses (9 credits) from the following list or alternative graduate courses approved by adviser

EDHI 652 Higher Education and Society

EDHI 653 Organization and Administration of Higher Education
EDHI 657 History of Higher Education in the United States
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 663 Philanthropy and Fundraising in Higher Education
EDHI 666 The Academic Profession
EDHI 667 Women in Higher Education
EDHI 674 Minority Serving Institutions
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 755 Federal Policies in Post-Secondary Education
EDCP770 Service Learning and College Student Development
EDHI 754 Higher Education Finance
EDHI 788Y State Level Higher Education Research
EDHI 853 Leadership in Higher Education

A student related course, either:

EDHI 660 Retention Theories and the Impact of College
EDHI 664 The College Experience
EDHI 665 College Access and Choice
EDCP 771 The College Student: Student Development Theories

Total Required Credits: 36 credits

Higher Education Concentration Doctoral Program

Core: 12 credits

EDHI 672 Modes of Inquiry in Education Research
EDHI 750 International Higher Education
EDHI 895 Research Critique Seminar
EDCP 656 Doctoral First-Year Seminar

Research Courses: 24 credits

(3 credits of which are quantitative, 3 credits of which are qualitative)

Such as:

EDMS 645 Quantitative Research Methods I
EDMS 646 Quantitative Research Methods II
EDHI 700 Qualitative Research Methods in Education
EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
Up to three credits of Special Topics classes

EDHI 899 Dissertation (12)

Cognate Courses: Courses in supporting field (Master's degree/electives) **up to 24 credits**

Disciplinary Perspectives on Education: 15 credits

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

Domain Knowledge: 18 credits

EDHI 652 Higher Education and Society
EDHI 653 Organization and Administration of Higher Education
EDHI 657 History of Higher Education in the United States
EDHI 666 The Academic Profession
A student related course, either:
 EDHI 660 Retention Theories and the Impact of College
 EDHI 664 The College Experience
 EDHI 665 College Access and Choice
 EDCP 771 The College Student: Student Development Theories
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 663 Philanthropy and Fundraising in Higher Education
EDHI 667 Women in Higher Education
EDHI 674 Minority Serving Institutions
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
EDCP770 Service Learning and College Student Development

EDHI 853 Leadership in Higher Education
Up to six credits of Special Topics classes

Total required credits beyond BA degree: 90 credits

Student Affairs Concentration
Master's Program
M.Ed. (non-thesis) and M.A. degree (with thesis)

Core: 17 credits

- EDCP 610 Professional Orientation (3)
- EDCP 615 Counseling I: Appraisal (Assessment and Appraisal) (3)
- EDCP 616 Counseling II: Strategies (3)
- EDCP 655 Organizational Dimensions in Student Affairs (3)
- EDCP 741 Multicultural Dimensions of Student Affairs (2)
- EDCP 771 The College Student: Student Development Theories (3)

Field work: 8 credits (All)

- EDCP 618 Counseling Pre-practicum Fall (1)
- EDCP 618 Counseling Pre-practicum Spring (1)
- EDCP 619B Counseling Practicum (3)
- EDCP 888A Apprenticeship (3)

Electives: 3 – 9 credits

All must take a 3 credit elective

M.Ed. students also complete 6 credits in a professional concentration

Research Courses: 6 credits for M.Ed. and 12 credits for M.A.

EDMS 645 Quantitative Research Methods I

M.Ed. students must also complete:

EDCP 799 Seminar paper (3)

M.A. Thesis students must also complete:

EDMS 646 Quantitative Research Methods II (3) or

EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts (3)

EDCP 799 Thesis (6)

Total Required Credits: 40 credits

**Student Affairs Concentration
Doctoral Program**

Core: 30 credits

EDCP 656 First Year Doctoral Seminar
 EDCP 712 Multicultural Counseling
 EDCP 742 **Examining College Environments and Outcomes**
 EDCP 774 Advanced Student Development Theory
 EDCP 775 Facilitating Student Learning in Higher Education
 EDCP 789L Second Year Doctoral Seminar
 EDCP 789I Third Year Capstone Doctoral Seminar
 EDCP 789C Race, Class, Gender in Higher Education
 EDCP 889 Internship
 EDHI 672 Modes of Inquiry in Education Research
 EDHI 750 International Higher Education

Higher Education Context for Student Affairs: 6 credits

Complete 6 credits of Higher Education electives from such courses as:

EDHI 652 Higher Education and Society
 EDHI 653 Organization and Administration of Higher Education
 EDHI 657 History of Higher Education in the United States
 EDHI 660 Retention Theories and the Impact of College
 EDHI 662 Research on Ethnic Minorities and Demographic Trends
 EDHI 663 Philanthropy and Fundraising in Higher Education
 EDHI 665 College Access and Choice
 EDHI 667 Women in Higher Education
 EDHI 674 Minority Serving Institutions
 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 853 Leadership in Higher Education

Professional Concentration: 12 credits

Complete 4 courses in a cognate area from graduate courses inside and outside the College of Education

Research: 24 Credits

EDCP 651 Multivariate Statistics (3)
 EDCP 771 Design of Experiments (or advisor approved substitute) (3)
 EDCP 772 Research Design in College Student Personnel (3)
 EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts (3)
 EDCP 899 Dissertation (12)

Total required credits beyond Masters degree: 72 credits

**International Education Policy Concentration
Master's Program**

Core -- 9 credits

EDHI 672 Modes of Inquiry

Plus select two of the following courses:

EDHI 605 Comparative Education

EDHI 606 Political Economy of Education in a Global Context

EDHI 607 Education and Culture in a Global Context

Research Courses: 3-6 credits

EDMS 645 Introduction to Statistics in Education

An additional methods course if a master's thesis option is selected.

International Education Course Electives: 6-12 credits

Select two to four of the following or equivalents:

EDHI 608 Gender and Education

EDHI 630 Analyzing System-wide Education Policy

EDHI 673 Economic Evaluation of Education

EDHI 713 Education for Global Peace

EDHI 725 Education in East Asia

EDHI 750 International Higher Education

EDHI 684 Alternative Education, Alternative Development

EDHI 682 Ecological ethics and education

EDHI 683 World Religions and Implications for Education

EDPS 624 Culture in Education Policy and Practice

Disciplinary and Professional Course Electives: 3-6 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889 Internship in Education

Master's thesis or Master's paper -- Select one: 3-6 credits

EDHI 679 Master's Seminar

EDHI 799 Master's Thesis Research

Total Required Credits: 30 credits

**International Education Policy Concentration
Doctoral Program**

Core: 15 credits

EDHI 605 Comparative Education
EDHI 606 Political Economy of Education in a Global Context
EDHI 607 Education and Culture in a Global Context
EDHI 672 Modes of Inquiry
EDHI 750 International Higher Education

Research Courses: 12 credits

One quantitative course, one qualitative course, and two others in the methodological approaches most relevant to the student's research interests.

International Education Course Electives: 12 credits

Select four of the following or equivalents:

EDHI 608 Gender and Education
EDHI 630 Analyzing Systemwide Education Policy
EDHI 673 Economic Evaluation of Education
EDHI 682 Ecological ethics and education
EDHI 683 World Religions and Implications for Education
EDHI 684 Alternative Education, Alternative Development
EDHI 713 Education for Global Peace
EDHI 725 Education in East Asia
EDHI 788 Gender, Education, and Development
EDHI 788 Globalization and Education
EDHI 788 International Education and Cultural Exchange: Policies and Practices
EDHI 788 Nonformal Education
EDPS 624 Culture in Education Policy and Practice

Disciplinary and Professional Course Electives:

12 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or from elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889 Internship in Education

Transfer from previous master's program: Maximum of 24 credits

Comprehensive Exam: 3 credits

EDHI 898 Pre-Candidacy Research

Doctoral Dissertation: Minimum of 12 credits
EDHI 899 Dissertation Research

Total Required Credits: 90 credits

Appendix E
Program Thesis/Seminar Paper Evaluation Rubric

Fail	Low Pass	Pass	High Pass
Poorly organized	Does have a significant beginning middle and end	Is organized	Thesis statement well developed. Clear, accurate, well structured
Very few concepts shows little knowledge of content	Indicates little understanding of concepts and key content knowledge	Uses some important concepts and key content knowledge	Shows understanding of key content knowledge by use of multiple evidence
Inconsistent statements or unrelated to comprehensive examination question	Supports evidence without reasons	Presents two perspectives on key content knowledge	Weighs multiple perspectives

Appendix F
Comprehensive Examination Evaluation Rubric

Fail	Low Pass	Pass	High Pass
Poorly organized	Does have a significant beginning middle and end	Is organized	Thesis statement well developed. Clear, accurate, well structured
Very few concepts; shows little knowledge of content	Indicates little understanding of concepts and key content knowledge	Uses some important concepts and key content knowledge	Shows understanding of key content knowledge by use of multiple evidence
Inconsistent statements or unrelated to comprehensive examination question	Supports evidence without reasons	Presents two perspectives on key content knowledge	Weighs multiple perspectives
There is little or no evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is limited evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is clear evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is clear and consistent evidence of awareness of concepts, definitions and procedures associated with research methodologies.

APPENDIX G
Support Letter from UM Libraries



UNIVERSITY OF
MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

July 26, 2011

Dr. Dennis Kivlighan
Chair
Dept. of Counseling, Higher Education, and
Special Education
3214 Benjamin Building
Campus

Dear Dr. Kivlighan:

This letter is in support of the program proposal for Higher Education, Student Affairs, and International Education Policy. The proposed program places no additional demands on library resources. Existing collections, services, and facilities are more than sufficient to support the indicated program.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Desider L. Vikor".

Desider L. Vikor, Ph.D.
Director of Collection Management &
Special Collection

E UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Please also add College/School Unit Code-First 8 digits:

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Counseling, Higher Education, and Special Education

Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Add concentration in International Education Policy to new program (see attached accompanying proposal) in Higher Education, Student Affairs, and International Education Policy

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair *Hedwig Teylani / Noah D. [Signature]* 9/7/2011
2. Department Chair *Dennis M. Kivlyan, Jr. [Signature]* 9/7/2011
3. College/School PCC Chair _____
4. Dean _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

I. OVERVIEW AND RATIONALE

Introduction

This proposal seeks to add a concentration in International Education Policy at both the M.A. and Ph.D. level to a new program in Higher Education, Student Affairs, and International Education Policy (see attached accompanying proposal for this new program) in the newly created Department of Counseling, Higher Education, and Special Education in the College of Education.

History

In 1998, the then College of Education (COE) Dean and University Provost agreed to the creation of an area of specialization in International Education Policy (IEP) within the Education Policy and Leadership program. Two senior faculty were hired to work in this area in 1999 and 2000, Drs. Steven Klees and Jing Lin, and a third faculty already in the COE joined them. This third faculty left and was eventually replaced by another senior faculty, Dr. Nelly Stromquist, in 2008. Thus, while this proposal is for adding a new formal concentration, the specialization has existed for 11 years and there is a track record that offers some relevant data.

Nature of Program

The IEP area is social science based and designed to further students' abilities to understand today's critical educational problems and their relation to the larger social, economic, and political context within which they are embedded. Attention is paid to developing and developed countries and to how research can be useful in improving educational policy and practice. Students routinely take courses in the social sciences and cross-cutting areas from throughout the University. IEP has attracted top students from around the world.

IEP is part of the field of comparative and international education (CIE). There are about 25 universities with substantial CIE programs. They are and will be our competitors. We already have a first-rate reputation in the field; our applicants are also routinely applying to the top programs at Columbia, Harvard, and Stanford Universities. Our faculty are very well-known in the field. Two have been Presidents of the 2000-member national professional association in the field, the Comparative and International Education Society, and the other has been on the Board of Directors. Two have been Fulbright Scholars and all have been sought after for their advice on educational policy around the world.

Institutional Priorities

The Strategic Plan of the University of Maryland (May 2008) accords very well with the IEP concentration. The Plan refers to fostering critical thinking, facilitating the effective engagement of students and faculty with the world, creating global citizens and persons who are globally conscious (p. 4). It also refers to working in close proximity to Washington's international organization and institutions internationally (p. 3). The Plan's strategic initiatives refer to an increase in the international focus of academic programs, to the participation of international

faculty, and to the development of international collaboration. Regarding graduate education it highlights the important of interdisciplinary research focused on major societal issues (p. 17), about expanding collaboration with international partners (p. 18). It sees the university as engaging the global community, creating informed global citizens and skilled professionals to engage in a global community (p. 23).

The IEP concentration also fits very well with the COE Strategic Plan 2009. It refers to four strategic activities, of which three touch on international issues: equity and diversity, international education, and policy engagement. Under equity and diversity, there is reference to having more interdisciplinary master's and doctoral programs that promote multicultural understanding of our increasingly complex world (pp. 29-31). The COE wishes to become known worldwide for the international nature of its educational programs, research and scholarship, and policy development in international contexts. Under policy engagement, the College will provide research-based insights supporting policy development on pressing international education and human development issues (pp. 3-4). The College will promote interdisciplinary research and collaboration with other universities as well as foster international activities (pp. 35-36). IEP is the only concentration in the College devoted exclusively to international education.

Using an interdisciplinary approach to the design of effective educational policy and analysis of education as a fundamental means to national advancement, the IEP concentration seeks to develop professionals who will make substantial contributions to educational systems in both the US and other countries. The role of this concentration is centrally aligned with the University and College of Education's strategic plans in forming knowledgeable academics and policy makers who have a deep understanding of global forces and who see themselves as committed to the pursuit of equity, diversity, and social justice.

These objectives are reached through the concentration's courses, research activities, and linkages with international organizations in the field of education. They are also attained through a faculty body with international reputation that draws on the social sciences—particularly, economics, sociology, and anthropology—to foster critical thinking and engage in feasible solutions to educational problems around the world.

Market Demand

We have considerable experience with both student demand and the demand for graduates. IEP has been in high demand since its inception and from the mid-2000s through today we have had about 45-55 graduate students working in this area at any one time. Student applications for Fall 2011 were typical; there were 85 applicants for 8 M.A. places and 92 applicants for 5 Ph.D. places.

IEP graduates have likewise been in high demand for both academic and policy positions in governments and international organizations. See Appendix 1 for a list of positions held by recent MA and PhD graduates.

Size of Program

Currently, we have about 15 M.A. students and 30 Ph.D. students. We plan to make the concentration a little smaller in total students and shift to a larger M.A. concentration. We expect to draw from a national and international applicant pool. However, given the many talented people working in international education in Washington, DC, we will also draw applicants from the region.

II. CURRICULUM

Catalog Description

See attached accompanying program proposal.

Educational Objectives

Upon completion of the program, students will be able to:

- Demonstrate an understanding of the theories, methods, policies, and practices relevant to global higher education.
- Demonstrate an understanding of the theoretical issues and major areas of research relevant to international education policy.
- Demonstrate an understanding of debates about education policy and practice relevant to international education policy.
- Demonstrate a proficiency in the understanding and use of a variety of social science research methods.

Course Requirements

Appendix 2 lists the required courses for the M.A. and Ph.D. in the IEP concentration. No new courses are needed.

Admission Policy

See attached accompanying proposal.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

See attached accompanying program proposal.

IV. FACULTY AND ORGANIZATION

The concentration is housed within a single academic unit. Academic direction and oversight will be provided by the following three faculty members:

Steven Klees did his Ph.D. at Stanford University and has taught at Cornell University, Stanford University, Florida State University, and the Federal University of Rio Grande do Norte in Brazil. He was a Fulbright Scholar on two occasions at the Federal University of Bahia in Brazil.

He has done extensive work for organizations like UNESCO, UNICEF, the World Bank, USAID, and a variety of country Ministries and non-governmental organizations concerning education in Latin America, Africa, and Southeast Asia. Dr. Klees' interests include U.S. education policy and practice, as well as that in other countries, and he has worked with school districts, State governments, and national educational organizations. His long-term research interests have been on the political economy of educational policy and social change, particularly on the nature of educational and social inequalities and what is needed to overcome them. He has published extensively on a variety of related topics, including the situation of disadvantaged children and the policies of international institutions like the World Bank. Dr. Klees is former president of the Comparative and International Education Society.

Jing Lin received her Ed.D. from the University of Michigan and taught at McGill University for eight years before she joined the University of Maryland in 2000. She has published five books on Chinese education, culture and society, systematically examining educational changes in China in the last 30 years. The most recent one, which is co-authored with Ruth Hayhoe, Jun Li and Qiang Zha, is entitled *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* (2011, Springer). Further, she has done extensive research on peace education and environmental education, which result in books entitled *Love, Peace and Wisdom in Education: Vision for Education in the 21st Century* (2006), *Educators as Peace Makers: Transforming Education for Global Peace* (2008), and *Spirituality, Religion, and Peace Education* (2010). She is the co-editor of two book series, one on Peace Education, and the other on Transforming Education for the Future.

Nelly P. Stromquist received her Ph.D. from Stanford University. She specializes in issues related to international development education and gender, which she examines from a critical sociology perspective. Her research interests focus on the dynamics among educational policies and practices, gender relations, and social change. Most recently, she has been examining the impact of globalization on higher education. She has written several books and numerous articles. Her most recent books include editing *The Professoriate in the Age of Globalization* (Rotterdam: Sense Publishers, 2007) and writing *Feminist Organizations and Social Transformation in Latin America* (Boulder: Paradigm, 2006). She is former president of the Comparative and International Education Society and a 2005-06 Fulbright New Century Scholar.

V. OFF CAMPUS PROGRAMS

The concentration will not be offered off-campus.

VI. OTHER ISSUES

There are no cooperative arrangements or accreditation needs.

VII. COMMITMENT TO DIVERSITY

See attached accompanying program proposal.

VIII. REQUIRED PHYSICAL RESOURCES

No additional physical or human resources will be required. There will be no impact on existing facilities. See attached accompanying program proposal and library support letter for more details.

IX. RESOURCE NEEDS AND SOURCES

See attached accompanying program proposal.

APPENDIX 1: A SAMPLE OF POSITIONS HELD BY IEP GRADUATES

Ph.D. Graduates

Assistant Research Professor, University of Hong Kong
Assistant Professor, Tokyo Jo Gukkou Univeristy
Assistant Professor, American University
Assistant Professor, Colgate University
Assistant Professor, Hong Kong Institute of Education
Assistant Professor, Xiamen University, China
Research Director, Provost's Office, Leslie University
Lecturer, University of Maryland
Senior Research Analyst, Provost's Office, Harvard University
Postdoctoral Fellow, Brookings Institution
Consultant, World Bank
Policy Analyst, National Education Association
Education Specialist, Education for All-Fast Track Initiative
Research Education Analyst, Research Triangle Institute
Director, Africa Division, American Institutes for Research
Senior Research Associate, Center on Education Policy
Program Manager, USAID/Regional Development Mission for Asia
Senior Program Officer, U.S. Department of State
Research Analyst, General Accounting Office
Program Analyst, U.S. Census Bureau
Associate Director, Confucius Institute, Pace University
Associate Director, College Board
Principal, Boston Public Schools

M.A. Graduates

PhD Student, Harvard University
PhD Student, Boston University
PhD Student, University of Washington
PhD Student, University of Maryland
Program Coordinator, Academy for Educational Development
Deputy Chief of Party, Academy for Educational Development
Communications Specialist, World Bank
Education Specialist, Education for All-Fast Track Initiative
Evaluation Project Manager, Rockman et al.
Program Officer, Asia/Pacific Fulbright Scholar Program
Manager, Eduventures
Trainer, Comcast Headquarters
Resident Director, University of Maryland
Professor, Capital Physical Education University, China
Public School Teacher, Singapore
Public School Teacher, Maryland

APPENDIX 2: M.A. AND PH.D. COURSE REQUIREMENTS

International Education Policy Concentration Masters Program

Core -- 9 credits

EDHI672 - Modes of Inquiry

Plus select two of the following courses:

EDHI605—Comparative Education

EDHI606—Political Economy of Education in a Global Context

EDHI607—Education and Culture in a Global Context

Research Courses: 3-6 credits

EDMS645— Introduction to Statistics in Education

An additional methods course if a master's thesis option is selected.

International Education Course Electives: 6-12 credits

Select two to four of the following or equivalents:

EDHI608—Gender and Education

EDHI630 —Analyzing Systemwide Education Policy

EDHI 673--Economic Evaluation of Education

EDHI682—Ecological ethics and education

EDHI 683—World Religions and Implications for Education

EDHI684—Alternative Education, Alternative Development

EDHI681—Education for Global Peace

EDHI725—Education in East Asia

EDHI 750--International Higher Education

EDPS 624--Culture in Education Policy and Practice

Disciplinary and Professional Course Electives: 3-6 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889—Internship in Education

Master's thesis or Master's paper -- Select one: 3-6 credits

EDHI679—Master's Seminar

EDHI799—Master's Thesis Research

Total Required Credits: 30 credits

**International Education Policy Concentration
Doctoral Program**

Core: 15 credits

EDHI605—Comparative Education
EDHI606—Political Economy of Education in a Global Context
EDHI607—Education and Culture in a Global Context
EDHI 672—Modes of Inquiry
EDHI 750 --International Higher Education

Research Courses: 12 credits

One quantitative course, one qualitative course, and two others in the methodological approaches most relevant to the student's research interests.

**International Education Course Electives:
Select four of the following or equivalents:**

12 credits

EDHI 608—Gender and Education
EDHI 630 —Analyzing Systemwide Education Policy
EDHI 673--Economic Evaluation of Education
EDHI 682—Ecological ethics and education
EDHI 683—World Religions and Implications for Education
EDHI 684—Alternative Education, Alternative Development
EDHI 681—Education for Global Peace
EDHI 725—Education in East Asia
EDHI 750--International Higher Education
EDHI 788—Gender, Education, and Development
EDHI 788—Globalization and Education
EDHI 788--International Education and Cultural Exchange: Policies and Practices
EDHI 788—Nonformal Education
EDPS 624--Culture in Education Policy and Practice

Disciplinary and Professional Course Electives:

12 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or from elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889—Internship in Education

Transfer from previous master's program: Maximum of 24 credits

Comprehensive Exam: 3 credits

EDHI 898—Pre-Candidacy Research

Doctoral Dissertation: Minimum of 12 credits

EDHI 899—Dissertation Research

Total Required Credits: 90 credits



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
COUNSELING AND PERSONNEL SERVICES

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Date: September 2, 2011

To: Dr. Ann G. Wylie
Senior Vice President and Provost

From: Dennis M. Kivlighan, Jr., Chair
Department of Counseling, Higher Education, and Special Education (CHSE)
College of Education

RE: Overview of Phases of CHSE Reorganization Proposals

The approval of the College of Education's reorganization plan has established the Department of Counseling, Higher Education, and Special Education (CHSE). If this proposal is approved CHSE will be comprised of three graduate programs: the current Special Education program, a modified Counseling and Personnel Services (CAPS) program, and a new program unit noted below. Our faculty members are excited about alignment of foci within these program units. The new program unit has worked all spring and summer to form their new scholarly community and design the student experience.

There were two major rationales for reorganizing the College of Education by merging departments. First, the reorganization attempts to increase focus in the college by alleviating fragmentation. Second, the merger sought to develop more economically efficient and effective departments by creating economies of scale. There are three graduate programs in the proposed department structure. Whereas having three graduate programs in one department is unusual on campus, we believe that this three program structure makes sense for the new CHSE department.

First, the proposed graduate programs in Special Education; Counseling Psychology, School Psychology, and Counselor Education; and Higher Education, Student Affairs, and International Education Policy represent separate scholarly disciplines with distinct traditions and publishing patterns. For example, faculty members in the three graduate programs never publish in overlapping scholarly journals. Second, the only common courses across the three proposed graduate programs are courses in statistics that students take in a different department in the College of Education. There is no duplication in course content across the three proposed graduate program areas. Also, there is no common course(s) that would be applicable to students in the three proposed graduate programs. Finally, there are departments across the country where there are graduate programs in both Counseling Psychology, School Psychology, and Counselor Education and Special Education and other departments that have graduate programs in both Counseling Psychology, School Psychology, and Counselor Education and Higher Education, Student Affairs, and International Education Policy. We are not aware of any departments, nationally, that combine all three graduate

areas. Even when programs are in the same department (e.g. Educational Psychology, Counseling, and Special Education at Penn State) the graduate programs are separate entities. As you will see in the proposal, each of the three graduate programs has a sufficiently large number of faculty devoted to teaching, advising and supervising in the program.

It is important to note that the new CHSE department will have a strong role in the three graduate programs. The department will assure that there are consistent processes (e.g., student evaluations, support mechanisms) and standards (admission criteria, comprehensive exams) across the three CHSE graduate programs. It is also important to note that the three graduate programs in CHSE will be much less fragmented than the current graduate programs. Faculty are working on eliminating concentrations, combining duplicative courses and creating common core courses that will be taken by all of the graduate students within a program area.

The complexities of establishing and realigning a new department from three existing entities might best be understood with an overview of the sequence of proposals that will come forward for review. This memo explains current and forthcoming proposals from CHSE.

Phase One (PCC and MHEC action needed)

1. A proposal to form a new program to be named Higher Education, Student Affairs, and International Education Policy (IEP). This proposal would split the current College Student Affairs from CAPS and split Higher Education and IEP from Education Policy and Leadership (EDPL). Further it would rename College Student Personnel to be Student Affairs and rename Higher and Adult Education to be Higher Education.
2. Concurrently, move International Education Policy from the status of a specialization in EDPL and establish it as a concentration within the new program noted in #1 above.
3. A proposal to rename the Counseling and Personnel Services program to be the Counseling Psychology, School Psychology, and Counselor Education program;

Phase Two (coming after the above realignment)

1. Curricular modifications with core course requirements and other concentration requirement changes in the new Higher Education, Student Affairs, and International Education Policy program. No new courses are anticipated.
2. Curricular modifications with core course requirements and other concentration requirement changes in the CAP program.

Cc: Elizabeth J. Beise
Donna Wiseman
Charles A. Caramello

	CURRENT		PROPOSED
Master's			
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING & APPLIED PSYCHOLOGY (rename)
	*COLLEGE STUDENT PERSONNEL (currently suspended)		*COMMUNITY COUNSELING (30 credit)
	*COMMUNITY COUNSELING		*SCHOOL COUNSELING (36 credits)
	*REHABILITATION COUNSELING (suspend & discontinue)		*SCHOOL PSYCHOLOGY (36 credits)
	*SCHOOL COUNSELING		
	*SCHOOL PSYCHOLOGY		HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
			*COLLEGE STUDENT PERSONNEL --> STUDENT AFFAIRS (rename)
82700	EDUCATION POLICY & LEADERSHIP	130401	*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM, THEORY AND DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION LEADERSHIP AND POLICY STUDIES		
	*EDUCATION POLICY		EDUCATION POLICY & LEADERSHIP
	*EDUCATIONAL TECHNOLOGY		*CURRICULUM, THEORY AND DEVELOPMENT
	*HIGHER & ADULT EDUCATION (currently suspended)		*EDUCATION LEADERSHIP AND POLICY STUDIES
	*SOCIAL FOUNDATIONS OF EDUCATION		*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION
Doctoral	CURRENT		PROPOSED
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING & APPLIED PSYCHOLOGY (rename)
	*COLLEGE STUDENT PERSONNEL ADMIN (currently suspended)		*COUNSELING PSYCHOLOGY
	*COUNSELING PSYCHOLOGY		*SCHOOL COUNSELING
	*SCHOOL COUNSELING		*SCHOOL PSYCHOLOGY
	*SCHOOL PSYCHOLOGY		
			HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
82700	EDUCATION POLICY & LEADERSHIP	130401	*COLLEGE STUDENT PERSONNEL ADMIN --> STUDENT AFFAIRS (rename)
	*ADMINISTRATION & SUPERVISION		*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM THEORY & DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION POLICY		
	*EDUCATIONAL TECHNOLOGY		EDUCATION POLICY & LEADERSHIP
	*HIGHER & ADULT EDUCATION		*ADMINISTRATION & SUPERVISION
	*SOCIAL FOUNDATIONS OF EDUCATION		*CURRICULUM THEORY & DEVELOPMENT
			*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION

BLUE --> AOCs to move from within one program to another

RED --> name change, new AOC, discontinue, etc.