



**TOPIC:** University of Maryland, College Park: Master of Arts, Master of Education and Ph.D. in Higher Education, Student Affairs and International Education Policy

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** March 28, 2012

**SUMMARY:** This proposal does not entail any changes to current specific curricula nor does it introduce new instruction; instead it is a reorganization of existing educational tracks that will facilitate the process of curriculum review. The new proposed degree program will be constructed by combining two Areas of Concentration, one from each of two programs – higher education and student affairs – with a track in International Education (IEP). The IEP curriculum has been in place for many years, and it will be formalized as an Area of Concentration. A critical trend in student affairs and higher education is to broaden inquiry into global and international dimensions of the higher education context. 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 proposed program will be slightly smaller than current student enrollments within the three concentrations and will maintain its current selectivity: expected enrollments are 30 master's-level students and 14 doctoral students annually. All three areas have strong national reputations, and taken together they receive approximately 265 master's-level applications and 170 doctoral applications annually.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Arts, Master of Education and Ph.D. in Higher Education, Student Affairs and International Education Policy

---

COMMITTEE RECOMMENDATION: \_\_\_\_\_ DATE: \_\_\_\_\_

BOARD ACTION: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

---

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

New Instructional Program  
 Substantial Expansion/Major Modification  
 Cooperative Degree Program

**University of Maryland, College Park**  
Institution Submitting Proposal

**Higher Education, Student Affairs and International Education Policy**  
Title of Proposed Program

**M.A., M.Ed., Ph.D.**  
Degree to be Awarded

**Fall 2012**  
Projected Implementation Date

Proposed HEGIS Code

**13.0401**  
Proposed CIP Code

**Counseling, Higher Education, and Special  
Education**  
Department in which program will be located

Dennis Kivlighan  
Department Contact

301-405-2863  
Contact Phone Number

[dennisk@umd.edu](mailto:dennisk@umd.edu)  
Contact E-Mail Address

Signature of President or Designee

Date

## Overview

In July 2011, the College of Education at the University of Maryland was reorganized from seven academic departments, some of which were very small, to three moderate-sized departments organized around faculty with common or complementary interests. A summary of the reorganization is provided in Appendix A. This action, a result of two years of deliberation among the CoE faculty, will result in more streamlined administrative structures and support more collaborative curriculum planning and scheduling. It will also promote interactions between faculty members with overlapping areas of interest and expertise who were previously located in separate departments. The work of restructuring the academic programs will take place over the next several years as the new departments become fully integrated.

This proposal is the first step towards reorganizing the graduate programs in one of the newly established units, the department of Counseling, Higher Education and Special Education (CHSE). This department has been formed from 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 department of Education Leadership, Higher Education, & International Education (EDHI). This new department concentrates on the preparation of researchers, policy analysts, university faculty, counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the U.S. and abroad. Merging these three departments creates opportunities to develop innovative new leadership programs in higher education and disability studies as well as expand offerings in programs to prepare leaders and practitioners in PK-16 education. There is already a strong and logical connection among several of the programs within the proposed new department. The College Student Personnel program in CAPS and the Higher Education Administration program in EDHI share a number of commonalities including students with complementary career goals and similar curriculum and coursework. Several areas of expertise in CAPS, including rehabilitation counseling, school psychology, and school counseling, share both intellectual and programmatic elements with programs in special education.

This proposal does not involve any changes to current specific curricula nor does it introduce new instruction; instead it is a reorganization of existing educational tracks that will facilitate the process of curriculum review. **A new degree program** will be constructed by combining two Areas of Concentration, one from each of two programs, with a track in International Education (IEP). The IEP curriculum has been in place for many years, and it will be **formalized as an Area of Concentration**. A critical trend in student affairs and higher education is to broaden inquiry into global and international dimensions of the higher education context. 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 initiatives from the College of Education, the University's strategic plan, and President Loh.

## Characteristics of the Proposed New Program

The name of the new program will be *Higher Education, Student Affairs, and International Education Policy*, with degree offerings at the level of Master of Arts, Master of Education, and doctoral. The proposed program will be slightly smaller than current student enrollments within the three concentrations and will maintain its current selectivity: expected enrollments are 30 Masters-level students and 14 doctoral students annually. All three areas have strong national reputations, and taken together they receive approximately 265 Masters-level applications and 170 doctoral applications annually. There are no other similar programs at the University of Maryland College Park competing for these students.

Appendix B graphically shows the reorganized structure, which will require the following actions:

1. The AOC in College Student Personnel will be moved from the program in Counseling and Personnel Services to the new degree program, and renamed to **Student Affairs**. This concentration has existed for over 50 years.
2. The AOC in Higher and Adult Education will be moved from the program in Education Policy and Leadership to the new degree program and renamed to **Higher Education**. This Area of Concentration has existed for 30 years. The remaining components of the Education Policy and Leadership degree program now reside in one of the other three departments within the College of Education, the department of Teaching Learning, Policy and Leadership. As this other department moves toward restructuring its own degree program, we expect that the degree program will be renamed to better reflect new departmental interests.
3. The existing specialization in International Education Policy will become a formal Area of Concentration, within the proposed new degree program. This track has existed for 11 years.
4. The Counseling and Personnel Services degree program will be renamed to Counseling Psychology, School Psychology, and Counselor Education, better reflecting its focus on counseling education with its remaining Areas of Concentration.

It is our expectation that once this reorganized structure is established, further curriculum changes will be undertaken to combine common parts of the curricula and introduce new elements as a result of new faculty synergy. The remainder of this document focuses on the three Areas of Concentration with the proposed new program.

## Catalog Description

(A full description of educational objectives and curricula are included in Appendices C and D.)

**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.

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 21<sup>st</sup> 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. Masters degree graduates will have professional entry-level competencies and doctoral 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.

## **General Requirements for the Degree**

### **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.)**

Doctoral students are required to take a minimum of 90 credits beyond the bachelor's degree, some of which may be satisfied by prior study. In 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.

## **Faculty and Organization**

The department of Counseling, Special Education and Higher Education 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. Of the 37 faculty within the CHSE department, five full professors, two associate professors and four assistant professors have research profiles that are closely aligned with the three Areas of Concentration in the new program. The program website contains all faculty profiles and contact information. The faculty is deeply committed to issues in diversity in all sectors, both as part of the program mission and as a core focus of its research agenda. Questions surrounding inclusive excellence, equity, culture, identity, intersectionality, and diversity are often the subject of dissertation topics of doctoral students in the program.

The program will be administered as one of three programs within the CHSE department. The program director will serve a two-year term, rotated among the three concentrations.

### **Library and Physical Resources**

Because this is a reorganization of existing tracks and not new instruction, no new library or physical resources are required to affect the proposed change. All other resource needs are covered by current faculty and staff assigned to the relevant concentrations of the program.

### **Financial Resources and Expenditures**

Again, because this is a reorganization of existing curricular tracks, no new resources are required to deliver the curricula in this reconfigured form. The tables of resources and expenditures indicate those already directed towards the three tracks that would constitute the new program.

**TABLE 1: RESOURCES**

Resources Categories	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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 Rate	\$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 <sup>1</sup>	\$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

**TABLE 2: EXPENDITURES**

Expenditure Categories	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1. Total Faculty Expenses (b + c below)	\$1,275,590	\$1,275,591	\$1,275,593	\$1,275,594	\$1,275,595
a. # FTE	11	11	11	11	11
b. Total Salary	\$1,012,373	\$1,012,374	\$1,012,375	\$1,012,376	\$1,012,377
c. Total Benefits	\$263,217	\$263,217	\$263,218	\$263,218	\$263,218
2. Total Administrative Staff Expenses (b + c below)	\$146,828	\$146,829	\$146,830	\$146,832	\$146,833
a. # FTE	2	2	2	2	2
b. Total Salary	\$116,530	\$116,531	\$116,532	\$116,533	\$116,534
c. Total Benefits	\$30,298	\$30,298	\$30,298	\$30,299	\$30,299
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	\$1,425,420	\$1,425,423	\$1,425,425	\$1,425,428

## **Appendix A: Reorganization of departments within College of Education**

As of July 2011, the College of Education at the University of Maryland, College Park, has been reorganized from seven distinct academic units into three units. The reorganization into three moderate-sized departments with an integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It is expected that such collaboration will lead to a reduction in unnecessary overlap/redundancy in course offerings and more efficient course scheduling, which will better serve student needs and interests. It will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who had previously been located in separate departments. No academic programs were restructured as part of the departmental reorganization. With the exception of one program (Organizational Leadership and Policy Studies – OLPS), all of the existing programs have moved wholesale to the new departments. Curriculum revisions will likely occur over a number of years as faculty members develop new interactions within their new departments.

Carrying out a major reorganization of this type can be very disruptive, and so the process for deciding upon the new structure was lengthy and deliberate. Formal discussions began in February 2009, using town hall meetings, focus groups, blogs, websites and small group discussions to study various possible models. The College Senate played a central role in defining the process and deciding which models to consider. Careful consideration was given to the distribution of faculty lines and academic programs, with the end result that each of the three new units is approximately equivalent in size. An attractive outcome of the chosen restructuring is that each of the three new units has both graduate and undergraduate academic programs. Established campus processes were used to change the tenure homes of all faculty to the new units. A new Plan of Organization reflecting the college's new organization has been developed.

Full documentation on the reorganization and processes followed can be found at [http://www.provost.umd.edu/ProgDocs/10-11/10043\\_EDUC\\_EDUC\\_ReorganizeEducDepts.pdf](http://www.provost.umd.edu/ProgDocs/10-11/10043_EDUC_EDUC_ReorganizeEducDepts.pdf)

The resulting new units are the following:

### **1) *Counseling, Higher Education and Special Education – CHSE***

This department concentrates on the preparation of counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the US and abroad. This department was formed from faculty in Counseling and Personnel Services, Higher and International Education (with the exception of faculty who specialize in Organizational Leadership and Policy Studies), and Special Education. It is expected that this organization will promote new research and teaching opportunities in higher education, disability studies and will strengthen an increasingly international focus consistent with the College's and the University's Strategic Plans.

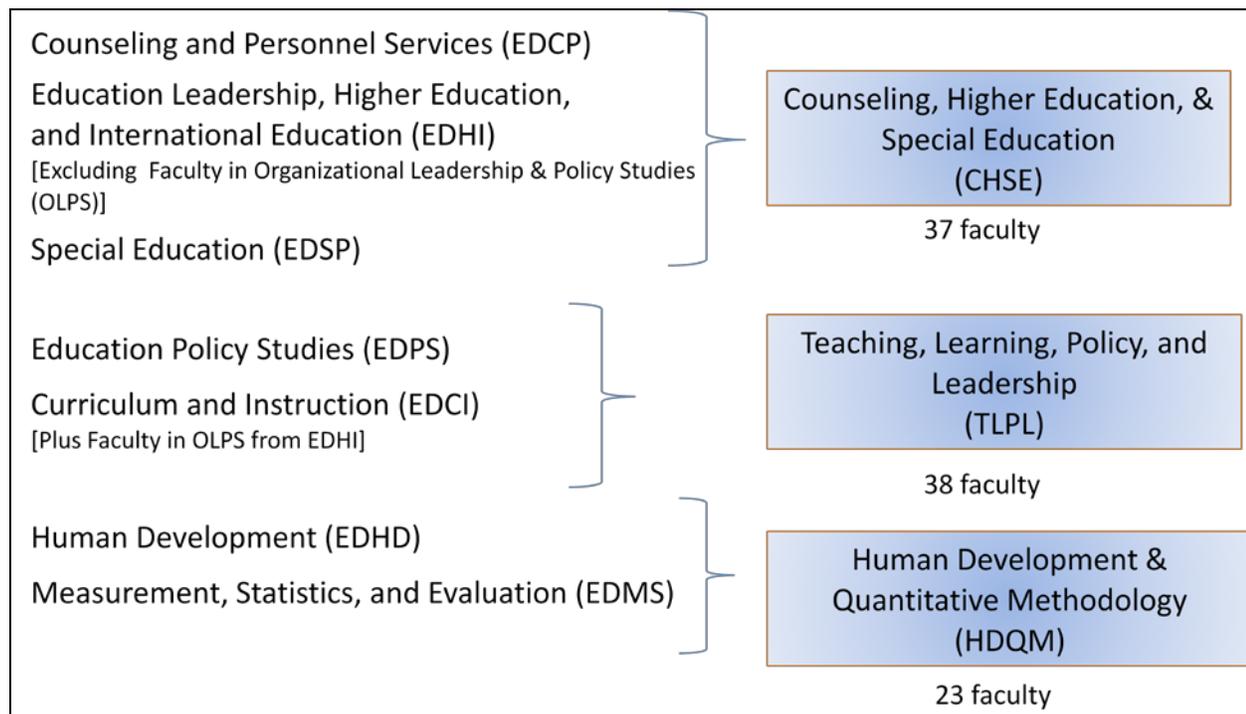
### **2) *Teaching, Learning, Policy and Leadership – TLPL***

This department incorporates teacher preparation programs in the former department of Curriculum and Instruction with faculty in Policy Studies and Organizational Leadership, who provide instruction in

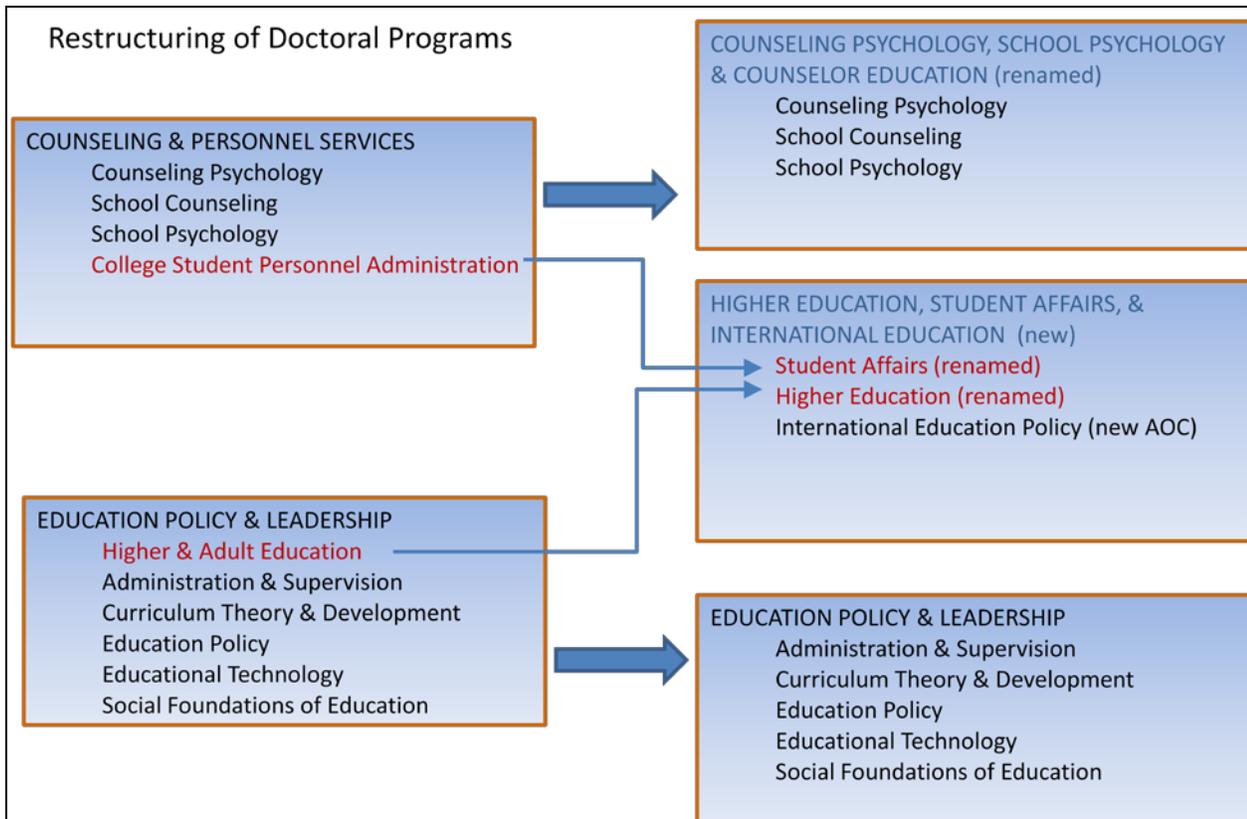
school administration and in policies and practices that promote effective schools and school systems. The department also offers education minors and General Education classes for any undergraduates who have an interest in educational issues but who may not pursue a career in teaching.

### 3) *Human Development and Quantitative Methodology – HDQM*

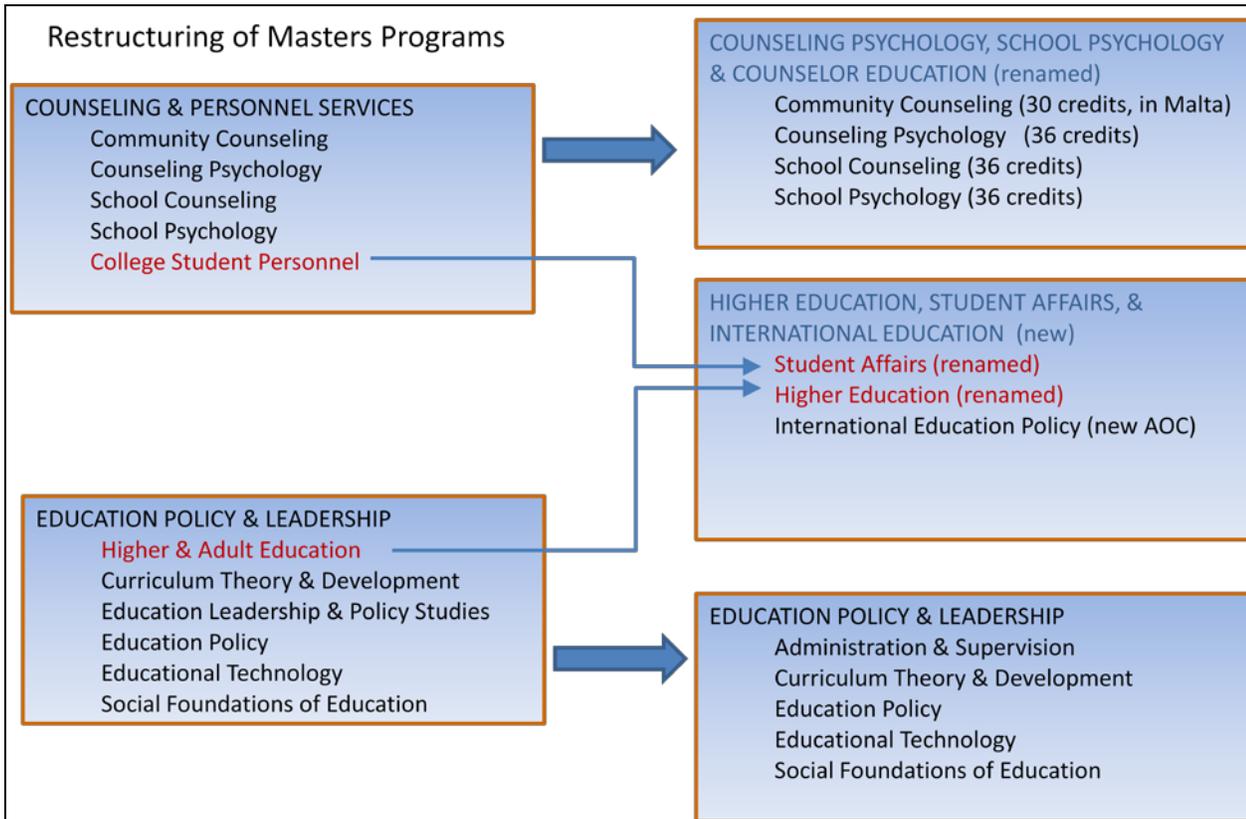
This department combines faculty in Human Development and in Measurement and Statistics, and will provide a new synergy for quantitative research in learning, cognitive and language development, and social and moral development and socialization. The department’s doctoral programs prepare students for careers in research and teaching in academic and non-academic settings. Masters’ and certificate programs provide high level training in human development theory and research and in measurement, statistics, and evaluation to individuals in a variety of professions. At the undergraduate level, the department has missions to prepare early childhood teachers through its early childhood certification program, and preparing undergraduates to conduct research in developmental science and education psychology.



**Appendix B: Restructuring Chart for the graduate programs with the Department of Counseling, Higher Education and Special Education**



**Appendix B cont'd.**



**APPENDIX C: CATALOG DESCRIPTION**  
**M.A., M. ED., AND PH.D. COURSE REQUIREMENTS BY CONCENTRATION**

**Higher Education Administration 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 Administration 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**

- 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:** EDHI 889 Internship in Education **0-3 credits**

**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**

### Program Thesis/Seminar Paper Evaluation Rubric

<b>Fail</b>	<b>Low Pass</b>	<b>Pass</b>	<b>High Pass</b>
Poorly organized	Does not 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	Weights multiple perspectives

### Comprehensive Examination Evaluation Rubric

<b>Fail</b>	<b>Low Pass</b>	<b>Pass</b>	<b>High Pass</b>
Poorly organized	Does not 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	Weights 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 D: 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><b>Measure 1:</b> 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 C)</p> <p><b>Criterion:</b> 90% of master's students will satisfactorily complete the Thesis or Seminar Paper with a rating of "Pass" or higher.</p>
	<p><b>Measure 2:</b> Percentage of graduates who attained an <i>Overall GPA of 3.0 or higher in their program of study.</i></p> <p><b>Criterion:</b> 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><b>Measure 1:</b> 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><b>Criterion:</b> 90% of Master's students will satisfactorily complete a Master's Thesis or Seminar Paper with a rating of "Pass" or higher.</p>
	<p><b>Measure 2:</b> Percentage of graduates who attain an <i>Overall GPA of 3.0 or higher in their research course requirements.</i></p> <p><b>Criterion:</b> 90% of Master's graduates will attain an overall GPA of 3.0 or higher in their required research courses.</p>
3. Students will demonstrate enhanced understanding of diversity	<p><b>Measure 1:</b> 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><b>Criterion:</b> 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
1. Students will demonstrate knowledge of content in student affairs, higher education, or international education policy.	<p><b>Measure 1:</b> Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Program Comprehensive Examination Evaluation Rubric (See Appendix D)</p> <p><b>Criterion:</b> 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of “Pass” or higher.</p>
	<p><b>Measure 2:</b> Percentage of students who successfully defend a <i>Dissertation</i> that generates or confirms knowledge in their field of study.</p> <p><b>Criterion:</b> 90% of Ph.D. candidates will successfully defend the doctoral dissertation</p>
2. Students will demonstrate knowledge of research methodologies in the fields of student affairs, higher education, and international education policy.	<p><b>Measure 1:</b> Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Comprehensive Examination Evaluation Rubric (See Appendix D)</p> <p><b>Criterion:</b> 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of “Pass” or higher</p>
	<p><b>Measure 2:</b> 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><b>Criterion:</b> 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>
3. Students will make research and or professional contributions.	<p><b>Measure 1:</b> 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"> <li>Submission of a manuscript for a peer reviewed or professional journal</li> <li>Conference or proposal preparation and/ or presentation</li> <li>Leadership role in a professional association</li> <li>Organization of research or professional conference</li> <li>Review of manuscripts, or conference proposals</li> </ul> <p><b>Criterion:</b> 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>