

Doctor of Philosophy, Student Affairs Concentration

Higher Education, Student Affairs, and International Education Policy Program
Department of Counseling, Higher Education, and Special Education
College of Education • University of Maryland, College Park

The doctoral curriculum in Student Affairs prepares student development educators and administrators for professional work in institutions of higher education. The doctoral concentration is enriched by our alignment with the Higher Education and International Education Policy emphasis in our degree program, as well as the unique resources in the Washington, D.C.- Baltimore area including government agencies, professional associations, and a variety of higher education institutions.

The concentration is designed to assist doctoral students in developing as expert practitioners, administrators, researchers, and university faculty. Entrance requirements include a master's degree in college student personnel/student affairs, higher education, counseling, or a closely related field.

Premises of the Concentration

Important assumptions and values inherent in the doctoral concentration in Student Affairs are represented in the following principles.

1. An in-depth knowledge and understanding of college student development is central to our doctoral concentration.
2. Our concentration is committed to the consideration of social justice and to the recognition of social identity and intersectionality. The concentration provides for the development of an awareness and appreciation of diversity, a commitment to social justice, and the development of strategies to enhance learning in an environment that respects individual differences and cultural diversity.
3. Research and assessment are emphasized as a core of our concentration and are infused throughout the curriculum. We support inquiry using both qualitative and quantitative methods and methodologies. The student and advisor should determine which courses are most appropriate for the student's goals. Research and program evaluation experiences are available through apprenticeships and related opportunities. The dissertation also constitutes a major research activity.
4. The importance of leadership and consultative and interactive processes necessary to work with individuals, groups, and organizations is reflected in the concentration.
5. Professional seminars serve as a foundation for students beginning the doctoral concentration, as an on-going opportunity to stay abreast of current professional issues including a capstone experience for students toward the end of their doctoral course work. Professional seminars also provide a way of developing community among graduate students in our concentration and with other doctoral students in Higher Education and International Education Policy.
6. Through an individually-designed selection of courses termed a professional concentration, the student is provided an opportunity for in-depth study in a specialized area of personal interest related to student affairs administration and other professional goals.
7. Internships and apprenticeships enable doctoral students to gain additional supervised work experience to extend theory from course work into practice and to add breadth as well as depth to their academic programs.

8. Teaching opportunities provide doctoral students with an increased understanding of undergraduates' classroom experiences and the relationship with their co-curricular experiences. Teaching experience facilitates more effective communication with faculty and persons in academic affairs. Opportunities exist for teaching undergraduate courses in career development, peer counseling, leadership, and orientation. Opportunities also exist to teach in the master's concentration.

9. Each student's program of study is designed with full consideration given to previous student affairs work experience and previous academic course work in college student development theories, counseling theory and practice, organization and administration of student affairs and student services, and research and evaluation.

Description of the Curriculum

Course Requirements: The doctoral curriculum has a central core including courses that explore college student development and student learning at an advanced level. The student and advisor will determine the range of research methods and methodology courses that lead to successful dissertation research and career goals. Electives and a professional concentration allow an individually designed academic experience including additional methods courses.

In addition to concentration requirements, students are strongly encouraged to select other courses for concentration enrichment. Students are also encouraged to select courses outside the College of Education when possible, especially in disciplines such as psychology and sociology, which serve as foundations for student development theory and student affairs practice.

Concentration Planning: The concentration represents approximately 54 hours of course work and 12 hours of dissertation beyond the master's degree. A student with an assistantship or fellowship can complete minimum course work requirements in two-and-a-half years after admission. A longer period of time is required for students needing some prerequisites or attending part time. Certain courses must be taken sequentially and may not be offered each semester or every academic year.

Concentration planning should be done in consultation with one's concentration advisor to design a program of study that meets the student's needs and goals and the Student Affairs Concentration requirements. The planned student program is developed after the first semester enrollment and becomes a part of a formal Advancement to Candidacy process. A student must be admitted to candidacy for the doctorate within five years after admission to the doctoral concentration including passing Comprehensive examinations and filing an approved research competency, although the College of Education requires that students must submit their application for program approval sometime after 12 semester hours but not more than 21 hours of doctoral courses have been completed.

A student whose academic record includes a course comparable in content to the course required may request a waiver by submitting appropriate documentation to the student's advisor.

Doctoral Comprehensive Examinations: The College of Education requires that doctoral comprehensive examinations be taken before the student's advancement to candidacy. Doctoral students in Student Affairs must complete foundational coursework and a research competency prior taking the comprehensive examination. The examine will be offered in the summer before the dissertation proposal seminar as a bridge to the dissertation experience. Refer to the SA Doctoral Comprehensive Examination Guidelines for more information.

Research Competency: All students must demonstrate research competency prior to Advancement to Candidacy. Students who completed a master's thesis involving an empirical investigation may submit it for review to satisfy the research competency. Students who did not complete such a thesis or students whose thesis does not meet the criteria for research competency must demonstrate research competency by conducting an empirical study of equivalent complexity. Students are strongly encouraged to complete the research competency early in their concentration.

Advancement to Candidacy: In order to advance to candidacy, students must have completed the research competency and successfully passed the doctoral comprehensive examinations. Students may not have incomplete grades in any attempted courses. One must advance to candidacy in order to hold a dissertation proposal meeting.

Other Concentration Requirements: Other concentration requirements are provided in the College of Education Student Handbook and the Graduate School Catalog. Students are responsible for consulting these and other appropriate documents as well as their advisor, Student Affairs policies, the CHSE Department, the College of Education Graduate Studies office, and the Graduate School to keep abreast of degree requirements, policies, and procedures.

COURSEWORK:

Core Courses (18 credits)

Professional seminars serve as a foundation for students beginning the doctoral program, as an on-going opportunity to stay abreast of current professional issues, and as a capstone experience for students toward the end of their doctoral course work. The first year seminar is taken with new doctoral students in higher education and those in international policy planning a higher education career. The core also includes theoretical foundations of student development, social justice, and student learning.

EDCP 870	First-year Doctoral Seminar	3 credits
EDCP 871	Professional Capstone Seminar	3 credits
EDCP 774	Advanced Seminar in College Student Development Theory	3 credits
EDCP 775	Facilitating Student Learning in Higher Education	3 credits
EDCP 776	Social Justice in Student Affairs	3 credits
EDHI 750	International Higher Education	3 credits

Research and Evaluation (18 credits plus 12 credits of dissertation)

These requirements encompass course work in qualitative and quantitative methods and methodologies as well as research design, and a doctoral dissertation. Work in this area is predicated upon previous graduate-level course work in research methodologies. An advanced methods course must be taken generally in methods to be used in the student's dissertation.

EDHI 672	Modes of Inquiry in Education Research	3 credits
EDCP 742	Examining College Environments and Outcomes	3 credits
EDCP 772	Research in Student Affairs	3 credits
EDCP 773	Designing Qualitative Research in Counseling and Student Affairs Contexts	3 credits
TBD	One course in Quantitative Methods*	3 credits

TBD	One Advanced Research Methods/ Methodology Course*	3 credits
EDCP 899	Dissertation	12 credits

* Note: These courses may have prerequisites

Professional Concentration (9 credits)

This concentration consists of a minimum of three courses, or 9 hours beyond the core courses and research requirements. This concentration should be defined by the student and his/her concentration advisor based upon the student's professional goals and interests; it is an opportunity for the student to develop a particular area of expertise. To add breadth to their understanding in their area of concentration, students are encouraged to select appropriate courses from outside the College of Education. Examples of professional concentrations include student affairs research, teaching, social justice in student affairs work, leadership and organizational development, or a focus on a social group identity. The internship may not count as one of these three courses.

Electives (9 credits)

Electives provide the opportunity to explore timely courses, add breadth to the academic program, and to engage in field work experiences. A minimum of three graduate-level courses are required.

Optional Internship (3 credits)

Options for electives include EDCP 889 (3 credits) : Doctoral students often find it helpful to engage in significant professional internship. Each internship will be individually designed, dependent on that particular student's professional goals and on his/her previous and current experience. Requirements for the internship will take into consideration the student's previous professional experience, current assistantship or work experience, and professional goals. The nature of the work experience and the degree of supervision will be related to the scope of the additional experience required in the doctoral internship. See the Doctoral Field Work Manual on the SAC website for more details. The internship may count as one of the general electives noted above.

Note: Students enrolled in the concentration prior to the effective date of this curriculum change may complete their concentration under the old requirements if they wish.

Summary of Credit Hours Required In the Ph.D. Curriculum

Total Credit Hours Required	
Core Courses	18
Research and Evaluation	18
Professional Concentration	9
Electives	9
Dissertation	12
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GRAND TOTAL OF HOURS REQUIRED BEYOND THE MASTER'S DEGREE	66

Sample Schedule for Full-time PhD student

Academic Term	Course number
Fall #1	EDCP 870 EDCP 776*/EDCP 775* Quantitative Methods
January Term #1	Concentration/Elective**
Spring #1	EDHI 672 EDCP 773 Concentration/Elective
Summer #1	Concentration/Elective
Fall #2	EDCP 776*/EDCP 775* EDCP 774** Concentration/Elective
January Term #2	Concentration/Elective
Spring #2	EDHI 750 Advanced Methods Course Concentration/Elective EDCP 742
Summer #2	Concentration/Elective
Fall #3	EDCP 772 EDCP 871 Concentration/Elective
Spring #3	Concentration/Elective
Fourth year	EDCP 899 Dissertation

* these courses are offered in alternate years

** there are ample opportunities to complete the 6 courses (18 credits) of electives or professional concentration courses