

Larry Hogan
Governor



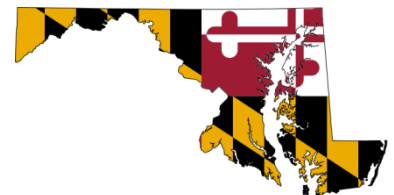
Addressing the Needs of Maryland Students in the Age of Globalization

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Executive Summary

In the 2012-2013 academic year, Maryland students studied abroad the least in comparison to neighboring states with similar demographics, such as Delaware, Pennsylvania, Virginia, and Washington, D.C. However, students who study abroad are significantly more likely to attain relevant employment after graduation, see increases in academic performance, develop valuable professional skills, and are strongly valued by American business leaders. Maryland students who study abroad not only benefit themselves in their personal development but also the State as a whole in today's increasingly competitive and global business, professional, and political climate. The continuing trend of students opting not to pursue international education options during their time in higher education stems from perceptions that study abroad programs are costly and directed primarily towards privileged students.

The Abroad Initiative for Maryland (AIM) is designed to combat this perception and advance Maryland's ability to cultivate a globally informed and skilled workforce. AIM is an annual need-based scholarship that targets students who are Maryland residents and/or are studying at a Maryland institution of higher education. This scholarship would provide a maximum award of \$1000 to students studying at a two-year institution or \$1500 to students studying at a four-year institution. To start them on the path to connecting Maryland globally, scholarship recipients will conduct an independent research study regarding an issue facing the State of Maryland that will be summarized in a 10-15 page research paper due following the completion of their stay abroad.

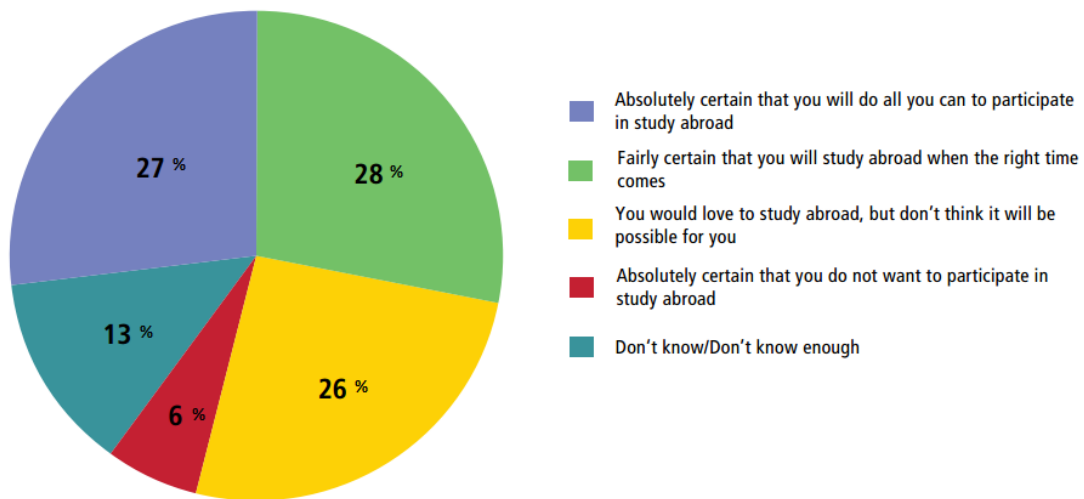
The extensive, tangible benefits to students and the State that study abroad programs provide will have a reach of over 100,000 Maryland students each year. In the process, AIM

strengthens and diversifies the development options at Maryland higher education institutions, the students, the workforce, and the State as a whole.

Problem

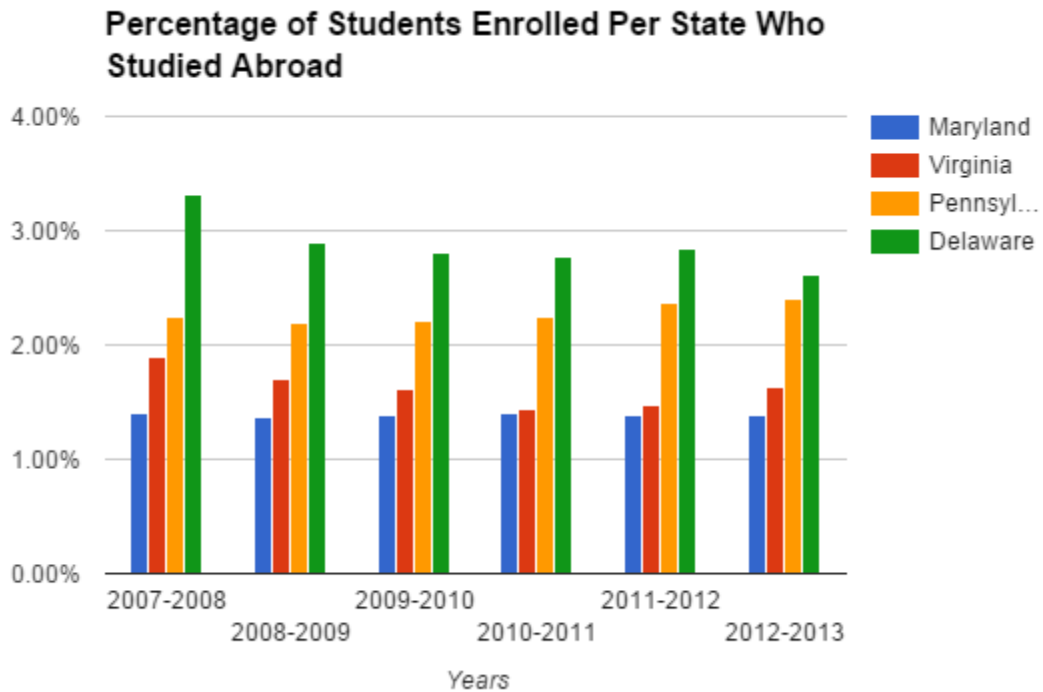
After reaching its peak in 2010-2011 academic year at 5,306 students, the number of Maryland students that study abroad has steadily decreased according to the Institute of International Education (IIE). A poll by the College Board, American Council on Education, and the Art and Science Group indicates that 81 percent of students *wanted* to study abroad during their college experience.

Chart 1: Statement Best Describing Interest in Study Abroad (percentage)



However, in the State of Maryland, a 2014 National Association of Foreign Student Advisers (NAFSA) report shows *only 1.39 percent* of students enrolled in higher education institutions studied abroad during the 2012-2013 academic year. Meanwhile, states such as Delaware, Pennsylvania, and Virginia sent 2.61 percent, 2.40 percent, and 1.64 percent, respectively, of their students abroad in the same year. Other than Goucher College, which requires its students to study abroad, only three of Maryland's 31 four-year institutions made the

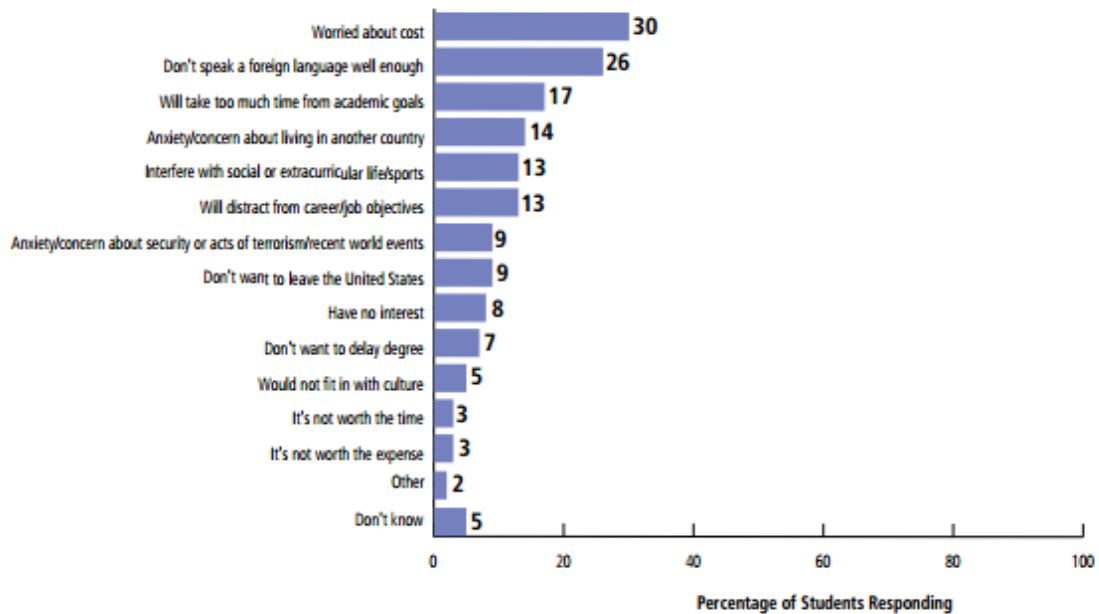
US News and World Report College Rankings List of “Most Students Studying Abroad,” with 30 percent or more of their graduating 2013 class studying abroad. These institutions were Loyola University Maryland (61 percent), McDaniel College (36 percent), and Washington College (30 percent), none of which are public colleges or universities.



Studying abroad is an opportunity most students look forward to experiencing. However, because of the additional expenses associated with studying abroad, many students, especially those from middle and lower-income families, never get to take advantage of this opportunity, and others do not even consider it. NAFSA reports only about one percent of students enrolled in higher education institutions actually study abroad each year, and under ten percent of graduates have studied abroad during their college career. Of these students, the percentage of African American and Latino American students studying abroad, 5.3 percent and 7.6 percent respectively, is significantly less than the percentage of Caucasian students studying abroad, 76.3 percent.

Although 10 Maryland colleges are members of the Tuition Exchange program with correlating study abroad institutions, one reason many students do not study abroad is the extra expenses that are required when studying abroad.

Chart 5: Reasons Students Do Not Want to or Are Unsure About Study Abroad (percentage)



Note: Base = students who do not want to or are unsure whether they want to study abroad during college. Multiple responses were accepted.

These expenses may include visa and passport fees, airfare, immunizations, and international health insurance fees. With these extra fees, studying abroad can cost a student anywhere from \$1000 to \$3000 more than their regular tuition, and this calculation does not include a meal plan, books, currency exchange rates, and miscellaneous expenses, such as traveling while abroad. In addition, many campuses such as Washington College and Towson University also charge an off-campus fee, ranging from \$150 to \$890. According to a poll by the College Board, The American Council on Education, and the Art and Science Group, the majority of students, 30 percent, cite these extra expenses as the reason they do not want to or are unsure about studying abroad (see previous page). Additionally, according to Daniel Obst, the current deputy vice president of IIE, “the perception [is] that study abroad is for wealthy white students.” Currently,

there are no state-funded scholarships to assist with these extra fees. For many students, especially those already counting on financial aid and scholarships to help with regular tuition, these extra expenses are too much for families to absorb and prevent them from studying abroad.

Benefits of Studying Abroad

Study abroad provides numerous benefits to students both before and after graduation from higher education institutions. According to a study conducted by the Institute for the International Education of Students (IES),

- 97 percent of students who studied abroad during college were able to secure a job within a year after graduation compared to only 49 percent of college graduates who did not study abroad
- 65 percent of students who studied abroad found a career position in a time frame that exceeded what they expected post-graduation
- 65 percent earned starting salaries that were on average \$7,000 higher than students who did not study abroad
- 90 percent were accepted to their first or second choice graduate or professional institution

The American Institute for Foreign Study found in a 2010 study found 84 percent of students reported that their experience helped them build valuable job market skills and 8 percent said it helped them adapt to diverse workplace environments. The University of California, San Diego in 2012 found that students who study abroad are 15 percent more likely to graduate in four years than students who do not. A 2013 study by the University of North Carolina found that, out of a polled list of 119 employers, 59 percent stated that study abroad experience would be a valuable asset to their organization. A ten-year study conducted by the Georgia Learning

Outcomes of Students Studying Abroad Research Initiative, published in 2010, found that students who studied abroad:

- were 49 percent more likely to graduate in four years and 88.7 percent more likely to graduate after six years
- Increased their mean cumulative GPA by 0.06 after studying abroad from 3.24 to 3.30
- Showed an increase in GPA of up to 0.2 points out of a 4.0 system, especially among students with comparatively low average SAT scores

Current Policy

Currently, there are two federal study abroad scholarships administered through IIE that Maryland undergraduate students can apply for: the Benjamin A. Gilman International Scholarship and the Boren Award for International Study. However, in the 2012-2013 academic year, out of 5,196 Maryland study abroad participants, only 44 Maryland students received the Gilman Scholarship and only 12 Maryland students received the Boren Award.

Maryland undergraduate students who receive Pell Grants are eligible to apply for the Gilman Scholarship, which works toward diversifying the student population that studies abroad in order to provide opportunities to students who might not otherwise study abroad due to financial restraints. Students who are currently enrolled in an undergraduate program in the U.S. are eligible to apply for a Pell Grant through the Office of Federal Student Aid to assist in covering the costs of their higher education without needing to repay the amount of their grant. The maximum award of a Pell Grant is \$5,775, but the amount varies depending on the student's financial need and cost of attendance. However, the amount of \$5,775 will not be applied to the \$1,000-\$3,000 in additional study abroad costs if a student receives a Pell Grant to cover his or her tuition, which indicates a Pell Grant alone is insufficient to fund a study abroad experience.

Funded through the International Academic Opportunity Act of 2000 and sponsored by the Bureau of Educational and Cultural Affairs at the U.S. Department of State, the Gilman Scholarship Program awards over 2,700 scholarships of up to \$5,000 per academic year to U.S. citizen undergraduates. The total amount of funding varies depending on the length of study and the student's financial need. The Gilman Scholarship Program encourages U.S. students to study abroad in non-traditional locations that are critical to the needs of the U.S. Students applying for the Gilman Scholarship who are studying languages from the list of Critical Need Languages will be considered for the \$8,000 Critical Need Language Award. However, this additional funding is extremely competitive with only 60 U.S. students having received this award in the 2013-2014 academic year.



Diversity & U.S. Study Abroad

Targeted outreach, recruitment and funding can substantially increase minority participation in study abroad.

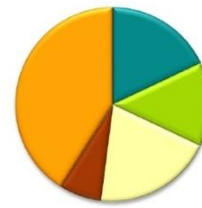
U.S. Study Abroad 2012/13
Total Minorities: 24%



U.S. Higher Education*
Total Minorities: 39%



Gilman Program 2012/13
Total Minorities 59%



■ African American ■ Asian/Pacific Islander ■ Hispanic ■ Other ■ White

*U.S. Department of Education, *Digest of Education Statistics*, 2013

The Gilman Scholarship Program has significantly increased the percentage of minorities who participate in study abroad by providing study abroad funding to students who are Pell Grant Recipients. Although minority students only comprised 24 percent of total U.S. study

abroad participants in the 2013-2014 academic year, minority students made up 59 percent of Gilman recipients, as indicated in Appendix I. Furthermore, the Gilman Scholarship Program has shifted the attention of U.S. study abroad participants to areas critical to the needs of the U.S., demonstrated by only 31 percent of Gilman recipients studying abroad in Western Europe and Oceania versus 56 percent of the total number of U.S. study abroad participants.

The Boren Scholarship incorporates a federal government service requirement that encourages students to apply the knowledge they learn abroad in a way that contributes to U.S. national security. The Boren Scholarship for undergraduate students provides up to \$20,000 in funding depending on the length of time overseas and the cost of the program with 168 recipients of the Boren Scholar Award in 2015. As the Boren promotes long-term linguistic and cultural immersion, preference is given to applicants who choose a study abroad program for a full year. Similar to the Gilman, the Boren emphasizes study abroad in areas of the world that are critical to U.S. national security

Students are selected based on their interpretation of U.S. national security in the context of their study abroad program, meaning the student must demonstrate why his or her host country is important to U.S. national security and how the student will contribute to U.S. national security upon receiving the scholarship. For example, students often write about international issues within the frame of the three broad interpretations of national security: security studies or diplomacy, international trade, and sustainable development or global disease. Past topics have included “USA-China Comparative Law,” “The Decentralization of Fishery in Cambodia,” and “Impacts of Land Use Change Global Climate in Indonesia.” In addition to recognizing U.S. national security, students must show a strong interest in public service at the federal level because it indicates the students’ willingness to work toward protecting U.S. national security

under the federal service requirement. Thus, the primary goal of the Boren Scholarship is not only to promote study abroad among U.S. students, but also to cultivate a pool of young people who are aware of U.S. national security needs, have experience in countries that are critical to U.S. national security, and are interested in working in the federal government.

The Maryland International Education Association (MIEA) Scholarship was a study abroad award to a single recipient in the 2014-2015 academic year at an amount of \$500-\$1000. MIEA was established by Maryland Commission for Celebration 2000 and the scholarship was sponsored by the Baltimore Community Foundation (BCF) and administered through St. Mary's College of Maryland. Established by the Governor Glendening in 1997, the purpose of the Maryland Commission for Celebration 2000 was to coordinate a clearinghouse of information about millennium activities statewide, including an international education website. According to its website, BCF is a philanthropic foundation created by and for the people of Greater Baltimore, where many donors join together to make the region they love a better place, today and for future generations." For the 2015-2016 academic year, 31 Baltimore students received \$216,750 in college funding through BCF donors. However, there is currently no information about the MIEA scholarship on the BCF website, the St. Mary's College of Maryland website, the Maryland Manual, or NAFSA. The lack of contact information available to the public regarding MIEA or the 2014-2015 scholarship indicates the scholarship and possibly MIEA are no longer in existence.

Solution

With thousands of cities spanning 200 countries in seven continents across the world, students studying in Australia or Zimbabwe are able to gain international experience and skills that last a lifetime. Students who study abroad return with a greater awareness of the world and

universal issues as well as gain skills such as leadership and the ability to learn and work in diverse environments.

The largest quantitative survey of study abroad alumni was conducted through the Institute for the International Education of Students (IES) , a non-profit study abroad organization that offers programs around the world. Through their 50-year alumni survey in honor of the program's 50th anniversary, IES Abroad surveyed 50 years worth of alumni to find any correlations between studying abroad and academic attainment, cultural development, career impact, and personal growth. From the findings IES accumulated, 87 percent claimed studying abroad influenced subsequent educational experiences, 98 percent reported their experience helped to better understand their own cultural values and biases, 76 percent acquired skill sets from studying abroad that helped influence their career path, and over 95 percent of participants reported that studying abroad served as a catalyst for increased maturity as well as an increase in self-confidence. The large numbers within this survey are representative of other surveys and speaks volumes of the benefits that studying abroad can have on its participants. This opportunity not only opens a door to explore the world and interact with different cultures and surroundings, but also offers individual advantages ranging from cultural development to personal growth.

Even the prestigious Gilman scholarship realizes that “international experience is critically important in the educational and career development of American students, but it can also require a substantial financial investment.” Expanding international education opportunities benefits the participants who are studying abroad and the people around them who can be directly influenced by their experiences overseas.

Through this study abroad scholarship, the goal is to provide a way for participants who are motivated and have interest in innovation to use the skills, connections, and experiences made abroad to improve the State of Maryland. The proposed policy is similar to the Fulbright U.S. Student Program in that participants receive a grant for research. However, the Fulbright U.S. Student Program is for postgraduate studies and does not require students to submit a final paper. The final paper proposed in this policy requires students to research and explore an issue affecting Maryland during their time abroad and to propose a possible solution discovered by studying the way in which their host country has dealt with the issue. By requiring a final paper that encompasses hypothetical solutions to the participant's original proposal, as well as possible detailed resolutions or ideas for implementing the proposed research, the student will bring back new ideas and/or policy that can be put into practice in Maryland.

Implementation

The proposed scholarship is open to undergraduate students who are Maryland residents and/or are enrolled in a Maryland higher education institution. Annual funds for the scholarship will begin at \$100,000 with variabilities based on changes in state budget. Funds will be appropriated from over attainment increases in State revenue and may not be taken from existing scholarship programs. To account for funding, a private institution/organization(s) shall match the State's funding of \$50,000 to reach the allotted amount. Award amounts may vary between applicants based on determined financial need. Students attending a Maryland community college who will be attending a two-year or equivalent institution may receive a maximum award of \$1000. Students studying abroad at a four-year or equivalent institution may receive a maximum award of \$1500. The extent of the award will be evaluated based on financial need as demonstrated by each student's Free Application for Federal Student Aid (FAFSA) . The award

will be delivered on a two-step basis: the initial 80 percent will be provided to the student upon acceptance of the award and the remaining 20 percent will be issued following the submission of the student's final project.

Students will be evaluated primarily based on financial need as determined by their individual FAFSA applications with priority given to Pell Grant Recipients. Students enrolled in in-State institutions will be prioritized. Historically Black Colleges and Universities will receive extended outreach. Applications will be due to their home institution's study abroad and financial aid office by March 15th and October 15th annually for the fall and spring semester programs, respectively, in the following school year. Summer program applications can be received starting February 1st. Students will be notified of their award no later than April 15th, November 15th, and March 30th for the fall, spring, and summer semesters, respectively. The scholarship is only available to students participating in single semester study abroad programs. Students who will spend more than a single semester at a foreign institution study abroad program will need to reapply for each semester and will not be given any priority in reselection. Students will be chosen by their home institution in coordination with OSFA and their on-campus financial aid office to determine financial need. Each institution will have the option of awarding up to five scholarships per academic semester, but each institution's overall participation may not exceed 15 percent of the recipients. In addition to completing their FAFSA, students will be required to demonstrate academic skill and scholastic merit. The qualifications such as a minimum GPA to prove such will be determined by the institution. Students will need to provide a letter of recommendation from an academic advisor, or an equivalent figure such as an employer or professor, and submit a one to two-page essay describing an issue affecting the state of Maryland that they wish to research in their host country

while abroad. These materials will be used to evaluate academic capability, but will not supersede financial need as the primary determinant.

Students will be selected by an extra-institutional organization with the ability to adequately monitor and analyze Office of Student Financial Assistance and FAFSA data. If possible, an existing organization that fits the needs of the scholarship is to be employed by the State. However, if no existing organization can be found, the State shall create a selection committee of its own design.

While abroad, in addition to their academic studies, students will be required to conduct an independent research study. This study will require recipients to research a predetermined subject matter of their own choosing concerning an issue affecting the State of Maryland that forms a relevant parallel in the student's host country. Students will be expected to conduct research, interviews, and other relevant tasks to complete their project. This final paper will identify the issue at hand and how it affects both the State of Maryland and the students' host country. The paper will also propose a hypothetical solution based on their academic studies in their host country, personal experiences in their host country, and available evidence about how the issue was handled in the host country and that policy's impacts. This paper is required to be a minimum of 10 pages in length, but is not to exceed 15 pages in total. The paper will be due one month after return from their host institution. If submitted late, or the submitted project is not up to the standards expected of the scholarship, a student may be denied the remainder of his or her award.

Prior to receiving the scholarship, students will establish an advisor at their home institution that will function as a guide throughout their research process. The student will be required to provide one to two page "status reports" to their advisor throughout their stay abroad.

These are to be submitted to the designated advisor at two weeks, five weeks, eight weeks, and prior to the end of the student's stay. In addition, the selected advisor is to provide basic guidance to his or her student and to relate any pressing concerns to the Scholarship Committee. The final report is to be submitted to the student's advisor who may then send it to relevant bodies in the Maryland State Government at his or her own discretion.

The option of academic course credit is available for the research portion of this scholarship. However, the student must first clear this process with his or her home institution's registrar.

Challenges

With any proposal, there are challenges that could hinder the implementation of the policy. First, a large challenge could be through the student's' academic scheduling and whether studying abroad could be made possible for students while also completing all their academic requirements before graduating. Many majors find it difficult to fit in study abroad simply because of the nature of their degree. At Notre Dame of Maryland University, nursing majors are only allowed to study abroad during the first two of four years of their education. Students following the conclusion of their sophomore year apply for nursing school where a strict and extensive course load limits study abroad options. Therefore, for a nursing major at Notre Dame of Maryland University, the student would have to plan early on if they wanted to study abroad or not. By encouraging students to study abroad in places that relate to their major along with pushing them towards planning early if they do show interest in studying abroad, universities will see an increase in study abroad participation. The AIM scholarship seeks to make study abroad more enticing to ambitious students through its independent research program. This encourages participants to apply hard earned academic and professional skills in a new setting

while also actively learning and possibly even fixing issues facing the State of Maryland.

Through the mandated application essay where students are asked to write about an issue they are interested in solving in Maryland and how they plan to solve and implement the solution through using another place as a resource, students will not only take classes for their major abroad, but also be provided the chance to help better the state of Maryland in a tangible way through their own experiences abroad. Secondly, many students who study abroad also try to acquire class credit for courses taken abroad. Transferring credits can be an arduous and difficult process in many universities simply because of the overseas communication between the student's host institution and his or her home institution. Since the scholarship proposed will be a state-funded scholarship, state schools will be more readily inclined to accept the course credit.

Alternative Solutions

Although we have presented only one solution to this problem, we did consider multiple other solutions. First, we briefly considered a student loan instead of a scholarship. However, the exact students who are targeted for this program already must acquire debt to attend college, and adding more debt is not a real solution. Additionally, we wanted this scholarship to be available to as many students as possible. Although there is no limit on the number of scholarships a student can have, undergraduate students have a limit of \$27,500 that they can borrow. Since we are hoping that this scholarship will be of assistance to students who have financial need, we did not want to impact the number of loans these students could have. In the end, we felt that a scholarship, not a loan, best served the program.

We also felt it important that the state provide a scholarship for studying abroad. Although there are numerous privately funded scholarships, having a scholarship provided by the state has two advantages: First, having a state-funded scholarship exemplifies Maryland's

commitment to and belief in the benefits of studying abroad. This type of scholarship highlights the state's place in the global economy and its commitment to building and maintaining a globally competitive workforce. By sending students abroad, the state is able to market itself to other countries and make Maryland a desirable business location. Second, a state-funded scholarship is easier to market in Maryland institutions. Although many universities and colleges have a website listing all the possible scholarships and grants available for studying abroad, such as the University of Maryland GlobalUMD Scholarships page, these websites list school scholarships first, followed by national scholarships. We believe that by having the opportunity to be listed among the first scholarships on institutions' lists we can reach more students than many privately funded scholarships.

Finally, we considered simply making a state-run website connecting students to other study abroad scholarships. However, we decided that schools already have pages similar to this, as discussed previously, and that it would not highlight Maryland's commitment to entering the global economy as well as the creation of a new scholarship. Similarly, we thought it would be more difficult for students to find a new website than to allow schools to market a new scholarship. By allowing schools to market the scholarship, we allow them to target their advertising to those students who might need the scholarship the most.

Conclusion

Study abroad is not an experience that should be unavailable to economically underserved students. In addition to being an enlightening and enjoyable adventure that generates memories for years to come, it provides tangible benefits for both academic and professional development. It leads to a more workready student that could help to lead the State of Maryland into a stronger global future. By providing this experience to more students,

Maryland shows a definitive commitment to 21st century global education. Students who participate in AIM will find themselves as high in demand assets who bring with them worldly skill and wide breadth of cultural knowledge that will benefit academics, businesses small and global, and politics statewide. It fosters a political atmosphere that shows value and support in these endeavors. In the process, the State takes a leap into the international market that is already knocking at its door.

Appendices

Appendix I - Definitions section

Academic Year: The time from the beginning of the fall semester, usually in August, to the end of the spring semester, usually in May, at an institution of higher education

Benjamin A. Gilman International Scholarship: aims to diversify the kinds of students who study and intern abroad and the countries and regions where they go by offering awards to U.S. undergraduates who might otherwise not participate due to financial constraints; sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State

Boren Award for International Study: an initiative of the National Security Education Program, provide unique funding opportunities for U.S. undergraduate students to study less commonly taught languages in world regions critical to U.S. interests, and underrepresented in study abroad

College Career: The time a student spends at an institution of higher education, usually two-four years

Financial Aid: Any grant or scholarship, loan, or paid employment offered to help a student meet his/her college expenses. Such aid is usually provided by various sources such as federal and state agencies, colleges, high schools, foundations, and corporations

Financial Need: The difference between the cost of attendance and the expected family contribution. Usually the cost of attendance refers to the total amount of education expenses (tuition, books and supplies, room and board, personal expenses, transportation expenses, etc.)

Higher Education: Education beyond high school, especially at a college or university

Higher Education Institutions: A college, university, or community college which provides education beyond the high school level

Historically Black Colleges and Universities (HBCUs): Institutions of higher education in the United States that were established before 1964 with the intention of serving the **black** community.

Institute for the International Education of Students (IES): A non-profit study abroad organization that administers study abroad programs for U.S. college-aged students

Institute of International Education: Private not-for-profit leader in the international exchange of people and ideas, collaborates with governments, foundations and other sponsors to create programs of study and training for students, educators and professionals from all sectors including the Fulbright Program and Gilman Scholarships administered for the U.S. Department of State

Maryland Students: College students studying at institutions of higher education in the State of Maryland

Pell Grant: Money the government provides for students who need it to pay for college. Grants, unlike loans, do not have to be repaid. Eligible students receive a specified amount each year under this program.

Postgraduate Studies: Involves learning and studying for degrees, professional or academic certificates, or other qualifications for which a first or Bachelor's degree generally is required, and it is normally considered to be part of higher education

Private Funded: A program which is paid for by private companies, organizations, or individuals

Scholarship: A grant or payment made to support a student's education, awarded on the basis of academic or other achievement

State Funded: A program which is paid for with funds from the state government

Student Loan: a student loan is designed to help students pay for university tuition, books, and living expenses. It may differ from other types of loans in that the interest rate may be substantially lower and the repayment schedule may be deferred while the student is still in school

Studying Abroad: Studying abroad is the act of a student pursuing educational opportunities in a country other than one's own. This can include primary, secondary and post-secondary students

The Free Application for Federal Student Aid (FAFSA): is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid

Tuition: A sum of money charged for teaching or instruction by a school, college, or university

Tuition Exchange Program: The organization Tuition Exchange Program, Inc found at www.tuitionexchange.org

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