



**CLEMSON**  
UNIVERSITY

[www.clemson.edu](http://www.clemson.edu)

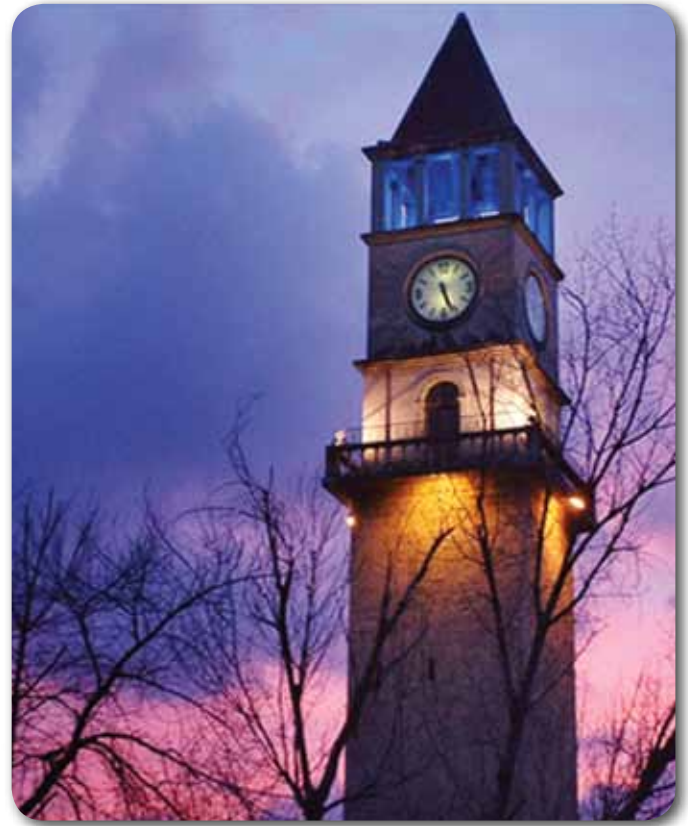
2014-2016

# Doctorate in International Family and Community Studies





# Doctorate in International Family and Community Studies



UNIVERSITETI  
MARIN BARLETI

Modern complex societies increasingly expect leaders to hold advanced degrees in order to bring sophisticated research-informed analysis to bear on pressing issues in the public, private and civil society sectors. **The PhD in International Family and Community Studies** is being offered in the Balkans since 2012. By bringing a first-rate American doctoral program directly to the region, we hope to mobilize knowledge so as to increase the regional capacity for addressing important social issues and to do so at a highly competitive price and with minimal risk of “brain drain”.

# TABLE OF CONTENTS

- **Welcome Address**
- **Program Overview**
- **Why a Doctoral Program in the Balkans?**
- **Why Choose this Doctoral Program?**
- **Who is offering this Doctoral Degree?**
- **Description of the Program**
  - **Curriculum**
  - **Course Descriptions**
- **Faculty & Staff**
  - **Principal Faculty of IFNL**
  - **Adjunct Faculty of IFNL**
  - **Staff of IFNL**
- **Admission Criteria**
- **Application for Admission**
- **Degree Requirements and Potential Waiver of Courses for Master's Degree Students**
- **Cost of Studies**
- **Quality Assurance**





## WELCOME ADDRESS

*“Understanding family and community life is an important first step in improving social conditions. Consider continuing your journey with a doctorate in international family and community studies. Because a doctorate degree provides the necessary knowledge and skills to make lasting and meaningful change, you will be positioned to make a difference on those issues which are most passionate to you”*

**Mark Small**

**Professor and Graduate Studies Coordinator  
of the Institute on Family &  
Neighborhood Life (IFNL)**



## Program Overview

The doctoral program in International Family and Community Studies is designed to educate professionals to generate, diffuse, and apply knowledge needed to strengthen communities' capacity for family support, meaningful participation, and strong relationships, including mutual assistance. The program prepares graduates as (a) scholars in interdisciplinary institutes or academic departments on child and family studies, social policy studies, international studies, or community development or (b) researchers, planners, or administrators in domestic or international governmental or non-governmental agencies concerned with children, families, and/or communities.

With its focus on family and community life, the program touches on the most fundamental aspects of people's everyday lives. Blending the humanities, the social sciences, and various professional disciplines, the program may be unique in its integration of normative analysis (i.e., philosophical, legal, and religious studies), empirical research, and community development. With a foundation in the study of human rights as applied to children and families around the world, the program builds a comparative understanding of U.S., foreign, and international law and policy on child and family issues and of the significance of democracy for the well-being of individuals, families, and communities. Students acquire an appreciation of the role of civil society (e.g., voluntary associations and nonprofit organizations) and primary community institutions (e.g., schools) in promoting and maintaining democracy. Such studies provide the foundation for an understanding of the principles and practices of community development and transformation, humanitarian assistance, and responsive human services. The important role and features of effective informal mutual assistance mechanisms in community life and their meaning for children and families are also explored.







## Why a Doctoral Program in the Balkans?

Although the Balkan countries differ in their wealth and stability, they face similar opportunities and challenges in generating, diffusing, and applying knowledge about children, family and community:

- *Children comprise a large proportion of the population. A high proportion of children in the region live in poverty or near-poverty.*
- *Other major social problems (e.g., non-enrollment in school; school and classroom overcrowding; child labor; trafficking) are serious issues in most countries in the region.*
- *The region has long been troubled by ethnic and national conflict, which re-emerged in armed conflict in some countries in the 1990s. In part as a result, trauma is an overriding issue in child development and family life in the region.*
- *Most of the countries in the region are in transition not only from Communism per se but also a regime long led by a single authoritarian leader. Therefore, with little history of community participation, there are particular challenges in relation to democratic socialization.*
- *The region faces not only the general problem of transition but also the specific needs to develop institutions to deal with children's issues (e.g., foster care; juvenile justice; pediatric health and mental health care) and to reform education in a manner consistent with democratic norms.*
- *The academy itself is facing dramatic change. Until the fall of Communism, social scientific study of childhood was largely absent from universities and research institutes, and formal education in key related professions (e.g.,*

*social work) was present rarely, if at all, in Balkan societies. However, interest in these areas is rapidly increasing.*

- *The development of the capacity for extensive child, family and community research in the Balkans is a problem of human resources (e.g., the lack of intellectual "stars" who are widely recognized as advancing particular areas of study; the small number of doctoral-level social scientists) and infrastructure (e.g., poorly developed data systems; lack of adequate band width for Internet-based communication).*

The program has strategic significance for the whole Balkan region because of its capacity building potential to develop and mobilise research based knowledge and to enhance the pool of doctoral level professionals in the field. Over time, it also has the ability to help build capacity in the region for policy interventions and evaluations in this area of nation building.

The program has the potential to make Albania a centre of excellence in policy research and social practice at the interface between education and the care and protection sectors.



## Why Choose this Doctoral Program?



- This program offers an interdisciplinary synthesis between international human rights, development issues, health policies and research.
- The program is offered by a highly reputable American institution of higher education, Clemson University, regarded as a leader in the field of education in social sciences.
- It is the first program of its kind offered in the Balkans, based in Tirana, an international city.
- Courses will be taught by CU-IFNL faculty.
- CU faculty will also supervise students' research.
- All academic staff are highly qualified and internationally experienced, in family and community studies.
- At Clemson University students will have access to an online library and an online teaching system.
- The PhD degree will be issued by Clemson University.
- Substantially reduced tuition rates will apply.
- Using a blended course format, the program generally allows you to maintain current employment.





## Who is Offering this Doctoral Degree?

**Clemson University - Institute on Family & Neighborhood Life will provide academic and research components of the program and will issue the doctoral degree.**

**Clemson University** (South Carolina, USA) was founded in 1889 as a “high seminary of learning” and first accredited in 1927. It is a well-known and highly regarded institution of higher education in the United States with many notable alumni.

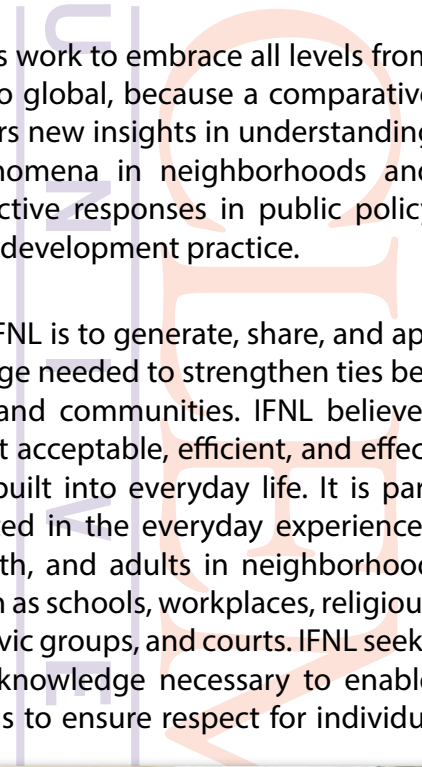
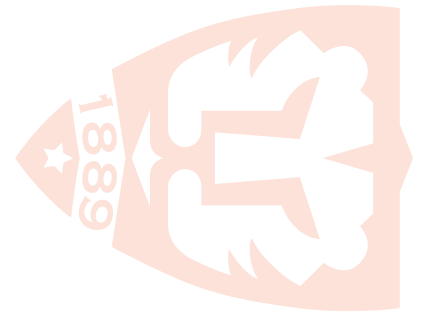
The University’s vision is to become one of the nation’s “Top 20” public universities. The university is committed to providing talent for the global economy by recruiting and graduating outstanding students: retaining faculty and staff nationally recognized in their discipline; offering exceptional educational experiences grounded in student engagement; driving innovation through research and service that solves problems, stimulates economic growth and creates jobs; and serving the public good by focusing on the great challenges of the 21st century.

Clemson University offers countless opportunities for students, faculty and community members to participate in decades of tradition, improve quality of life for their surrounding communities and pursue academic challenges. Ranked as the 21th best national public university by U.S. News and World Report, Clemson is a vibrant student-centered community that thrives on leadership, collaboration and a winning spirit – in academics, athletics and life.

To become one of the country’s top-tier research universities, Clemson University has combined the scientific and technological horsepower of a major research university with the academic and social environment of a small college. The university’s students and faculty impact lives daily with their research, scholarship and service.







## Institute on Family & Neighborhood Life at Clemson University

The Institute on Family and Neighborhood Life is a part of Clemson University and is affiliated with its College of Health, Education and Human Development.

This institute helps to generate, share and apply the research foundation for youth, family, and community development. Work at IFNL starts from the premises that strong communities support strong families and vice versa, and that both are necessary for healthy development of children and youth.

To accomplish these goals, the Institute conducts empirical research, performs policy analyses, develops and evaluates programs, and provides technical assistance and community education. It

has expanded its work to embrace all levels from neighborhood to global, because a comparative perspective offers new insights in understanding grassroots phenomena in neighborhoods and developing effective responses in public policy and community development practice.

The mission of IFNL is to generate, share, and apply the knowledge needed to strengthen ties between families and communities. IFNL believes that help is most acceptable, efficient, and effective when it is built into everyday life. It is particularly interested in the everyday experiences of children, youth, and adults in neighborhood institutions, such as schools, workplaces, religious organizations, civic groups, and courts. IFNL seeks to provide the knowledge necessary to enable these institutions to ensure respect for individu-





al dignity, enhance “natural” social assistance, to build a sense of community, to promote civic participation, and foster family and neighborhood responsibility. It also strives to understand ways that public policy supports or hinders families and neighborhoods in these tasks and to offer alternatives that foster the creation of neighborly (“family friendly”) communities.

The Institute’s work is focused on three themes. It conducts research and provides public service related to these broad topics:

- *The nature of everyday life in families and neighborhoods;*
- *The development, maintenance, and enhancement of community institutions;*
- *Current and alternative public policies supportive of family and neighborhood life.*

The Institute on Family and Neighborhood Life offers a unique interdisciplinary curriculum drawing from the humanities, social sciences, health sciences, community development, and policy studies. Graduate courses include globalization, world regions, human development, democracy and civil society, comparative social policy, community change, human rights law, humanitarian assistance, and research methods. The programs benefit current or prospective university educators, interdisciplinary researchers, NGO leaders,

government officials, community developers, social workers, psychologists, public health workers, and others.

**University Marin Barleti will handle administrative arrangements.**

**University Marin Barleti (UMB)** is a private institution of higher education located in Tirana, capital of Albania. It was founded and licensed in 2005



by Marin Barleti Ltd, which is part of the DUDAJ Group.

As a licensed and fully accredited higher education institution, the University seeks to provide opportunities to engage in life-long learning for all who are able to benefit from a higher education. With modern campuses situated alongside Tirana National Park and in the suburb of Selite, the University enjoys excellent facilities and students encounter an open and friendly environment supportive of learning, networking and social experience.







University Marin Barleti is unique in the Albanian context in seeking to combine the principles of classic liberal scholastic endeavor – with its ideals of independent critical inquiry and free-thinking – with the fundamental qualities of mind and entrepreneurial spirit that can be harnessed to fuel personal and professional advancement as well as seeing and approaching the world in a way that truly benefits others. By offering majors and minors and incorporating internships, work placements and experience in industry and commerce, degrees of UMB combine academic challenge with the training and skills that will equip students for future employment.

University Marin Barleti operates as an independent higher education institution. As such it is politically non-aligned and able to work to the benefit of society in a number of inter-related ways:

- *as a vehicle for mobilizing knowledge and creating sustainable intellectual capital;*
- *as a critical partner of government with a capacity to appraise and guide policy;*
- *as a resource for generating and sustaining economic development;*
- *as a source for cultivating democratic ideals and standards.*

UMB offers quality teaching from highly competent staff many of whom are respected academics who hold degrees from international universities. This university is committed to preparing and developing students for the world of work and to maintaining a high graduate employment rate with our graduates securing jobs in influential positions in the world of business and public administration.





CLEMSON UNIVERSITY



# Description of the Program

## Curriculum Scheduled Course Offerings

### 1st Year Students

#### Fall

FCS 810 *Life in Global Community*

FCS 830 *Community Development*

FCS 892 *Research I*

#### Spring

FCS 811 *Human Development*

FCS 831 *Community Transformation*

FCS 892 *Research II*

#### Summer (\*offered every other year)

FCS832 *Human Services\**

FCS851 *Int'l Law and Policy on Children's Issues\**

### 2nd Year Students

FCS820 *Human Rights Law*

FCS 836 *Cultural Area Studies*

FCS840 *Topics in Social & Int'l Research*

Research Course Elective\*

*Language Requirement*

*Language Requirement*

*\*(Research Course taken from other departments)*

#### Summer (\*offered every other year)

FCS 852 *Right to Health\**

FCS 833 *Humanitarian Assistance\**

### 3rd & 4th Year Students

891 *Research Project*

890 *Independent Study*

Comprehensive Exam

991 *Dissertation*

991 *Dissertation*

\*Required courses listed in italics.

\*Language Requirement may be waived for bilingual students, satisfied by undergraduate classes, or waived through testing.



# Course Descriptions

## Family and Community Life (9 credits)

- ***FCS 810 Life in the Global Community (required)***

Examines the global perspectives and trends related to the social, psychological, economic and physical well-being of children, youth and adults, and selected organized groups including the family, primary institutions of society and civil society; examples of accommodation and resistance to globalization; examination of the tensions among the needs of today's marketplace, society, individuals, and families; analysis and comparative review of the effects of globalization on everyday life in selected countries.

- ***FCS 811 Human Development and Family Life in Cultural Context (required)***

Examines the cultural context in human development and family life; the effects of culture on physical, cognitive and social development; analytic and comparative review of the influences of different environmental experiences on individual and family functioning; practical applications of a cross-cultural perspective on human and family development; examines the state of human development around the world and the effects of globalization on human development in the USA and selected cultures abroad. Prerequisite: FCS 810 or consent of instructor

- ***FCS 836 Cultural Area Studies (required)***

Expands students' knowledge of the nature of family and community life in various regions of the world (e.g., Eastern Europe; Middle East; Latin America; the Caribbean). Topics include political, social and economic trends; social and political transformation; cross cultural issues; globalization; human rights; and civil society.

## Human Rights and Social Justice (6 credits)

- ***FCS 820 International Human Rights Law (required)***

Examines international human rights law. Attention is given to the origins of international human rights, the emergence of international human rights law, issues related to the implementation of international human rights law, the position of the U.S. regarding the ratification of human rights treaties, processes for monitoring and implementing human rights around the world, and the treatment of human rights in the courts. Topics include a discussion of key principles underlying treaty provisions and trends in the development of treaties.

- ***FCS 851 International Law and Policy on Children's Issues (elective)***

Comparative analysis of law and policy on children's issues. Attention is given to relevant international instruments, particularly the Convention on the Rights of the Child and to related concepts in the law and policy of various nations, including the United States.

- ***FCS 852 The Right to Health (elective)***

Examines the relationship between health and human rights with an emphasis on the application of a rights-based approach to health-related interests of children, families and communities. Topics include discussion of the content and contours of a right to health and of emerging trends in health and human rights. Prerequisite: FCS 820 or consent of instructor.



### Community Development and Policy Analysis (9 credits)

- **FCS 830 Community Development: Principles and Practices (required)**  
Comparative theory and practice of community development, community building and community transformations that support child, youth and family well-being; U.S. community development examples with selected examples from other nations.
- **FCS 831 Community Transformation (required)**  
An advanced course on community transformation theories, theologies and practices; discussion and illustration of major paradigm shifts within the last three decades in the way community development is thought about and done; case studies on community transformation from selected nations. Prerequisite: FCS 830 or consent of instructor.
- **FCS 832 Policies and Programs in Human Services (elective)**  
Examines the philosophy, theories, and principles for organizing human services in and across selected nations, emphasizing strategies for and barriers to the development of collaborations among and between governmental and non-governmental organizations. Of particular interest are child and family support at the community level (e.g., neighborhood, village, and township); poverty alleviation; healthcare; early childhood education and care; and old age assistance.
- **FCS 833 Humanitarian Assistance (elective)**  
Introduction to humanitarian assistance with a special emphasis on the study of relevant terminology and concepts associated with refugees and internally displaced people. Topics covered include historical background, current status, determinants, legal issues, and health and social service delivery. Considerable use made of current and past refugee/IDP situation examples and of ethno-political conflicts and terrorism as major sources of humanitarian crises. Prerequisite: FCS 830 or consent of instructor.

### Research Methods (12 credits)

- **FCS 892 Research Design and Quantitative Methods I (required)**  
The course surveys the process and techniques of social research, with an emphasis on quantitative and mixed designs. Topics include the nature of inquiry and research fundamentals; measurement; sampling; methods of data collection; and research design. Particular attention is given to issues in conducting research in international settings.
- **FCS 892 Research Design and Quantitative Methods II (required)**  
This course covers topics in multivariate research design, emphasizing the elements of research critical to selecting an appropriate design. The course reviews the principal research designs. Special attention is given to community-based and field research, and research in international settings. The course is a combination of lecture and discussion.
- **FCS 840 Topics in Societal and International Research (elective)**  
Covers selected topics in research design and data analysis with attention to community-based and field research, and research in international settings.





### Suggested Potential Research Elective Courses:

- **ANTH 603 Qualitative Methods (elective)**

Methods and techniques of qualitative field research including participant observation, ethnographic interviewing, data analysis and report writing.

- **SOC 805 Evaluation Research (elective)**

Research methods and techniques of computer-assisted data management and analyses used in evaluating policies, operation, organization and effectiveness of social programs in the private and public sectors; microcomputer software packages available for these purposes.

- **SOC 803 Survey Designs (elective)**

Survey research design principles, procedures and techniques used in applied sociology; instrumentation; data collection, management and interpretation.

### Language Requirement (6 credits)

Language requirement may be waived for bilingual students, satisfied by undergraduate classes or waived through testing.

### Research (up to 24 credits) Minimum 18 credits

- **FCS 991 Doctoral Dissertation (18 credits)**  
*[Taken after advanced to candidacy]*

### Total 60 Comprehensive Examination

Once coursework is complete, students must take a comprehensive examination. The comprehensive examination, also referred to as a qualifying examination, is a major step on the way towards earning your PhD. The comprehensive examination is a University-required component of the

doctoral program of study. The goals of the comprehensive exam process are:

- (1) To demonstrate integration and synthesis across and beyond specific course content;
- (2) To enhance professional expertise and research competency in targeted subject matter areas;
- (3) To articulate a critical understanding of the PhD program's mission and values, including individual, family and community function within and across systems/relationships and their effect upon quality of life; and
- (4) To demonstrate professional potential of research competencies. Students who pass the comprehensive examination are advanced to candidacy and proceed to the dissertation.

### Course Delivery Model

The instructor of record for each class will be either a "regular" member of the Clemson faculty or an analogously qualified adjunct or visiting professor.





The curriculum will be delivered in a “blended” format through a combination of on-site lectures and on-line distance education. On-line instruction may be asynchronous (e.g., student access to archived materials) or synchronous (e.g., “live” individual and group meetings through Skype and Adobe Connect). The language of instruction will be English.

Classes will be held on the campus of Marin Barleti University in Tirana and possibly at other sites in the region as the program expands.

## Faculty

The faculty of IFNL is distinguished and diverse. Faculty members have held leadership positions in national and international organizations, have received numerous awards and have generated millions of dollars for grant funded programs. The principal faculty have graduate degrees in law, nursing, psychology and social work.

There are also about 27 adjunct faculty members who are leaders in higher education and/or public administration around the world.

The faculty is united by a concern for human rights and quality of life (especially in regard to protection of important relationships within the context of primary institutions), an interest in thoughtful application of such ideas in policy and practice, and a commitment to service, both locally and internationally.

## Principal Faculty

- **James R. McDonell**, Associate Professor and Interim Director of the Institute
- **Mark A. Small**, Professor and Associate Director of the Institute
- **Vicki Flerx**, Research Assistant Professor
- **Bonnie Holaday**, Professor
- **Susan P. Limber**, Dan Olweus Distinguished Professor
- **Arelis Moore**, Research Assistant Professor
- **Patricia Stone Motes**, Research Professor
- **Joyce A. Ott**, Research Assistant Professor
- **J. Marlene Snyder**, Research Assistant Professor
- **David Taylor**, Research Assistant Professor
- **Marian Turcan**, Research Assistant Professor





## Adjunct Faculty

- **Ferid Agani**, MD, PhD, Professor of Psychiatry, University of Pristina; Minister of Health, Kosovo
- **David Anderson**, PsyD, Executive Director, Lydia Home Association, Chicago
- **Asher Ben-Arieh**, Senior Lecturer in Social Work, Hebrew University of Jerusalem; Director, Haruv Institute, Jerusalem
- **John Berman**, PhD, Professor of Psychology, Skidmore College
- **Odile Camilo**, PhD, Provost, Ibero-American University (Dominican Republic)
- **Ferran Casas**, PhD, Professor of Psychology, University of Girona (Spain)
- **Jitka Dvořakova**, PhD, faculty member in Social Work, University of South Bohemia (Czech Republic)
- **Katherine Hawkins**, PhD, Dean, College of Humanities and Social Sciences, Radford University
- **John Gal**, Associate Professor of Social Work, Hebrew University of Jerusalem
- **Edlira Haxhiymeri**, PhD, Associate Professor of Social Work and former Provost, University of Tirana, former Deputy Minister of Education, Albania
- **Mati Heidmets**, PhD, former Rector and current Director, Centre on Educational Policy, Tallinn University; former domestic policy advisor to the Estonian Prime Minister
- **Natalie (Lee Jane) Kaufman**, PhD, Professor Emerita of Political Science, University of South Carolina
- **Robin Kimbrough-Melton**, JD, Senior Instructor of Pediatrics, Kempe Center, University of Colorado, Denver
- **Osnat Lavenda**, PhD, Adjunct Professor, Institute on Family and Neighborhood Life, Clemson University
- **Anet Louw**, PhD, Associate Professor of Psychology, University of the Free State (South Africa)
- **Dap Louw**, PhD, Senior Professor, University of the Free State (South Africa)
- **Anthony Marsella**, PhD, Professor Emeritus of Psychology and past provost, University of Hawaii
- **Gary Melton**, PhD, Professor of Pediatrics, Kempe Center, University of Colorado, Denver
- **Nikoleta Mita**, PhD, Professor of Psychology, University of Tirana (Albania)
- **Adéla Mojžíšová**, PhD, Vice Dean for development and outside relations, University of South Bohemia (Czech Republic)
- **Virginia Murphy-Berman**, PhD, Visiting Professor of Psychology, Skidmore College
- **Usha Nayar**, Ph.D., Deputy Director (provost), Tata Institute of Social Sciences (India)
- **Dan Olweus**, PhD, Research Professor, Center for Research on Health Promotion, University of Bergen
- **Kathleen Robinson**, PhD, Adjunct (retired) Professor, Institute on Family and Neighborhood Life, Clemson University
- **Francis Rushton**, MD, Pediatrician, Beaufort, SC
- **Anna Skorsireva**, MD, PhD, Adjunct Professor, Institute on Family and Neighborhood Life, Clemson University
- **Rose September**, PhD, Director, Professor of Social Work, University of the Western Cape (South Africa)





## Staff

- **Lydia Arneson**, Information Resource Consultant
- **Shelli C. Charles**, Research Associate and Program Manager
- **Paulette Grate**, Community Outreach Worker
- **Pat Hucker**, Grants Coordinator
- **Linda L. McGee**, Information Resource Coordinator
- **Jane Riese**, Director of Training, Olweus Bullying Prevention Program
- **Stacey Scott**, Coordinator of Safe Families
- **Darlene Sentell**, Administrative Assistant
- **Dana Southern**, Community Outreach Worker
- **Janine Sutter**, Community Outreach Worker
- **Jessi Wilson**, Administrative Coordinator

## Admission Criteria

- For this program, applicants are welcome from a background in the social sciences, human studies, law sciences, medicine and, international studies. It needs to be stressed that possessing the relevant professional, academic and research experience is deemed to be extremely important to qualify for admission to the program.
- Prospective students may apply from all of the Balkan countries.
- Applicants must hold a master's degree from an accredited degree program. In addition to strong academic performance, experience in

volunteer and/or professional public service is desirable.

- Applicants must submit three letters of recommendation from professionals familiar with the applicant's academic work and/or community service.
- Applicants must submit a 500-word essay on the applicant's career aspirations and goals and their relation to this graduate program.
- Students for whom English is not the first language are also required to submit scores for TOEFL ([www.ets.org/toefl](http://www.ets.org/toefl)); IELTS ([www.ielts.org](http://www.ielts.org)), or PTE- ([www.pearsonpte.com](http://www.pearsonpte.com)). In cases where proficiency in English can be shown by a demonstrable record of use of English in a professional setting, this requirement may be waived for applicants.
- For applicants who hold a Master's degree, scores from the GRE (Graduate Record Exam) are not required.



## Application for Admission

All applications for admission into the Ph.D. program must be submitted online in this address: <http://www.grad.clemson.edu/admission/>.

If having difficulty applying, please contact [msmall@clemson.edu](mailto:msmall@clemson.edu).



## Degree Requirements and Potential Waiver of Courses for Master's Degree Students

- A total of 60 credits are required to earn the Ph.D. in International Family and Community Studies at Clemson University for students entering with a Master's degree.
- For students entering with a Master's degree, some course requirements may be waived when there is a sufficient overlap with previous coursework taken. A maximum of 30 credits may be waived for students entering with an appropriate Master's degree for relevant coursework and research experience.
- Accordingly, doctoral students entering the program with a Master's degree must complete a course of study with a minimum of 30 credits past the Masters degree, inclusive of doctoral dissertation research credits. A minimum of 18 of these credits must be for doctoral dissertation research.

## Cost of Studies

### Admissions Costs

Application Fee: \$90

English Testing:

TOEFL (according to the domestic fee)

IELTS (according to the domestic fee)

Pearson (according to the domestic fee)

### Tuition Costs

Credit Cost:	\$300 per credit.
Course cost (3 credits)	\$900
Semester Fees:	\$135
Total Costs for 3 course (9 credit) semester:	\$2,835

## Quality Assurance

### Quality of Clemson University

Clemson University is an American higher education institution accredited by the Southern Association of Colleges and Schools, Commission on Colleges. It is accredited to award the bachelor's, master's, education specialist and doctoral degrees.

Clemson is one of the top academic institutions in the United States. It is a nationally ranked research university that remains a student-centred community of learning enjoying a low student-to-faculty ratio and high graduation rates.

The Graduate School welcomes highly qualified students from around the world to Clemson to pursue graduate studies and research. It seeks to bring together the world's best students and faculty in an educational environment where students and teachers share in research, exploration and inquiry.

The Institute of Family and Neighborhood Life is affiliated with the College of Health, Education and Human Development at Clemson University: the college strives for excellence in teaching, research and outreach/service while developing human potential.

With its distinguished academic tradition and international reputation, Clemson University provides a rigorous intellectual setting for doctoral studies research training.



CLEMSON  
UNIVERSITY

## Quality of University Marin Barleti

University Marin Barleti is accredited by the Public Agency of Accreditation of Higher Education (Albania) from 2009. The Government has recognized its quality as an institution of higher education and the quality of the degree programs it provides.

Based on the first ranking of study programs undertaken in July 2011 in Albania by the Public Agency of Accreditation of Higher Education and the Center for Development of Higher Education (Germany), MBU was ranked in the upper group for teaching, international orientation, reputation in research, best facilities, square meters per student and best research publications.

With its distinctive profile, University Marin Barleti enjoys high level access to policy communities and the public services sector in the Balkans' region allowing it to broker contacts and leverage support for contextually grounded individual research projects.







## Contact address:

### Clemson University

Graduate Studies Coordinator

**Mark Small, J.D., Ph.D.**

Institute on Family & Neighborhood Life

Clemson University

225 S. Pleasantburg Drive, Suite B-11

Greenville, SC 29607

Tel: 00 1 864-250-4623

E-mail: [msmall@clemson.edu](mailto:msmall@clemson.edu)

### University Marin Barleti

Doctorate Studies Administrative Coordinator

**Migena Kapllanaj, M.Sc**

Department of Sociology, Psychology &  
Education

University Marin Barleti

Rr. Frang Bardhi, Selitë, Tiranë

Tel: +355 42 4500 974 / 999

E-mail: [doctorate.ifcs@umb.edu.al](mailto:doctorate.ifcs@umb.edu.al)





