SAC @UMD STUDENT HANDBOOK

2024-2025

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FROM COLLEGE STUDENT PERSONNEL TO THE STUDENT AFFAIRS CONCENTRATION:

An Ongoing (Condensed) History

The Early Years – 1959 to 1986[1]

With the offering of EDUC 228, the subject of college student personnel was introduced in 1958 to the Occupations, Guidance, and Placement curriculum in the College of Education at the University of Maryland. One year later in 1959, **George Marx** joined the program as a full-time faculty member with the responsibility to develop a curriculum specifically for College Student Personnel (CSP). Faculty such as **Thomas Allen**, **Darrell Rishel**, **Mark Hardwick**, **Margaret Bott**, **Chuck Lewis**, and **Art Levine** taught in the program as it grew over the next decade. In the 1970s and 1980s, **Lee Knefelkamp** was joined by **Cynthia Johnson** as core faculty. Lee brought a focus on student development theory. Her work with **William Perry** on cognitive development was a hallmark of the Maryland program. Numerous student affairs staff from across campus served as affiliate faculty (e.g., **Barbara Jacoby**, **Dru Bagwell**, **Linda Clement**, **Bud Thomas**) and, by budgeted assignments from the Counseling and Personnel Services (CAPS) Department, additional faculty included **Jan Birk**, **Vivian Boyd**, **Tom Magoon**, **Mary Ann Hoffman**, **Margaretha Lucas,** and others. With the departure of Cynthia Johnson, a vacant faculty line opened.

Rebirth and Growth – 1986 to 1992

In 1986, **Marylu McEwen** was hired to join Lee Knelfelkamp; however, Lee left to become dean of the School of Education at American University. Marylu then became the lone full-time faculty member for the CSP program in 1986-1987. She was joined by affiliate faculty members Bud Thomas, Thomas Magoon, and Linda Clement to form a steering committee to provide leadership to the program. In 1987, **Susan R. Komives** was hired as the second full-time faculty member for the program.

What followed was a refocusing and building period in the program. The CSP program reassessed its curriculum, expanded committees to design and implement significant aspects of program leadership, and created needed policies and procedures. The program adopted and implemented Multicultural Mission and Values Statements. In 1993, the program's emphasis on multiculturalism was recognized with the *Minority Achievement Award to an Academic Unit* from the University of Maryland President's Commission on Ethnic Minority Issues.

Maintaining – 1992 to 1997

Marylu and Susan both received tenure in the early 1990s. In the Fall of 1994, **Tamela Heath** joined the faculty as a third full-time faculty member, resulting in the shifting of assignments among the core faculty. The expansion of faculty made more electives possible, and all faculty started research teams. Marylu and Susan both served as the acting CAPS Department Chair in the 1996 calendar year. New cohorts up to this era typically enrolled 16-20 master's students and 5-7 doctoral students.

Re-centering and Renewing – 1997 to 2010

The role of program director transitioned from Marylu (1986 through 1997) to Susan in 1997. A new master's curriculum was approved in Spring 1997. With the departure of Tamela, **Jeff Milem** joined the faculty in Fall 1997. The CSP program celebrated its 40th anniversary at the Washington, DC ACPA Convention in the Spring of 2000. In 2000, Jeff moved to the Higher Education program faculty and CSP hired **Karen Kurotsuchi Inkelas**. The first joint Preview Program between the CSP and Higher Education programs was held in Spring 2002. Following Marylu's retirement, **Stephen John Quaye** and **Susan Jones** joined the faculty. New enrollments in this era were reduced and the CSP Program typically enrolled 10-13 new master's students and 3-4 new doctoral students. In 2009, the program celebrated its 50th anniversary with a chartered excursion cruise on the Potomac at the ACPA Convention.

Opportunities for Change -- 2010 to 2020

The program experienced several transitions beginning in 2010, with the departures of Susan Jones and Karen Inkelas. Significant changes also occurred in the broader College of Education, with the reorganization of the College resulting in the creation of three departments which encompassed the previous seven departments. The reorganization was finalized in Summer 2011. The College Student Personnel program was renamed as the Student Affairs Concentration (SAC) in the new Higher Education, Student Affairs, and International Education Policy (HESI) program unit. HESI is one of three programs in the Department of Counseling, Higher Education, and Special Education (CHSE). After years of cross-departmental collaboration, for the first time, the Higher Education and Student Affairs Concentrations were now housed in the same program and department. **Julie J. Park** joined the faculty in Summer 2011. A year later Stephen Quaye departed. May 2012 brought the official program approval of HESI by the Maryland Higher Education Commission, as well as the retirement of Susan Komives. In Fall 2012, the Student Affairs Concentration welcomed our first cohorts under the new name, as well as two new faculty members, **Kimberly A. Griffin** and **Michelle M. Espino**. As the only tenured faculty member in the Concentration, Kimberly served as the concentration director from 2012-2018. In Fall 2015, we welcomed **Candace M. Moore** to the core faculty, who also served as the director of the UMD Center for Diversity and Inclusion in Higher Education (CDIHE) from 2016-2021. Julie earned tenure in 2017 and served as the concentration director from 2019-2020. Julie led the creation of three **Driving Principles** that would reflect the core faculty's commitments to scholarship and praxis:

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Equity and Justice for All Students

We seek to advance equity and justice for all students. The inequality that influences how students get to college does not end when they enroll. As a community, we seek to fight for more equitable and just higher education institutions and environments.

Understanding What is, Pushing for What Could Be

Through our curriculum, we help students to understand the complexity, challenges, and inequities that are endemic throughout student affairs and higher education. We don't stop at "what's wrong": We encourage our students to envision how the world could be different, and push for change where it's needed.

Big Ideas, Real Issues

We are a rigorous program, driven by research and scholarship. We are committed to generating new knowledge through inquiry and sharing that knowledge to advance policy and practice. Many of us are involved in policy discussions in Washington DC and beyond, and we are committed to taking our research out into the real world to advance equity.

Michelle earned tenure in 2018. Candace earned promotion to associate clinical professor in 2019. In the 2018-2019 academic year, we welcomed **Bridget Turner Kelly** to the core faculty as an associate professor with tenure. In fall 2019, Bridget became the HESI Program Director.

Moving Forward: 2020 to Present

In Fall 2020, Bridget became the inaugural Equity Officer in the College of Education, Michelle served as the Concentration director 2020-2023, and Kimberly, who was promoted to full professor that year, was appointed Associate Dean of Graduate Studies and Faculty Affairs and Equal Opportunity Officer for the College of Education. Despite the difficult challenges of managing multiple pandemics of COVID-19 and anti-black racism, the Concentration remained committed to providing quality education and critical conversations about social justice within higher education and society in general. At the end of spring 2021, Bridget completed her commitment as HESI Program Director, and we celebrated Candace's successful application as a Fulbright Scholar to the University of Cape Coast in Ghana to study "Culturally Conscious Pedagogy and Practice: Collaborating to Inform Ghanaian Higher Education COVID-19 Responses" for the 2021-2022 academic year.

In March 2022, the CSP alumni established the Susan Komives & Marylu McEwen Endowed Fund, which would focus on funding students engaged in unpaid practica, teaching assistantships, and apprenticeships. That spring we also instituted a seminar project, which would be a third option for the master's comprehensive exam. In Summer 2022, Kimberly Griffin was appointed Dean of the College of Education. Candace began her tenure as the concentration director in Spring 2023 and **Christopher Travers** was hired as a visiting assistant professor in the Fall of 2023. Candace received an endowed professorship and was named the College of Education's Harold R. W.

Benjamin Professor to focus on advancing international education and partnerships, an appointment she will hold through 2026. In the fall of 2024, we discontinued the previously piloted seminar project for the master's comprehensive exam. Candace M. Moore serves the Concentration director 2023-2026.

As we look to the future, we are excited to build on our many traditions and legacies, as well as forge new ground for the future. Our faculty share a passion for advancing equity and justice through our research, teaching, and service. We look forward to shaping the future leaders of the field and growing together as a learning community.

Drafted collaboratively by Susan Komives, Ann Becks, Julie J. Park, Michelle M. Espino, and the 2020-2024 SAC Steering Committee Student Representative

Overview of Academic Program and Department

The College of Education at the University of Maryland provides research and practice-oriented programs through its three departments: Teaching and Learning, Policy and Leadership (TLPL); Counseling, Higher Education and Special Education (CHSE); and Human Development and Quantitative Methodology (HDQM). College programs prepare students to be educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, and colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, and the Council on Accreditation of Counseling and Related Educational Professions. Dr. Jennifer King Rice served as Dean of the College from 2017-2021 and was then appointed Provost for the university. Dr. Laura Stapleton served as Interim Dean of the College from 2021-2022. In Summer 2022, Dr. Kimberly Griffin was appointed Dean of the College.

The Student Affairs Concentration (SAC) is part of the Higher Education, Student Affairs, and International Education Policy program (HESI) within the CHSE department. CHSE's mission is to prepare scholars and practitioners to become leaders in administration, counseling, policy, psychological services, and special education. We promote excellence in education and human services across the spectrum of abilities and individual differences, from birth to adulthood, in a wide range of settings.

The mission of CHSE is characterized by four overarching goals that guide the work of the Department's faculty and specializations:

1. To produce nationally and internationally recognized research, scholarship, and policy guidance for all levels and aspects of education and applied human development;

2. To enhance educational organizations and individual development through application of our scholarship;

3. To promote equity, diversity, global perspectives, and social justice in education and human service contexts; and

4. To provide innovative and exemplary graduate and undergraduate education.

The Higher Education, Student Affairs, and International Education (HESI) program is committed to advancing the positive role education can have in society. Our faculty and students study core facets of the education system; this includes the functioning and impact of colleges and universities, student learning and development in higher education, and the enactment and implementation of P-20 and non-formal education policies in an international context. HESI offerings are characterized by an emphasis on social justice, diversity, policy, and system change. Our students and faculty are scholars, practitioners, change agents, and innovative leaders active in universities, as well as in national and international organizations and policy- making bodies. The program is a collaborative community that develops theory, conducts

research, translates these elements to practice, and engages students, educators, and professionals in the advancement of education.

Important People to Know

Dr. William Liu (He/Him), Full Professor and Department Chair: Dr. Liu is a CSP alumnus and earned his doctorate in counseling psychology from UMD.

Dr. Candace M. Moore (She/Her), Student Affairs Concentration Faculty, Associate Clinical Professor, College of Education Benjamin Professor, and Student Affairs Concentration Director: Dr. Moore works with the core faculty to address policy concerns and programmatic opportunities. If you have questions or concerns about the Concentration, you are encouraged to meet with your academic advisor first and then present your questions or concerns to Dr. Moore.

Dr. Michelle M. Espino Lira (She/Ella), Student Affairs Concentration Faculty and Associate Professor.

Dr. Kimberly Griffin (She/Her), Student Affairs Concentration Faculty, Full Professor, and Dean of the College of Education.

Dr. Julie J. Park (She/Her), Student Affairs Concentration Faculty and Associate Professor.

Dr. Bridget Turner Kelly (She/Her), Student Affairs Concentration Faculty, Associate Professor, and Equity Officer for the College of Education.

Dr. Christopher Travers (He/Him), Student Affairs Concentration Faculty and Visiting Professor.

Dr. Jing Lin (She/Her), International Education Policy Faculty, Full Professor, Graduate Director for the Higher Education, Student Affairs, and International Education Policy (HESI) program. As HESI Program Director, Dr. Lin signs all graduate school forms.

Juanita Ariza (She/Her), Doctoral Student and Graduate Assistant for the Concentration (sagrad- ga@umd.edu): Juanita is responsible for supporting the programmatic needs of the Concentration. She works closely with the faculty to implement policy and address student concerns. Juanita is also the primary contact for prospective students interested in applying to the Student Affairs Concentration.

Carol Scott (She/Her; cscott18@umd.edu), CHSE's Graduate Program Coordinator: All correspondence with the Graduate School goes through Carol. Carol manages all program deadlines, guidelines, and processes degree related paperwork. She can also help you register for courses that need department permission and obtain signatures for academic forms.

Stefanie James (She/Her; yjames@umd.edu), CHSE Office Staff: Stefanie serves as our Business Service Specialist. She can answer questions about benefits and payroll if you are employed by the CHSE department as a graduate assistant. She also organizes travel for students who receive travel funds through a grant or award.

Denisse Garcia (She/Her; dgarcia7@umd.edu), CHSE Office Staff: Visit with Denisse if you have questions about room reservations, course availability, and websites.

Student Affairs Concentration Community Expectations

Every member of the Student Affairs Concentration has an obligation, privilege, and responsibility to create inclusive learning environments that encourage critical thinking, reflection, engagement, and care.

Students are expected to...

- Be dedicated to learning and willing to put forth the effort necessary to excel.
- Take advantage of as many professional learning experiences as they become available.
- Become active members of the student affairs profession by joining regional/(inter)national associations, attending conferences, submitting program proposals, and volunteering for special projects.
- Be self-motivating and seek assistance when it is needed.
- Attend all classes and be on time.
- Read all assigned materials before the appointed class and come to class prepared with questions and topics for discussion.
- Submit work by specified deadlines.
- Cooperate and support others in their efforts to learn.
- Actively participate in the classroom by refraining from inappropriate use of technology (checking email on computers, text messaging, etc.).
- Initiate desired contact with full-time and affiliate faculty related to advising and other student needs.
- Adhere to high standards of academic integrity and professional ethics such as the ACPA Statement of Ethical Principles and Standards, NASPA Standards of Professional Practice, and the University of Maryland's policy on academic honesty.
- Be supportive of the Concentration and those associated with it. If a student has a problem or criticism of the Concentration, other students, or faculty, it should be dealt with within the program and directly with the persons involved.
- Openly, respectfully, and directly communicate with involved/affected parties when concerns arise.

Students can expect faculty to...

- Work hard and reflect credit on the Concentration and HESI program.
- Be available to students and hold regular office hours.
- Be prepared for class.
- Set high standards for academic performance, professional behavior, and personal development.
- Provide support based on the individual needs of each student as communicated and articulated by students.
- Care about students as persons and as developing student affairs professionals.
- Be involved in regional and (inter)national professional organizations, giving the Concentration and HESI program national visibility.
- Conduct research and publish.
- Support students in initial job searches after graduation and throughout their careers.
- Provide feedback on professional behavior concerns, ethical issues, and appropriate demeanor as well as on academic progress.

Student Affairs as a Profession and Changing Roles

The role of a graduate student is significantly different from that of an undergraduate and from full-time professional work. Assistantships serve as a period of apprenticeship and contribute to students' development as professionals. Working at an assistantship means that students are representatives of the University of Maryland and of the Student Affairs Concentration. As such, students in assistantships, practica, apprenticeships, or internships are held to the same ethical standards as full-time professional staff.

In addition, technology provides an increasing number of spaces that may seem somewhat private but are, in fact, public. It is essential that students are cognizant of how they present themselves in on-line forums as well as in-person, public settings.

Community Engagement

To maintain the vibrancy of the Concentration, core faculty, students, affiliate faculty, and alumni are asked to actively participate in the coordination of the Concentration's goals and objectives in a variety of ways. The success of the Concentration is contingent on committee member engagement and creativity.

1. SAC Steering Committee Student Representatives: Each year, **two master's** and **two doctoral students** are selected to serve as student representatives on the SAC Steering Committee, composed of the core faculty, affiliate faculty representative, and the SAC Graduate Assistant. The SAC Steering Committee meets twice a semester. The responsibilities include:
   a. Gathering feedback from all students across the Concentration on a regular basis pertaining to Concentration, Program, Department, and College goals, policies, and practices;
   b. Attending steering committee meetings, as well as HESI, and CHSE meetings monthly meetings[2] (alternating attendance),
   c. Encouraging participation in SAC events, and
   d. Co-chairing the Community Events and Social Media Committees,
      - Each committee will have one steering committee member serve as co-chair of the committee
   e. Co-chairing Preview or The Vectors Committees.
      - One master's rep will serve as co-chair of the community events committee and the other as co-chair of the Preview committee (if pursuing the practicum credit)

2. Membership of a Committee: We expect each member of our community to serve on at least one committee each academic year. These committees do much of the work that maintains our community gatherings and spirit and support key goals and outcomes of the program. Since our doctoral students have a longer tenure with the program than our master's students, we ask that doctoral students serve on committees for at least the first 3 years of their time in the program. The committees are as follows:

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[2] These meetings are generally held one Friday every month. Please contact the CHSE department for the specific meeting dates.

Committee	Description	Committee Members	Commitment
Admissions	Review Master's and Doctoral applications to the Student Affairs Concentration.	Core Faculty Affiliate Faculty	January-February
Awards	Selects the recipients of the annual Thomas and Magoon Awards. Established by the College Student Personnel (CSP) graduate program in 2003, the Thomas Award honors excellence in mentoring between higher education professionals and graduate college student personnel students in the spirit of Bud Thomas. The Magoon Distinguished Alumni Award is given to a graduate of the CSP/SAC Concentration who exemplifies the best of being a scholar/practitioner in the spirit of Tom Magoon.	SAC Faculty Advisor Doctoral Students	January-March
Community Events	Plans social events for our community. They are responsible for planning **1 event** in the Fall semester and **1 event** in the Spring, as well as summer social events to welcome new members of the SAC community. Additional events, social gatherings, and professional development opportunities within the Concentration and across the Program throughout the year are most certainly welcomed!	Co-Chair: Steering Committee Student Representative Master's students Doctoral students	Throughout the academic year
Social Media Team	Promotes the good work in our community, coordinates social media posts on our Facebook page https://www.facebook.com/UMDSAC/ and our Instagram https://www.instagram.com/umd.sac/ and strategizes our social media presence. Note the general calendar of the SAC program.	Co-Chair: Steering Committee Student Representative Master's Students Doctoral Students	Throughout the academic year

The Vectors	Plans Vector 0 (our SAC orientation) and 8th Vector (our graduation celebration).	Co-Chair: Steering Committee Student Representative SAC Director (ad hoc) Master's Students Doctoral Students SAC Admin Graduate Assistant	July-August and April-May
Preview	Plans all aspects of Preview (our welcome to admitted students).	Co-Chair: Steering Committee Student Representative Core Faculty Master's Students Doctoral Students SAC Admin Graduate Assistant	October-April
Black Liberation in Higher Education Speaker Series	BLSS is not receiving committee members for the 2024-2025 academic year as the SAC program is demonstrating its continued commitment to Black Liberation through enacting it in the curriculum, program events, approaches to advising, research, etc. Each year the community will revisit the committee membership.	Master's Students Doctoral Students	

3. <u>Ad Hoc Committees:</u> These are short-term committees that are designated by the Core Faculty or Steering Committee to complete a specific need for the Concentration.

4. <u>Membership in Committees within the Division of Student Affairs or UMD Departments</u> that host graduate assistants (e.g., assessment teams, professional development series, new

GA orientation, diversity trainings, to name a few).

5. <u>Conference attendance</u> (e.g., <u>NASPA</u>, <u>ACPA</u>, <u>ASHE</u>, <u>AERA, to name a few</u>), and involvement/support in meeting with prospective students and Preview (e.g., hosting admitted students, providing campus tours to admitted students, serving on panels)

6. <u>Contributions to the *In-Basket*</u>, a quarterly newsletter sent to alumni, current students, faculty, and other stakeholders to the SAC GA (sagrad-ga@umd.edu). The deadline is the first Wednesday of every month.

7. <u>Involvement in Research Teams</u>: Students are encouraged to meet with their academic advisors to learn more about joining a faculty member's research team. Most opportunities to participate in a research team will be publicized through the Concentration Google Group.

GENERAL POLICIES AND PROCEDURES

Many policies are abridged here from the Graduate School for your convenience. Please consult the Graduate School and College of Education websites for policies related to academic probation and dismissal, taking a leave of absence, degree completion deadlines, application for graduation, religious observance, academic honesty, sexual harassment, deadlines related to the filing of a dissertation or thesis, among other policies.

Student Affairs Concentration Online Resource Site

The Student Affairs Concentration provides many of the forms and documents needed for Concentration requirements via our ELMS/Canvas site. When students are admitted to the program, they are added to this site. On the site, students can learn about our SAC community and other helpful resources. Before meeting with your academic advisor, students should check Canvas for the annual review template, internship documents, a list of potential electives, and much more.

Annual Student Reviews/Graduate Outcomes Assessment

All students will complete an annual review form at the end of each spring semester and upload the form via the Student Affairs Concentration ELMS/Canvas site. The form is an important planning and communication tool between students and their advisors. The annual review will also inform the completion of the Graduate Outcomes Assessment (GOA) that is required by the Graduate School for all students.

Once the form is uploaded, the core faculty review the forms and craft a feedback letter that encourages students to reflect on the past year and prepare for the next year. After the letters are distributed, students are encouraged to meet with their advisors and establish goals for the next academic year.

Continuous Registration

Students using any university facilities or services (such as visiting the library, consulting with faculty, taking exams, or filing for graduation) must be registered for at least one credit hour each semester, including students who have advanced to doctoral candidacy. Students who miss two consecutive semesters of registration will have their admission revoked by the Graduate School. Students must be registered for a minimum of one credit in the semester they intend to graduate (including one of the summer sessions for an August graduation and dissertation/thesis credits).

To be certified as full-time, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. Graduate assistants holding regular appointments have full-time status if they are registered for at least 24 units in addition to the assistantship; holders of half-time assistantships are considered full-time if registered for 36 units. For more information about this policy visit: http://www.registrar.umd.edu/current/registration/Full-Time%20Status.html

Credit for Previous Coursework

Master's students cannot obtain credit for previous coursework outside of the master's program.

Ph.D. students may receive credit for up to 9 credit hours of doctoral level coursework[3] if the course(s) were completed at the University of Maryland, College Park as an advanced special student prior to admission to the SAC Ph.D. program. The total number of classes cannot exceed 3 classes/9 credit hours. Ph.D. students can receive credit for any combination of the following:

1. No more than 1 elective;
2. No more than 1 methods course; and/or
3. No more than 2 core courses

Pre- and Post- Candidacy Research Credits

For Ph.D. students, a Pre-Candidacy course (EDCP 898) is available for a variable 1-8 credits. Once advanced to candidacy, doctoral students must register every semester for EDCP 899 Doctoral Dissertation Research. EDCP 899 will carry 6 credit hours and will be covered by the flat candidacy tuition policy. Ph.D. students should register for the appropriate courses under their dissertation chair's section number. Graduate School policy requires 12 dissertation credits, which must include two consecutive semesters of 6 credits (fall semester and spring semester), to graduate.

Minimum GPA Requirement

All students must maintain a minimum cumulative GPA of 3.0 or be subject to academic probation and possible dismissal. *See p. 15 for more information on Dismissal Procedures.*

Policy Regarding Termination of Student Status

The dismissal of a student is a significant event for both the student and the faculty. It represents the conclusion by the faculty that the student has not demonstrated an adequate level of competency in academic performance or in other critical areas of professional conduct. The final decision regarding termination from the department, or under what conditions a student making unsatisfactory progress will be allowed to continue (e.g., in a probationary capacity, with remedial provision), is a decision that rests with the department chair, HESI program director, and SAC core faculty.

At any point during the student's matriculation, the faculty retain the right to review circumstances or performances that raise questions about the student's academic or professional competencies. By virtue of their training, roles, and the dictates of professional ethics, faculty members are responsible for documenting (as early as possible) and helping to address any concerns they have regarding a student's performance or professional functioning. The following are examples of circumstances that may form the basis for dismissal action:

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[3] Courses taken during a master's program cannot be transferred for doctoral credit. A master's degree is a prerequisite for admission into the PhD program. Consult with academic advisor.

1. <u>Failure to maintain minimum academic standards</u>: According to University policy, graduate students must maintain a cumulative GPA of at least 3.0. All core courses offered in the doctoral and master's curricula must be a B- or above. Courses outside of the core that earn less than a B- will be evaluated on a case-by-case basis with the SAC faculty. Students should contact their academic advisors should they anticipate earning a grade less than B- in a non-core course.

   The current [Graduate School Catalog](#) should be consulted for specific academic probation criteria. In general terms, a cumulative GPA of less than 3.0 after the completion of 12 credit hours will result in automatic probation by the Graduate School; a second, successive semester at this level of performance requires close consultation with one's faculty advisor regarding a remedial plan; three consecutive semesters of such grades will result in academic termination.

2. <u>Unsatisfactory performance in practica, internship, or other practice-related courses</u>: All practica, internship, or practice-related courses must earn at least a B- or a "pass". A grade lower than B- or "pass" on the second attempt will result in the student being dismissed from the program.

3. <u>Failure of comprehensive examinations</u>: Master's students complete a comprehensive examination in the form of a seminar or thesis paper. Doctoral students complete a comprehensive examination during one month in the summer. Students who do not pass their exams are permitted to retake the exam one time. Two failures are grounds for academic dismissal, although students may petition for a third attempt.

4. <u>Failure to comply with University, departmental, or program policies and timetables</u> may be grounds for dismissal.

5. <u>Unethical clinical practices, unprofessional conduct, and/or behaviors that obstruct the training process</u>: Students are expected to subscribe to the professional and ethical standards of the professional associations related to the field they are preparing to enter. Serious ethical breaches and unprofessional conduct - especially behaviors that impede the training process or that threaten client/student welfare - may constitute grounds for dismissal.

Dismissal Procedures

<u>Dismissal due to poor academic performance</u>: Dismissals based solely on poor academic performance (having less than a 3.0 cumulative GPA over the course of 3 consecutive semesters) will be initiated by the Graduate School with notification to the student and the faculty advisor. Students will receive written notice of such dismissal decisions from the Graduate School. Questions or concerns about such decisions should be referred to the HESI program director or the Graduate School.

<u>Dismissal due to unethical practices or unprofessional conduct</u>: Dismissals based on unethical or unprofessional behavior, including violations of the University student code of conduct, require

especially careful review and judgment by the Concentration faculty. Concerns (which may emanate from departmental faculty members, clinical supervisors, clients, fellow students, or professionals or agents outside of the University community) should be brought to the attention of the academic advisor, professional advisor, and the Concentration director.

In such instances, the Concentration director will consult with the student's faculty advisor and, if applicable, full-time professional advisor and decide on an appropriate course of action, typically including a personal meeting with the student to attempt to resolve the issue. If efforts at problem resolution are unsuccessful, or if the complaint is judged to be sufficiently serious (e.g., involving threats to client/student welfare or questions about the student's ability to function competently within the training context), the Concentration director will inform the student and their academic and professional advisors (in writing) that a formal meeting of the Concentration faculty will be convened to review the circumstances and to arrive at a decision regarding the student's continuation in, or termination from, the Concentration.

The student will be invited to provide input, either in person or in writing, for the faculty to consider at this meeting, and input may also be solicited from other faculty or persons judged to have relevant information about the student' s professional functioning or about the specific circumstances surrounding the complaint against the student. After weighing the information presented, the SAC faculty will arrive at a decision regarding the student's standing. The decision may result in either: (a) no further action or impact on the student's standing in the program; (b) a decision to allow the student to continue in the program under probation, pending satisfactory completion of, or compliance with, specified conditions (e.g., a remedial plan, active monitoring, temporary suspension of certain professional activities); or (c) immediate dismissal.

The SAC director will inform the student in writing of the faculty's decision and, if appropriate, specify any conditions that must be satisfied by the student during a probationary period. A copy of relevant correspondence will be maintained in the student's program file. When students disagree with the decision rendered, they will have up to one semester to request a second review from the SAC faculty. The second review will follow the same basic format as the initial review, culminating in a written decision. When students disagree with the second decision, they will have up to one month to request a formal review by the HESI program director as well as the CHSE department chair. In such instances, the decision of the department chair is considered final and shall be conveyed to the student in writing.

Variable Credit Courses

All independent studies and/or courses that fall outside of standard format classes (e.g., apprenticeships, internships, practica) must abide by the hours-to-credit ratios as listed below. To confirm the number of credits, students should consult with their academic advisor, who will serve as the supervising faculty member for the course.

Per university policy (http://www.vpac.umd.edu/policies.html#contacthours) courses offered in non-standard formats must still meet MHEC requirements stipulated in COMAR 13B.02.02.16:

- 1 semester hour of credit for a class = A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;

- 1 semester hour of credit for supervised course = A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study

days and holidays;

- 1 semester hour of credit for practica/internships/apprenticeships = A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured, and learning is documented

DC Consortium

Students can also take classes through the DC Consortium if there are electives or methodology courses that are not offered at UMD. This program allows students to register for a class at other institutions in the DMV area. More information is available here: www.registrar.umd.edu/current/registration/consortium.html

Independent Study, Internship, and Practica

Students completing independent studies, practica, or internships are required to submit this form available on ELMS/Canvas that describes specific objectives, learning outcomes, projects and potentially assigned readings that will be completed in order to obtain academic credit from the learning experience. The form should be submitted to the SAC faculty advisor who will submit the grade for the independent study, practicum, or internship. The supervisor (if applicable) will also be asked for feedback and grade recommendation. Students can choose the number of credit hours (see above) as well as grade type (i.e., letter grade or Pass/Fail).

Internships/Practica credit **cannot** be used as elective credit in the master's program.

Internships/Practica credit can only be used for up to 3-credits worth of electives in the doctoral program.

Examples of practica or internships include:
- Conducting an assessment of a functional area
- Shadowing staff throughout the semester with a culminating project
- Coordinating a significant event
- Advising students or a student group not directly connected to their GAship on a regular basis
- Developing policies, documents, social media for a functional area
- For master's students: Service to the Concentration as chair of the Preview or Vectors committees (under the approval of academic advisor)

Generally, a reflective component is included to evaluate what the student is learning and the types of skills they are honing (e.g., bi-weekly reflections, regular meetings with the professional advisor or SAC faculty member, etc.).

Doctoral students are encouraged to engage in administrative internships that can extend prior knowledge, skills, and experiences. Due to the breadth and scope of internships, the policies and processes related to internships are in the Doctoral Field Work Manual, located on ELMS/Canvas. Students should review the manual and refer specific questions to their academic advisor.

The course number for internships and practica is EDCP 888 and the section number is the number assigned to the supervising faculty member.

The course number for master's apprenticeships is EDCP 888A, which is generally offered in the summer term.

The course number for independent studies is EDCP 798 and the section number is the number assigned to the supervising faculty member.

A Note About Independent Studies:

Students are encouraged to meet with their academic advisor to discuss completing an Independent Study course. Independent Study courses are appropriate in the following instances (but are not limited to):

1. A student seeking academic credit for participation in a research team, and is not receiving financial compensation (e.g., 10-hour GAship or tuition remission);

2. A specific methodology course OR content area course is not being offered through the university or DC Consortium during the time that the student is enrolled at UMD.

Dropping a Single Course

A graduate student may drop a course, add a course, change between audit and credit status, change the number of credits for a course within the listed range, cancel registration, or withdraw from the University without special approval until the 10th class day each semester. Please see http://registrar.umd.edu/deadlines.html for appropriate deadlines. No credit level changes, or grading option changes are permitted after the 10th week of classes. The deadlines are published each semester in the Schedule of Classes; the procedures governing each of these transactions are listed below. Drop/Add and other changes may be done in person at the Registrar's Office or online at http://www.testudo.umd.edu. Full refunds are not available for reductions in total credits after the first day of classes. For more information, please see the Refunds section of the Graduate Catalog.

Exceptions to the published deadlines require a petition to the Graduate School, which must include the written approval of the instructor and the HESI Director. Petitions should be submitted to the Graduate School, 2123 Lee Building. The graduate program stamp must be placed on the Change of Grading Option/Credit Level Form.

Withdrawing from Courses

Students admitted to the University of Maryland are expected to make regular and consistent progress towards the completion of their degree. However, the University understands that in exceptional circumstances a student may find it necessary to completely withdraw from all classes. The University considers such an interruption to be serious as it delays normal progress towards the degree. Any student considering withdrawal is strongly encouraged to meet with their academic advisor before leaving the University.

Withdrawal from all classes may be a violation of the Graduate School's Continuous Registration policy. Students withdrawing from classes who intend to continue in their graduate degree or certificate program should secure a Waiver of Continuous Registration or Leave of Absence from the Graduate School before withdrawing. For more information, please refer to: https://ece.umd.edu/sites/ece.umd.edu/files/resource_documents/petition-for-waiver-of- continuous-registration.pdf

Advising

All students who enter the SAC program will be assigned an academic advisor who is a member of the core faculty. All advisors are selected based on the student's personal, professional, and academic interests.

- Doctoral students will be assigned an academic advisor when an admissions offer is extended.[4]

- Master's students will be assigned two advisors, an academic advisor (after a student's acceptance of admission) and a professional advisor (in the fall semester of the 1st year). Academic advisors are one of the core faculty members, while the professional advisors are part of the affiliate faculty members who hold full-time professional positions on campus or in the DMV area.

  - Academic advisors can offer support on courses, complete administrative paperwork, offer personal support, and discuss program policies and procedures.

  - Professional advisors focus primarily on personal and career development and can provide particularly helpful guidance in identifying internship and apprenticeship opportunities, networking with professionals on and beyond campus, and planning long term developmental strategies.

Students are strongly encouraged to establish and maintain advisor/advisee contact; to take initiative in seeking advising meetings; and to consult with their advisors on a regular basis concerning course work, involvement in professional organizations and activities, and other career/professional development issues.

Students have the right and ability to change their academic advisor or professional advisor. They must first have a conversation with the advisor to discuss their interests in changing to another advisor. Once an agreement has been reached between students and current advisors, they must complete the advisor change form, which is located on the ELMS/Canvas site under "Forms".

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[4] A Ph.D. student's dissertation chair does not have to be the same person as their advisor.

Enrolling in More than 10 Credits in a Semester

The Student Affairs curriculum has been designed for students to complete their degrees within a reasonable time without having to exceed 10 credits in a semester.

However, in the *rare* case when students anticipate having to take four 3-credit classes in a semester, students should:

1. Discuss the situation with their academic advisor and identify a course in the overload semester that is taught by one of the Student Affairs core faculty members. Only classes taught by SAC core faculty are eligible.

2. Approach the course instructor about enrolling in independent study credits (EDCP 798) with the instructor as the sponsor in Winter session immediately preceding or following the course. If the 798 credit precedes the actual class, the student will receive a temporary incomplete grade for the class. Upon completion, the grade for the course will be retroactively assigned to the independent study.

3. Document any correspondence with the course instructor and write a memo explaining the situation to their academic advisor for inclusion in the student's file. Please also send a copy of the memo to the Student Affairs Concentration Director.

4. Attend the course and complete all course requirements, but do not enroll in the class. Remind the course instructor that you are taking the course but want to receive credit in another semester. At the end of the semester, you should remind the instructor to assign your grade.

Assistantships and Fellowships

Assistantships are professional positions that can supplement graduate students' experiences. Graduate assistant compensation includes health benefit options, tuition remission, and a salary dependent upon the length of the position (9.5 or 12 month) and the level of the student (master's or doctoral). Assistantships offer wonderful job-related experiences for graduate students who plan to work as full-time professionals in the field. Half-time graduate assistantships are 10 hours per week and usually provide five credits of tuition remission each semester, and full-time graduate assistantships are 20 hours a week and provide 10 credits of tuition remission each semester and may provide tuition remission during the winter and summer terms. Graduate assistantship listings can be found at: https://ejobs.umd.edu.

The CHSE Department has a limited number of fellowships that are typically awarded the first year of doctoral study. Fellows receive mentoring and support from an experienced faculty member, and have opportunities to teach, research, and publish. The fellowships offer a stipend each semester, and 12 credit hours of tuition remission. Fellows can seek external fellowship support past the first year of study. Additional assistantship and fellowship information available at: https://www.gradschool.umd.edu/funding/student-fellowships-awards

Additional Work Opportunities

Students who are full-time graduate assistants (GAs; working 20 hours/week) AND doctoral students on Fellowship who add ANY responsibilities (e.g., teaching a course, tutoring) on-campus outside of their GAship or Fellowship that results in additional financial compensation <u>must</u> complete the Graduate Student Overload Assignment Request Form.

Regardless of GAship/Fellowship, students cannot work over 30 hours/week total in Fall/Spring. Differences between an overload for fall/spring compared to winter/summer are available here: https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/graduate_student_overload_assignment_request.pdf

If master's students who are enrolled in the program full-time intend to seek and accept full-time employment with a start date 90 days or less before the end of any semester, they should communicate their intentions with their academic advisor.

Returning Students and Assistantships

Returning students are encouraged to have discussions with their current assistantship supervisors in early January for the upcoming summer and fall semester. Students leaving their current assistantships or seeking other assistantship opportunities should inform their supervisors of their intentions, so they are able to recruit a replacement during the Preview Program in the spring.

LISTING OF SAC CORE AND AFFILIATE FACULTY

The SAC Concentration is fortunate to have affiliate faculty who serve as professional advisors for master's students as well as chairs/committee members for theses and dissertations. This list indicates whether a faculty member currently has Graduate Faculty Status, which allows the faculty member to serve on directed research (i.e., theses and dissertations). In accordance with the Graduate School, faculty with Full Status are tenure-track/tenured faculty who can serve and chair theses/dissertation committees. Faculty with Adjunct Status can chair theses committees, co-chair dissertations with a Full Status faculty member, and serve on theses/dissertation committees.

To apply for Graduate Faculty Status as an affiliate faculty member, a member of the SAC core faculty will submit a nomination along with the affiliate faculty member's CV to the HESI program faculty. With a majority vote from the HESI program faculty, the application will be submitted along with a letter of support from the HESI program director to the Graduate School. The Graduate School will then evaluate the application and render a decision.

Name	Title/Department	Graduate Faculty Status	Email Address
Kristan Cilente Skendall	Senior Program Manager / Aspen Institute	No	kskendal@umd.edu
Shelvia English	Senior Director of Access, Diversity & Inclusion / American Dental Education Association (ADEA)	Yes/Associate Member	senglis1@umd.edu
Michelle Espino Lira	Core SAC Faculty	Yes/Full Status	mespino@umd.edu
Wallace Eddy	Assoc. Director / Campus Recreation	No	weddy@umd.edu
Kimberly Griffin	Core SAC Faculty	Yes/Full Status	Kgriff29@umd.edu
Marsha Guenzler-Stevens	Director / Stamp Student Union	No	mguenzle@umd.edu
Adrienne Hamcke Wicker	Assoc. Director / Center for Leadership & Organizational Change	No	ahamcke@umd.edu
Mary K. Taylor-Lewis	Diversity Officer | Sr. Coordinator Diversity, Equity, Inclusion Senior Faculty Specialist, College of Education	No	mktlewis@umd.edu
Lisa Kiely	Asst. Dean of Undergraduate Studies	No	lkiely@umd.edu
Susan Komives	Emerita Faculty	Yes/Full Status	komives@umd.edu
Marylu McEwen	Emerita Faculty	Yes/Full Status	mmcewen@umd.edu
James McShay	Assistant Vice President for Engagement / Division of Student Affairs	Yes/Associate Member	jmcshay@umd.edu
Alice Mitchell	Retired	No	amitch@umd.edu
Candace M. Moore	Core SAC Faculty	Yes/Full Status	cmmoore@umd.edu
Daniel Ostick	Asst. Director / Resident Life	No	dostick@umd.edu
Julie J. Park	Core SAC Faculty	Yes/Full Status	parkjj@umd.edu
Patty Perillo	Vice President for Student Affairs	No	pperillo@umd.edu
Darren Pierre	Lecturer / Office of Global Engineering Leadership, A. James Clark School of Engineering	Yes/Associate Member	dpierre@umd.edu
Stephanie H. Chang	Assistant Vice President for Diversity & Inclusion	No	chang@umd.edu

	University of Maryland		
Christopher Travers	SAC Faculty, Visiting Professor	Yes/Associate Member	ctravers@umd.edu
Bridget Turner Kelly	Core SAC Faculty	Yes/Full Status	Btkelly1@umd.edu

MASTER'S DEGREE, STUDENT AFFAIRS CONCENTRATION

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

Description of the Student Affairs Master's Concentration

The Student Affairs Concentration is committed to the professional preparation of counselors, administrators, and student development educators in higher education environments. The concentration is designed to meet the Council for the Advancement of Standards (CAS) criteria for Master's graduate preparation programs. CAS is a cooperative effort of over 41 professional associations in Student Affairs Administration who have designed standards of preparation and practice for this profession (see http://www.cas.edu). The curriculum has also been designed to meet the professional competencies of the student affairs profession outlined by ACPA and NASPA, including advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organizational resources; law, policy, and governance; leadership; personal foundations; and student learning and development.

The foundation of the master's curriculum rests on two mutually enhancing "core" dimensions: **counseling knowledge and skills** and knowledge and skills concerning the **college student population and the student affairs profession.** From these perspectives, skills are developed to enable the graduates of the Concentration to effect developmental changes for individuals, groups, and environments. The coursework is developmental. For example, individual differences are affirmed, and a developmentally appropriate sequence is followed to facilitate the learning of specific competencies. The curriculum also emphasizes skills in assessment and research.

The Master of Arts (M.A.) or Master of Education (M.Ed.) degree recipient will have professional entry-level competencies in each of the following areas:

1. defining the role and functions of student affairs work in higher education;

2. interpreting research significant to the profession and conducting related research;

3. identifying factors affecting human and organizational behavior;

4. translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession: counseling, instruction, supervision, program design, administration, and research;

5. developing multicultural competence and social justice perspective to engage with diverse students with effectiveness and confidence;

6. developing and incorporating skills in the areas of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.

Individuals who complete the master's curriculum are prepared to seek employment in a variety of student affairs settings such as: student activities centers, academic advising offices, career planning and placement centers, offices of resident life, orientation, commuter affairs, multicultural centers, college unions, and counseling centers at various institution types. Students may also continue their studies and enter a doctoral program in higher education administration, student affairs administration, counseling psychology, counselor education, and numerous other fields.

Degree Options

Students may elect to earn either a Master of Arts degree (M.A.) or a Master of Education degree (M.Ed.). Students choosing to complete the M.A. are expected to complete a master's thesis. Students electing to complete the M.Ed. complete one seminar paper **or** seminar project and two professional concentration courses. We expect all master's students to become competent readers of research and know how to engage in research design. Students in both degree programs will complete a one-credit research proposal seminar (EDCP 799A for thesis students/ EDCP 798A for seminar paper / project students) in which they will learn about research design.

M.A. students conducting a quantitative thesis must complete 2 statistics courses (EDMS 645 and EDMS 646 or an advanced statistics course. M.A. students conducting a qualitative thesis must complete a qualitative research design course (EDCP 773). All M.A. students must complete 6 additional research thesis credits.

M.Ed. students will complete 6 credits (two courses) of a professional concentration to explore topics of interest to their professional practice or research. The professional concentration courses can be taken in other HESI concentrations, as well as other departments on campus. Students will develop the professional concentration in consultation with their academic advisor.

Completing the Curriculum

Previous Coursework: In general, courses cannot be substituted, double-counted, or waived. If students have taken an introductory statistics course already, they may be able to enroll in an advanced statistics course through HDQM or another department, per permission from that department.

Concentration Duration: Each student has different talents, family responsibilities, and work responsibilities. Curriculum requirements are designed so that full-time students can complete their coursework in four semesters plus summer. Students may also enroll part-time during some of or during their entire coursework; program completion is then extended to approximately three years. We encourage each student to work diligently, but plan to take the time needed to

successfully complete their educational and professional training. The master's curriculum must be completed within five years.

UAchieve: UAchieve is a degree auditing system that allows master's students to track their progress towards degree completion by auditing completed coursework, GPA information, and other tracking items specific to the master's program. Students should become familiar with this auditing system to ensure they are meeting degree requirements and are encouraged to discuss UAchieve audits with their academic advisors. A final audit must be conducted prior to graduation.

Comprehensive Examinations: All students must successfully complete a written comprehensive examination to graduate. A research proposal in the form of a seminar paper, seminar project, or thesis proposal, completed in EDCP 798A/799A during the fall semester of the second year serves as the written comprehensive examination. If a student's comprehensive exam is judged as not passing or incomplete, they have an opportunity to revise and resubmit the completed exam. The deadline will be determined by the student and academic advisor, in consultation with the instructor for EDCP 798A/799A.

Apprenticeship Requirement: The Master's Administrative Apprenticeship provides professionally supervised, consistent, and comprehensive exposure to the administrative roles and functions of Student Affairs offices. They generally do not involve direct service to students but are designed to learn how a functional area is organized and accomplishes its mission and goals. This is the required, formal administrative apprenticeship accompanied by a supervised seminar with reading and learning assignments that takes place in the summer.

All master's students are expected to enroll in 3 credits of EDCP 888A to earn academic credit for fulfilling their administrative apprenticeship requirement. Most students will complete their apprenticeship during the summer between the first and second year (or fall term of the second year with approval from academic advisor) in the master's program. Students who do not have tuition covered in the summer will register for credit in the fall, but still take the course in the summer. Students with apprenticeships outside of the College Park area will be able to participate in the course via an online platform. The expectations for the apprenticeship are as follows:

1. Scheduling appointments with other staff in and out of the functional area, attending staff meetings, reading literature or materials that are circulated, and shadowing the apprenticeship supervisor to specific programs/events/activities to understand the nature of the work in that functional area.

2. Engaging in a regular activity that results in meaningful involvement (i.e., working with and/or advising students) and/or a project that could be done on site or independently (i.e., designing a workshop, writing a proposal, editing publications, conducting a research study or needs assessment).

3. Seeking supervision, guidance, and instruction from a supervisor who can support the student's educational and professional development.

Based on the CAS standards for master's preparation programs, students are required to complete 120 to 180 semester hours of experience, including the hours spent in class (e.g., 15 weeks x [3-hour seminar + 8 hours on site] = 165 hours).

Master's students may use a 10-hour overload to serve as their apprenticeship site after the successful completion of the coursework for the apprenticeship class (EDCP 888A) offered in the summer session following the first year of the program. Students opting for this opportunity will receive an incomplete for EDCP 888A until the appropriate semester apprenticeship hours have been completed. This decision must be made with the approval of the student's academic advisor and instructor for EDCP 888A.

THE MASTER'S CURRICULUM

THE CONCENTRATION TOTALS 40 CREDIT HOURS. The master's curriculum in Student Affairs consists of the following required courses:

Required courses for all students:

EDCP 610	Professional Orientation: Student Affairs	3 credits
EDCP 614	Counseling Skills: Intro. to Practicum	3 credits
HESI 655	Organizational Dimensions of Student Affairs (Capstone)	3 credits
HESI 672	Individual and Organizational Assessment in Student Affairs	3 credits
EDCP 741	Multicultural Practice in Student Affairs: Self, Education, and Society	3 credits
HESI 771	The College Student (Student Development Theories)	3 credits
EDCP 798A/799	Research Design & Proposal Writing Seminar Thesis students register for 3 credits of EDCP 799A Seminar Paper / Project students register for 3 credits of EDCP 798A	3 credits (Fall)
EDCP 888	Internship/Practicum in Student Affairs Research/Practice	1 credit
EDCP 888A	Apprenticeship in Student Personnel Services	3 credits (Summer)

Methods

EDMS 645	Quantitative Methods I (or advanced quantitative course)	3 credits
Or HESI 773	Qualitative Research Design	3 credits

Practicum[5]

EDCP 619B	Practicum in College Counseling	3 credits
Or HESI 671	Intergroup Dialogue Facilitator Practicum	3 credits

Elective	One course of your choosing to enrich your learning	3 credits

[5] In the spring semester of the first year, master's students will indicate their preference for counseling or intergroup dialogue

Additional Requirements by degree: (6 M.A. credits and 6 M.Ed. credits)

M.A. (Thesis)

EDCP 742	Campus Environments[6] (Quantitative Research Design)	3 credits
Or EDMS 646	Quantitative Methods II	3 credits
Or HESI 773	Designing Qualitative Research in Counseling and Student Affairs Contexts[7]	3 credits
EDCP 799	Thesis Credits (Spring)	6 credits

M. Ed. (Seminar Paper)

	Two Professional Concentration/Focus Courses	6 credits

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[6] This course is recommended for students interested in conducting quantitative theses. This course is offered in the spring semester of the first year.

[7] If a thesis student has already taken EDMS 646, EDCP 742, or HESI 773 for their one required methods course, they can either choose to take a second methods course or use the remaining credit for elective space or additional thesis credit. An advanced statistics course is required for those completing a quantitative thesis, with at least one advanced course being taken at UMD. Please see Dr. Espino Lira for the sequencing of quantitative courses as soon as possible if you are interested in a quantitative thesis.

Electives

Electives can be taken in any college or department in the university. Students are encouraged to explore their interests and gain depth to their student affairs experiences and knowledge. Students should contact their academic advisor to discuss potential alternatives. Many students have found electives of interest in the Higher Education curricular offerings (which can be found at http://www.education.umd.edu/CHSE/academics/specialization/HE.html).

Professional Concentration

Professional concentration courses should be defined by the student and their advisor based upon the student's professional goals and interests; it is an opportunity for the student to develop an area of expertise. 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.

Schedule of Course Offerings

Some graduate courses are offered on a rotating basis or during alternate years. Students are encouraged to plan accordingly. Check with related departments for updates as this information may change:

Once per year

Fall Only	**Spring Only**	**Summer Only**
EDCP 610	EDCP 614	EDCP 888A
EDCP 619B	HESI 672	
HESI 671	HESI 655	
EDCP 741	EDCP 694	
EDCP 799A/798A	HESI 771	
	HESI 773	

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Multiple times per academic year:

EDMS 645 (subject to enrollment availability), EDMS 646 (subject to enrollment availability), EDCP 798A, EDCP 799A, EDCP 888 (for additional practica/internship experiences).

A Note About Sequencing of Courses:

Students are encouraged to note prerequisites and important sequences for some courses:

- EDCP 610 must be taken prior to HESI 771, which must be completed prior to the administrative apprenticeship -- EDCP 888A.
- EDCP 614, HESI 672, EDCP 741 must be taken PRIOR to the EDCP 619B counseling practicum or the HESI 671 intergroup dialogue practicum and must be completed with a B or better letter grade.
- An additional HESI 671 section may be offered in the spring of the 2nd year depending on student preferences.

Methods Courses

While EDMS 645 or HESI 773 can fulfill the methods requirement, students can take methods courses in other departments across campus. Students are encouraged to talk with their academic advisor about their methods interests.

Practicum

Master's students serving on SAC committees such as the Steering Committee (as representative), preview (chair), or vectors (chair) may use their service time as 1-hour practicum credit under the approval and advisement of their academic advisor.

Sample Concentration Plans

Full-time Students

Sample schedule for a full-time M. A. (thesis) student:

Many variations are possible; these illustrate only ONE possibility for each emphasis area. Electives may also be taken in Winter and Summer terms. The first year is foundational and usually taken in this format:

Fall 1st Year
1. EDCP 610 Professional Orientation
2. EDCP 741 Multicultural Practice
3. HESI 672 Assessment

Spring 1st Year
1. HESI 771 College Student
2. A Methods Course
3. EDCP 614 Counseling Skills

Summer 1st Year
1. EDCP 888A

Fall 2nd Year
1. EDCP 798A Proposal Writing
2. EDCP 799 Thesis credits **or** Advanced Methods
3. EDCP 619B Counseling Practicum **or** HESI 671 Intergroup Dialogue Practicum

Winter 2nd Year
1. EDCP 799 Thesis credits

Spring 2nd Year
1. HESI 655 Capstone
2. EDCP 799 Thesis credits
3. EDCP 888 Practicum

Sample schedule for a full-time M.Ed. (seminar paper / project) student:

Fall 1st Year
1. EDCP 610 Professional Orientation
2. EDCP 741 Multicultural Practice
3. HESI 672 Assessment

Spring 1st Year
1. HESI 771 College Student
2. A Methods Course **or** Concentration **or** Elective
3. EDCP 614 Counseling Skills

Summer 1st Year
1. EDCP 888A

Fall 2nd Year
1. EDCP 798A (Seminar paper)
2. EDCP 619B Counseling Practicum **or** HESI 671 Intergroup Dialogue Practicum
3. Concentration **or** Elective

Spring 2nd Year
1. HESI 655 Organizational Dimensions
2. EDCP 888 Internship/Practicum Credit
3. Concentration **or** Elective

Comprehensive Examination Expectations, Policies, and Procedures

The goal of the master's comprehensive examination is for students to demonstrate their competence in a variety of skills vital to the development of a strong scholar/practitioner: to identify and articulate the significance of topics or problems salient to the field of student affairs and higher education; to apply and integrate relevant theoretical, conceptual, and empirical literature into their work; and to develop a research design with rigorous methods that will undergird a strong empirical study.

The master's comprehensive examination takes the form of a research/practice proposal, developed through a seminar paper (M.Ed.) or thesis (M.A.). Full-time master's students will enroll for 3 credits of either EDCP 798A (M.Ed.) or 799A (M.A.) in the fall of the second year. In EDCP 798A/799A, students work to develop a final draft of their seminar paper or thesis research proposals, which are due at the end of the fall semester.

Seminar Paper and Thesis Option

The research proposal for **Seminar Paper and Thesis** will be evaluated by the student's professional advisor and the instructor of EDCP 798A/799A for two purposes: a) a percentage of the student's final grade for EDCP 798A or 799A; and b) determination of the student's comprehensive examination score.

Completed research proposals include three (3) chapters:

- Chapter I, the introduction, includes a statement of the problem, the research question(s), and the significance of the study.

- Chapter II, the review of literature, summarizes and provides a critical review of the extant research and theory on the topic.

- Chapter III, the methods, states the study's research hypotheses, describes the intended sample and instrumentation, and details the data collection and analysis plan. Chapter III will also include a conclusion to close the proposal that discusses limitations of the proposal design and possible implications for student affairs theory and practice.

Research proposals that do not include three chapters or are otherwise incomplete will not be evaluated. All students are expected to abide by the University's Code of Academic Integrity regarding their work on the examinations. Any student found to be violating the Code of Academic Integrity will be reported to the Office of Student Conduct.

Master's Seminar Paper
A seminar paper in the master's program is the development of a research proposal without conducting the actual research. A complete seminar paper consists of chapters I, II, and III (developed in the Fall semester) in addition to a conclusion that discusses implications for research and practice as well as the possible limitations of such a study. The seminar paper is directed by the professional advisor in consultation with the instructor of EDCP 798A. Once the seminar paper has

been completed and approved by the professional advisor, the student will submit the final seminar paper to the SAC Concentration Director. The seminar paper title page (only) must be filed in the College of Education Graduate Studies Office by the published deadline for the semester in which the student intends to graduate.

The title page of the seminar paper must be submitted in a specific format, which includes signature lines for the SAC Concentration Director and the professional advisor directing the seminar paper.

Please Note: The final seminar paper is due no later than April to fulfill Graduate School deadlines for a May graduation. The specific date will be announced annually and can also be obtained from Carol Scott, CHSE Graduate Program Coordinator.

Master's Thesis

A master's thesis is a requirement of the Master of Arts (M.A.) degree in the SAC Concentration and demonstrates the student's research competence. The thesis includes design of a study with relevant and appropriate reviews of the literature, analysis of data and presentation of results, and discussion and interpretation of findings.

A thesis is guided by a three-person committee of at least two full members of the graduate faculty of the University of Maryland. Affiliate faculty members who have Graduate Faculty Status can direct a thesis and serve as the third member of a thesis committee.

A master's thesis may be original research, or a replication or quasi-replication study. Students may collect their own data for the research study or may use archival data with permission of the individual or office who "owns" the data. All proposed research, whether using archival data or collecting original data, must have approval of the University's Institutional Review Board prior to proceeding with data collection and data analysis.

Students will be asked to indicate their interest in a thesis, if applicable, in their second semester Annual Review document. They have until **August 15** to notify their academic and professional advisers of their intent to conduct a thesis. It is possible that a thesis student could write the first three chapters and decide not to conduct the rest of the study, in which case the thesis is converted into a seminar paper and the student will fulfill the requirements to graduate with the M.Ed. degree.

A thesis is typically comprised of five chapters:

- The first three chapters are the proposal for the thesis (developed in the Fall semester) and include an introduction to the research, a review of the relevant literature, and the methodology proposed for the study, including limitations, which can be identified in advance of the study.

- Chapter IV is a presentation of the results of the research (completed in the Spring semester).

- Chapter V is a discussion/interpretation of the results, relating the findings to previous research and literature and identifying limitations of the study, implications for practice, and recommendations for future research (completed in the Spring semester).

After completing the thesis, students will defend their research study. Due to the nature of conducting a full research study, it is possible that students will complete the thesis in the summer after their second year. Students are responsible for keeping track of all deadlines for fulfilling Graduate School requirements pertaining to submitting a thesis.

Seminar Project

The seminar project was a piloted initiative. At this time, the program has discontinued this option. Students are able to discuss with their advisor their interest in exploring either the seminar paper or thesis option.

SEMINAR PAPER

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Chapter 1: Introduction

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Chapter 2: Lit Review

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Chapter 2: Conceptual Framework

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Chapter 3: Methodology

THESIS

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Chapter 1: Introduction

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Chapter 2: Lit Review

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Chapter 2: Conceptual Framework

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Chapter 3: Methodology

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Chapter 4: Findings

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Chapter 5: Implications
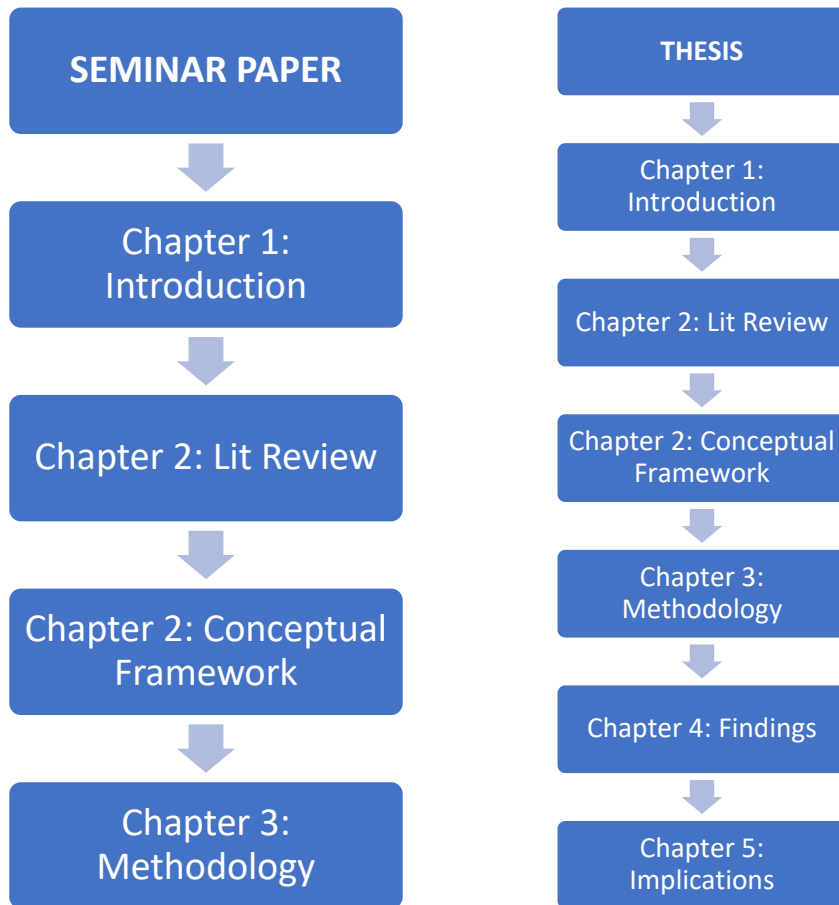
PH.D. DEGREE, STUDENT AFFAIRS CONCENTRATION

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 degree is enriched by our alignment with the Higher Education and International Education Policy Concentrations 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 Ph.D. curriculum is designed to assist doctoral students in developing as expert scholar-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.[10]

Premises of the Ph.D. Curriculum

Important assumptions and values inherent in doctoral preparation and training in Student Affairs are represented in the following principles:

1. An in-depth knowledge and understanding of college student development is central to research and practice.

2. The Student Affairs 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 the Concentration and are infused throughout the curriculum. We support inquiry using both qualitative and quantitative methods and methodologies.

4. The importance of inclusive and critical consultative and interactive processes necessary to work with individuals, groups, and organizations is reflected in the Concentration.

5. 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.

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[10] Doctoral students who do not have a master's degree in a related field may need to complete master's level prerequisite courses such as HESI 771 The College Student (student development theories). Doctoral students are encouraged to discuss their curriculum plans with their advisor.

6. Teaching opportunities provide doctoral students with an increased understanding of students' classroom experiences and co-curricular application of knowledge. Teaching experiences also facilitate more effective communication with faculty and academic affairs administrators. Opportunities exist for teaching undergraduate courses in career development, peer counseling, leadership, and orientation.

   Prior to registration for the next semester, the SAC Concentration Director will notify students of teaching assistant opportunities to co-teach in the master's and doctoral concentrations. Students can register for EDCP 798R College Teaching to earn course credit. Students will be selected based on their teaching interests and number of years in the doctoral program.

Description of the Curriculum

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

In addition to Concentration requirements, students are strongly encouraged to select courses outside of 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. Cultivating relationships with faculty outside of the HESI program will be valuable as students formulate their dissertation committees and select a Dean's representative who is not a member of the HESI program faculty.

Concentration Planning: The Concentration represents approximately 54 hours of coursework and 12 hours of dissertation beyond the master's degree. A student with an assistantship or fellowship can complete minimum coursework requirements in two-and-a-half years after admission. A longer time to degree may occur for students needing prerequisites or attending part-time.

Most core courses are offered every 2 years, and students are encouraged to organize their plan of study with their advisors to ensure that students' needs and goals are met and courses are taken at the optimal time. The student's plan of study is developed after the first semester of enrollment and becomes part of a formal Advancement to Candidacy process. A student must advance to candidacy for the doctorate within 5 years after admission to the doctoral concentration, including passing Comprehensive Examinations and filing an approved research competency. The Graduate School requires doctoral students to complete their degrees within 10 years of admission to the program.

The College of Education requires that students must submit their application for program approval after completing 12 credit hours but not more than 21 credit hours in the doctoral program.

In general, courses cannot be "double-counted" to meet multiple requirements and prior coursework cannot be substituted for curriculum requirements/electives. Effective Fall 2013,

students will not be allowed to transfer credits from previous coursework and will instead be encouraged to take more advanced courses that will enhance their knowledge base. Ph.D. students may receive credit for up to 9 credits only if taken at the University of Maryland, College Park as an advanced special student prior to admission to the SAC Ph.D. program.[11] Students can receive credit for any combination of the following:

> No more than 1 elective,
> No more than 1 methods class, and
> No more than 2 core classes.

The total number of transfer classes taken prior to admission cannot exceed 3 classes/9 credits. All decisions regarding transfer credits and substitutions should be made in consultation with 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 and be offered in the summer before the dissertation proposal seminar (EDCP772) and Capstone (EDCP 871). Doctoral students in Student Affairs must complete foundational coursework (i.e., EDCP 742, EDCP 774, EDCP 775, and EDCP 776), and a research competency prior to taking the comprehensive examination.[12] Please refer to the SAC Doctoral Comprehensive Examination Guidelines below for more information.

Research Competency: Prior to taking the comprehensive examination, students should demonstrate working knowledge of the construction and implementation of a research study, which is referred to as having *research competency*. This includes a variety of skills, namely: reviewing relevant literature, selecting, and applying a theoretical/conceptual framework, developing a data collection plan and instruments, collecting, and analyzing data, and reporting findings. The goal of the research competency requirement is to provide students with early exposure to multiple dimensions of the research process, offering early preparation for the level of work that will be done in the completion of a dissertation.

Students who completed an empirically based master's thesis may submit it to their advisor for review to determine whether it satisfies the research competency requirement. Students who did not complete such a thesis or students whose thesis does not meet the criteria must demonstrate research competency by conducting an empirical study of equivalent complexity that either focuses on the student's research interests or is part of a larger research study that is being conducted by a faculty member.[13] Primary and/or secondary data can be used to complete the study. Students are strongly encouraged to complete the research competency early in their

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[11] Newly admitted students begin the doctoral program in the fall semester of their first year. If they take courses prior to beginning the first year, they must apply for advanced special status.
[12] Students may have individual circumstances for which they request an exception to the comprehensive examination policy. Such students should submit a "Memorandum of Request" to the chair of the SAC comprehensive examination committee that documents the exception. Before a student can submit the memorandum of request to the chair, they will need to consult with and obtain the approval from their advisor.
[13] Students cannot use class assignments to demonstrate research competency.

coursework and to share the results or findings from this work through a professional or academic conference or via publication. **<u>You must complete your research competency at the latest by the April before the summer you plan on taking your comprehensive exam.</u>**

Admission to Candidacy: In order to advance to candidacy and hold a dissertation proposal defense, students must have completed the research competency and successfully passed the doctoral comprehensive examinations. Students may not have incomplete grades in any attempted courses. Students must complete the application for candidacy form and submit the form to the registrar's office. Once students have advanced to candidacy, the registrar's office will notify students of their candidacy status.

Other Concentration Requirements: Other Concentration requirements are provided in 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 informed of degree requirements, policies, and procedures. Note that there are several forms you must complete during the dissertation process and you are responsible for reserving the room for your dissertation defense.

Curriculum

Core Courses (18 credits)

Professional seminars serve as a foundation for students beginning the doctoral program, as an on-going opportunity to remain updated on current professional issues, and as a capstone experience for students toward the end of their doctoral coursework. The first-year seminar is taken with first-year doctoral students in the Higher Education Concentration. The core courses include theoretical foundations of student development, social justice, environments, and student learning.

EDHI 750	International Higher Education (or similar course on global issues in student affairs or higher education)	3 credits
EDCP 774	Advanced Seminar in College Student Development Theory *HESI 771 The College Student or master's level student development theory course as prerequisite*	3 credits
EDCP 775	Facilitating Student Learning in Higher Education	3 credits
EDCP 776	Social Justice in Student Affairs	3 credits
EDCP 870	First-year Doctoral Seminar	3 credits
EDCP 871	Professional Capstone Seminar	3 credits

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

These requirements encompass coursework 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 coursework in research methodologies. Students are encouraged to enroll in an advanced methods course that can be applied in the student's dissertation. Advanced methods courses are often offered through the TLPL and HDQM departments within the College of Education, as well as other departments across campus.

EDHI 672	Modes of Inquiry in Education Research	3 credits
EDCP 742	Examining College Environments and Outcomes (Student Level Quantitative Research Design)[14]	3 credits
EDCP 772	Research in Student Affairs (Dissertation Proposal Writing Class)	3 credits
HESI 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 credit hours beyond the core courses and research requirements. This concentration should be defined by the student and their advisor based upon the student's professional goals and interests; it is an opportunity for the student to develop an 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 engage in field work experiences. A minimum of three (3) graduate-level courses

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[14] Students must pass EDMS 645 or an equivalent introductory statistics course prior to enrolling in EDCP 742 Environments. Given that EDCP 742 is generally offered every other year, first-year students should consult with advisers about whether EDCP 742 will be offered in the spring semester and if so, the possible need to take the necessary prerequisites in the fall semester of enrollment.

are required. Students are encouraged to explore courses outside of the department and college that may supplement their learning experience. Only 3-credits worth of practica/internships will count as part of elective credit.

Optional Internship (3 credits)

Options for electives include EDCP 889 Doctoral Internship (3 credits), as doctoral students often find it helpful to engage in a significant professional internship. Each internship will be individually designed, dependent on the student's professional goals and on their 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 Canvas for more details. The internship may count as one of the general electives noted above but will <u>not</u> count within the Professional Concentration.

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
GRAND TOTAL OF HOURS REQUIRED BEYOND THE MASTER'S DEGREE	66

Curriculum Schedule for Full-Time Students that Begin in Even Years (2024, 2026)[15]

Academic Term 2024-2025	Course Number
Fall #1 (Even # Year)	EDCP 870 First-year Doctoral Seminar (Pro-Sem) **and** EDCP 775*[16] Facilitating Student Learning **and** EDHI 672 Modes of Inquiry **or** EDHI 750 International Higher Education
Winter Term #1	Concentration **or** Elective**
Spring #1	HESI 773 Designing Qualitative Research **and** Quantitative Methods **and/or** Concentration **and/or** Elective**
Summer #1	EDHI 672 Modes of Inquiry **and/or** Concentration **and/or** Elective** **and/or** Advanced Methods
Academic Term 2025-2026	**Course Number**
Fall #2	EDCP 774* Advanced Seminar in College Student Development Theory **and** EDHI 672 Modes of Inquiry **and/or** EDHI 750 International Higher Education **and/or** Concentration **and/or** Elective**
Winter #2	Concentration **or** Elective**
Spring #2	EDCP 742* Examining College Environments **and** EDCP 776* Social Justice **and** Concentration **and/or** Elective **and/or** Advanced Methods Complete Research Competency
Summer #2	Comprehensive Examination

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[15] Courses are subject to change based on instructor availability and class size.

[16] * These courses are offered in alternate years, so be sure to check course offerings.

** Course offerings during the Winter and Summer terms are limited, so check course offerings and confirm that your graduate assistantship and/or fellowship funding includes tuition remission during winter and/or summer terms

(if full-time student). Students do not have to take a concentration or elective each winter or summer term but should plan to take classes during some of the winter or summer terms to complete classes in the timeline presented above.

Academic Term 2026-2027	Couse Number
Fall #3	EDCP 772 Proposal Writing EDCP 871* Capstone **and** Concentration **and/or** Elective**
Spring #3	Potentially Defend Proposal and Advance to Candidacy EDCP 899 Dissertation

Curriculum Schedule for Full-Time Students that Begin in Odd Years (2023, 2025)

Academic Term 2023-2024	Course Number
Fall #1 (Odd # Year)	EDCP 870 First-year Doctoral Seminar (Pro-Sem) **and** EDCP 774* Advanced Seminar in College Student Development Theory **and** Quantitative Methods
Winter Term #1	Concentration **or** Elective**
Spring #1	EDCP 742* Examining College Environments **and** HESI 773 Qualitative Research **and** EDCP 776* Social Justice
Summer #1	EDHI 672 Modes of Inquiry **and/or** Advanced Methods **and/or** Concentration **and/or** Elective**
Academic Term 2024-2025	**Course Number**
Fall #2	EDCP 775* Facilitating Student Learning **and** EDCP 871* Capstone **and** EDHI 750 International Higher Education **or** EDHI 672 Modes of Inquiry **or** Concentration **or** Elective
Winter Term #2	Concentration **or** Elective**
Spring #2	EDCP 742* Examining College Environments **and** Advanced Methods **and/or** Concentration **or** Elective

	Complete Research Competency
Summer #2	Comprehensive Examination
Academic Term 2025-2026	**Course Number**
Fall #3	EDCP 772 Proposal Writing **and** Concentration **and/or** Elective**
Spring #3	Potentially Defend Proposal and Advance to Candidacy EDCP 899 Dissertation

Curriculum Schedule for Part-Time Students that Begin in Even Years (2024, 2026)[17]

Academic Term 2024-2025	**Course Number**
Fall #1 (Even # Year)	EDCP 870 First-year Doctoral Seminar (Pro-Sem) **and** EDCP 775* Facilitating Student Learning
Winter Term #1	Concentration **or** Elective**
Spring #1	HESI 773 Qualitative Research Design **and** Quantitative Methods **and/or** Concentration **and/or** Elective**
Summer #1	EDHI 672 Modes of Inquiry **and/or** Quantitative Methods **and/or** Concentration **or** Elective** **or** Advanced Methods
Academic Term 2025-2026	**Course Number**
Fall #2	EDCP 774* Advanced Seminar in College Student Development Theory **and** EDHI 750 International Higher Education
Winter #2	Concentration **or** Elective**
Spring #2	EDCP 742* Examining College Environments **and** EDCP 776* Social Justice

Summer #2	EDHI 672 Modes of Inquiry **and/or** Quantitative Methods **and/or** Concentration **or** Elective** **or** Advanced Methods
Academic Term 2026-2027	**Course Number**

Fall #3	EDCP 871* Capstone **and** Concentration **or** Elective** **or** Advanced Methods
Spring #3	Concentration **and** Elective** **or** Advanced Methods Complete Research Competency
Summer #3	Comprehensive Examination
Academic Term 2027-2028	**Course Number**
Fall #4	EDCP 772 Proposal Writing **and** Concentration **or** Elective** **or** Advanced Methods
Spring #4	Potentially Defend Proposal and Advance to Candidacy EDCP 899 Dissertation

[17] Courses are subject to change based on instructor availability and class size

Curriculum Schedule for Part-Time Students that Begin in Odd Years (2023, 2025)

Academic Term 2023-2024	**Course Number**
Fall #1 (Odd # Year)	EDCP 870 First-year Doctoral Seminar (Pro-Sem) **and** EDCP 774* Advanced Seminar in College Student Development Theory
Winter Term #1	Concentration **or** Elective**

Spring #1	EDCP 776* Social Justice **and** HESI 773 Qualitative Research **or** Quantitative Methods
Summer #1	EDHI 672 Modes of Inquiry **and/or** Concentration **or** Elective** **or** Advanced Methods
Academic Term 2024-2025	**Course Number**
Fall #2	EDCP 775* Facilitating Student Learning **and** EDCP 871* Capstone **and** Concentration **or** Elective
Winter Term #2	Concentration **or** Elective**
Spring #2	HESI 773 Qualitative Research **and/or** Concentration **and/or** Elective **and/or** Advanced Methods
Summer #2	EDHI 672 Modes of Inquiry **and/or** Concentration **or** Elective **or** Advanced Methods
Academic Term 2025-2026	**Course Number**
Fall #3	EDHI 750 International Higher Education **and** EDHI 672 Modes of Inquiry **or** Concentration **or** Elective **or** Advanced Methods
Spring #3	EDCP 742* Examining College Environments **and** Concentration **or** Elective **or** Advanced Methods Complete Research Competency
Summer #3	Comprehensive Examination
Academic Term 2026-2027	**Course Number**
Fall #4	EDCP 772 Proposal Writing **and** Concentration **or** Elective
Spring #4	Potentially Defend Proposal and Advance to Candidacy EDCP 899 Dissertation

SAC DOCTORAL COMPREHENSIVE EXAMINATION GUIDELINES

Major revisions: 9/94, 6/99, 6/02, 9/04, 10/04, 10/08, 9/10, 9/11, 10/11
Minor revisions: 9/91, 8/01, 10/07, 7/10/, 7/21

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

All doctoral students in the Student Affairs doctoral concentration are required to complete and pass a doctoral comprehensive examination taken at the end of the student's foundational coursework (EDCP 742 Examining College Environments, ECCP 774 College Student Development Theories, EDCP 775 Facilitating Student Learning, and EDCP 776 Social Justice) and immediately prior to their dissertation proposal-writing course (EDCP 772). The comprehensive examination is intended to evaluate students' proficiencies in identifying, synthesizing, and critiquing theoretical and empirical literature, translating such literature into recommendations for effective practice and future research, writing clearly for diverse audiences, and intended to support progress on their intended dissertation research. This set of guidelines will outline the eligibility requirements, contents, evaluations, and scheduling of the comprehensive examinations for students pursuing a Ph.D. in Student Affairs in the CHSE Department. This document is applicable to all Student Affairs doctoral students who have not taken the dissertation proposal-writing course and who have not yet begun the comprehensive examination process under any other version of this policy.

Eligibility for the Examination

Before students can take the comprehensive examination, they should have completed all their foundational coursework (including no outstanding incompletes) for the doctoral program.[18] Some electives and professional concentration courses may not yet be taken, such as EDCP 772 Proposal Writing and EDCP 871 Capstone. The research competency should also be completed and approved by the student's advisor by the April prior to the Examination.

Students may have individual circumstances for which they request an exception to the comprehensive examination policy. Such students should submit a "Memorandum of Request" to the chair of the SAC comprehensive examination committee that documents the exception. Before a student can submit the memorandum of request to the chair, they will need to consult with and obtain the approval from their advisor.

Contents of the Examination

The doctoral comprehensive examination consists of two questions: a Contemporary Issues question and an Individual Expertise question. For both questions in the examination, students are expected to consider and infuse in their responses the significance of a) multiculturalism,

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[18] Students must have successfully completed EDCP 742 Environments, ECCP 774 Theories, EDCP 775 Student Learning, and EDCP 776 Social Justice.

diversity, and social justice; b) student development theory; and c) the broader context of higher education as a foundation for the field of student affairs.

Question #1—Contemporary Issues Question (10-15 pages)

As future student affairs scholar-practitioners, researchers, and/or faculty, it is important to keep updated on key issues happening in the field and utilize relevant literature and research to develop an appropriate response for moving forward. In this question, students will analyze a specific contemporary issue happening in higher education drawing from the foundational courses, as well as relevant literature and scholarship, develop an adequate response to this issue, propose a set of recommendations for responding to this issue, discuss the benefits and limitations of their response, and address how their response affects key stakeholders.

Question #2—Individual Expertise Question (20 pages maximum)

Doctoral students in the Student Affairs Concentration form an area of expertise from their professional experience, research interests, and coursework, including those courses that tie together to form a Professional Concentration. This Individual Expertise question will support the student's progress on some dimension of their dissertation proposal. This Individual Expertise question is individually designed for students to display the research expertise that they have developed through one or more of the following: synthesizing relevant literature, showing evidence of theoretical sophistication, or designing the methods for their dissertation. Students will work with their advisor in developing a question connected to their intended dissertation proposal.

To assist in the design of the Individual Expertise question, on May 15 or by a date specified by the chair of the examination committee, students should furnish a two-page overview of their intended dissertation topic. In addition, students should identify the doctoral coursework they have completed that supports this dissertation research inquiry, and an explanation of their professional concentration, including an overview of the content of courses that comprise the concentration. Students may also provide any other information that will assist the advisor in drafting an appropriate question.

Format of the Examination

The doctoral comprehensive examination is a take-home examination in which students may use whatever books, articles, and resources are helpful to them. Students are expected to abide by the University's Code of Academic Integrity regarding their work on the examination.

Students' responses to the examination should be their original work for this specific purpose. The written examination should not include cut-and-pasted material from written work that students have completed for other purposes, including their dissertation proposal.

Students may use any written resources relevant to this examination. Students should not, however, use people as resources (e.g., peers, colleagues, and faculty) regarding the content of the examination and the content of responses. Students should contact the examination committee chair **via email** to clarify any questions. The examination should represent the students' own work, and students should ask no one else to read their examination, edit their

work, provide resources, or provide feedback.

Students should provide proper documentation for all sources they have used/cited in their responses. They should be sure to indicate material that is quoted directly from a source. For each response, students should also include a complete list of references they have used/cited.

Students should select and use a pseudonym to identify themselves on the Contemporary Issues Question. The pseudonyms are used to protect students' identities, so that readers can evaluate responses without knowledge of individual students' names.

Responses to each question should be begin on a new document. Pages should be numbered and identified with the chosen pseudonym (except students should use their own names for the Individualized Question since it is not written anonymously) and topic or question number.

Students will respond to the General/Contemporary Issues question in 10-15 pages. Students will respond to the Individual Expertise question in 15-20 pages. A list of references and the cover page do not count as part of the total number of pages for a response.

[NB: The comprehensive examination is designed as a one-time activity, meaning that the expectation is that all questions are responded to and turned in during each administration of the comprehensive examination. Therefore, if students do not turn in a response to a question, it technically counts as a "fail," meaning it represents the first attempt. When students do turn in the response to that question, it would be during the next administration of the exam and would be considered their second (and final) attempt.]

Administration of the Examination

The doctoral comprehensive examination will be offered annually in the summer prior to the dissertation-proposal writing course (EDCP 772). This year's exam dates are **June 15 – July 15, 2025 at 4 PM.**

The examination will only be offered once per year to all students during the same time frame, and the final deadline is not flexible. No special arrangements will be made with individual students, except in the case of a documented rationale or emergency. If a student knows that they will experience difficulty in taking the examination or meeting the examination deadline because of a documented disability or participation in a religious observance, notification of such a condition/observance must be made to the SAC comprehensive examination committee chair well in advance of the beginning of the examination so that appropriate accommodations can be made. Appeals for unanticipated and extraordinary circumstances may be made to the SAC comprehensive examination chair, who will determine if an exception may be made.

The response to the Individualized Question (#2) should include a copy of the original examination question prior to the beginning of the response to facilitate the review of the exam; the copy of the question does not count towards the page count. The text for the General/Contemporary Issues Question does not need to be included with the response.

Students will submit response questions to the SAC ELMS/Canvas site and run preliminary reports from TurnItIn prior to turning in the final responses. Doing so allows the student to identify instances where they may have made errors related to paraphrasing or not citing properly in their response and make the appropriate corrections prior to turning in the response. Students will receive more detailed instructions on how to use TurnItIn through the SAC ELMS/Canvas site. When in doubt, just change the phrasing.

Students will put their name on the Individualized Question response. Students should write a pseudonym (not your real name!) to their General/Contemporary Issues Question.

Exam responses will be uploaded to the SAC ELMS/Canvas website no later than 4 PM of the exam turn-in date. Using the SAC ELMS/Canvas site for the Individualized Question will allow the reviewer to directly access the TurnItIn report since anonymity is not a concern with the second question. Only the Program Coordinator will have access to the General Question responses and will email them to the reviewers so anonymity will not be compromised. (The PC will not review General Question responses)

A signed version of the Statement of Compliance (the last page of this file) should be emailed to the SAC Program Coordinator (Dr. Moore) when the exam responses are uploaded. The signature can be digital, or a scanned/photographed copy of a handwritten signature.

Evaluation of the Examination

Since the examination is not timed and students are permitted to use books and other written resources, the standards and criteria for adequate/passing responses will be rigorous. The use of the pseudonym is designed to protect the identity of each student on the General/Contemporary Issues question, so that readers can evaluate responses without knowledge of the student's name or previous performance.

After the examination is taken, the questions are separated according to question number. Faculty members who are knowledgeable about the area covered by the question are assigned to evaluate those questions. Each response is read by two (2) core faculty members. In the event of a discrepancy in evaluations between the two readers, a third reader may be asked to read and evaluate the essay.

Responses to each question are evaluated as follows:

1. Each question will be evaluated on a scale of 1.0 to 5.0, with 3.0 as a passing evaluation and 5.0 as a high pass. Evaluations can be assigned in whole or half points.

2. Subcategories on evaluation sheets will be scored on the same 1.0 - 5.0 system. The criteria for the subcategories are described below.

3. When an answer is evaluated as not passing (i.e., below 3.0), written comments giving the reason for the grade must be provided on the evaluation sheet.

Students must receive a score of 3.0 or higher on each of the two questions in the examination. A student receiving an overall score below 3.0 for any question must retake the question(s) that was/were not passed. According to policy of the College of Education, comprehensive examinations may not be attempted more than two times.

The chair of the comprehensive examination committee will notify all students of the results; evaluation results and feedback for each response will be available through the student's advisor. Formal acknowledgement of the results will be sent by letter from the CHSE department chair. Results will also be reported to the College of Education as an overall score of passing or failing. Honors may be awarded for exceptionally strong scores on both questions of the comprehensive examination. In the event the student does not pass one or both examination questions, an individual plan to retake that question(s) will be developed with the Student Affairs examination committee in collaboration with the student's advisor.

Criteria for the Subcategories

Both the content and presentation of the responses will be evaluated. Evaluations of content (weighed more heavily than presentation) include:

- Whether the response accurately reflected the question asked
- The accuracy of the material presented
- The completeness of the response
- The level of complexity of the response
- The appropriate use of references
- The originality of approach or thought

Evaluations of presentation (weighed less heavily than content) include:

- The organization of the response
- The clarity of the response
- The proper use of grammar, spelling, and syntax.

SAC DOCTORAL COMPREHENSIVE EXAMINATION
University of Maryland, College
Park College of Education

STATEMENT OF COMPLIANCE

This Statement of Compliance indicates that I have abided by the expectations, policies, and procedures outlined above for taking and completing the written comprehensive examination.

Further, I pledge on my honor that I have abided by the Code of Academic Integrity, and I have not given or received any unauthorized assistance on this examination.

Your Signature

Your Printed Name

Your Phone Number (best way to reach you)   Date

SAC DISSERTATION COMMITTEE REQUIREMENTS

Begin by familiarizing yourself with the required Graduate Student Forms for both the College of Education and the Graduate School (e.g., Doctoral Dissertation Proposal Form, Dean's Representative Role Form, Nomination of Thesis or Dissertation Committee Form):

College of Education forms are located at:
http://www.education.umd.edu/studentinfo/graduate_info/Forms.html

Graduate School forms are located at: http://www.gradschool.umd.edu/forms

Notes to Consider before Assembling your Committee: The College of Education shall require that a doctoral student be admitted to candidacy prior to approving the doctoral research committee or accepting the dissertation proposal. The College shall require that a student's doctoral research committee be approved, and dissertation proposal accepted prior to forwarding the application for formation of an oral examining committee to the Graduate School (oral examining committee = dissertation defense).

Requirements for the Doctoral Dissertation Committee (from: https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/umd_nomination_of_thesis_or_dissertation_committee_10_20.pdf):

A doctoral dissertation committee will consist of:
- Minimum of five voting members of the Graduate Faculty, including three Full Members
  - The committee members should include representatives of supporting areas and an individual versed in the methodology and/or literature of the dissertation
- Chair is generally a student's advisor but is not required. The Chair must be a Full Member of the Graduate Faculty. Requests for a Co-chair must have prior Graduate School approval.
- Each committee needs a Dean's Representative as a voting or non-voting member. The Dean's Representative must have a research interest related to that of the student. The Dean's Representative must be a tenured member of the Graduate Faculty and must be from another tenure home than the student's primary advisor, or co-advisor(s).
- Faculty who leave UMD (except Emeriti) are Graduate Faculty for one year and are then nominated as Special Members.
  - NOTE: any member outside of UMD must be nominated to serve on the Graduate Faculty as a special member. Special members and University of Maryland adjunct and emeriti graduate faculty must maintain their status (5-year term) to serve on student committees.

These are important forms that students need to complete as part of the dissertation process:

1. **College of Education Doctoral Dissertation Proposal Approval Form**
   To be completed after the dissertation proposal is successfully defended (and before the formal appointment of the dissertation committee): https://education.umd.edu/student- resources/student-services/graduate-studies-student-services-office/graduate-studies- forms#dispro

   NOTE: Formal appointment of the committee takes place when the "Nomination of Thesis or Dissertation Committee" form is approved by the Graduate School (normally submitted early in the semester of graduation, prior to the final oral defense). If any member identified on this form is ineligible to serve on student committees, the dissertation chairperson will be notified by the College.

2. **Nomination of Thesis or Dissertation Committee Form**
   This form must be submitted to the Office of the Registrar at least 6 weeks before the final examination and before the established deadline dates (and will include an approved IRB form). The form will be completed in the semester that the doctoral candidate anticipates completion of the dissertation

3. There are several other steps you must take, including reserving a room for your defense. Further, it is the student's responsibility to review emails sent out by CHSE's coordinator of Graduate Studies, Carol Scott, which provides the most up-to-date information on logistics and forms related to the dissertation process.

DOCTORAL INTERNSHIP GUIDELINES

Nature of the Internship

The doctoral internship is a field experience in an area germane to student affairs work of interest to the student. Internships require the development, integration, and demonstration of skills and knowledge gained from course work and prior experience. The internship should help the student prepare for the future goals/career they envision.

The internship not only integrates, but *extends prior knowledge, skills, and experiences; therefore, it is a learning experience separate from regular paid employment*. The appropriate internship setting is one that places priority on an intern's learning over the service the intern provides to the setting. The intern should be viewed as a professional staff member. Specific learning activities are expected to be part of the internship.

The level and quality of responsibility and challenge is a primary distinction between the internship and all other experiential learning. The internship should require an appropriate combination of the following skills: program development, resource management, supervision, systems analysis, counseling, teaching, program evaluation, process consultation, and general integration of theory and practice. The CSP program encourages research-focused internships. However, the experience and final product that results from the experience must be unique. The internship cannot be used to support an on-going student project or initiative.

Internship Competencies

The internship experience should provide doctoral students the opportunity to develop various knowledge and skills competencies. Beatty and Stamatakos (1990) suggest that such competencies should embrace: theoretical knowledge, scholarly inquiry, administrative skills, the ability to translate theory into practice, knowledge and understanding of the work environment and climate, and human relations skills.

In addition, CSP faculty believe strongly that attention to issues of diversity enriches the student's field experience and professional growth. Diversity includes race, ethnicity, socioeconomic class, religion, education, sexual orientation, abilities, age, gender, and other factors that define individuality.

With this in mind, the CSP program has identified a minimum set of knowledge and skills competencies for the doctoral internship. Students should address these competencies in the planning, design, and implementation of their internship experience. These may be addressed in either an integrated or a discrete manner in the internship proposal but should clearly inform the proposal.

KNOWLEDGE COMPETENCIES

1.   Theoretical Analysis:

Interns should be engaged in a specific focus, such as the analysis of a problem and/or organizational issue or a special project within the office or campus. Ideally, this analysis would include a theoretical reflection together with some quantitative or qualitative understanding of the issue at hand. Since the internship is intended to provide the intern an opportunity to link theory to practice, intentional reflection upon issues and office functions from a theoretical base of knowledge should be implemented. For example, a student engaged in designing a new program/policy might explore change theory or organization systems theory.

2.   Research, Assessment, or Evaluation:

Interns should be able to understand, assess, and evaluate the contextual setting of the problem, project, or focus within the office or campus, and to articulate plans to help shape that setting based on their assessment. The intern should be able to recommend and implement research methods most appropriate for the internship site's needs.

3.   Diversity:

Interns should gain an understanding of the office or campus issue(s) with respect to diversity and how those issues impact the office's or campus' diverse populations. The intern should explore how the office incorporates diversity within office practices and programs.

SKILLS COMPETENCIES

1.   Translation:

The intern should be able to demonstrate how to translate an understanding of theory into practical responses to the problem, project, or focus in the office or campus.

2.   Administration:

Interns should be able to exercise particular administrative skills (e.g. budgeting, supervision, policy analysis) to respond to the office or a campus problem, project or focus.

3.   Professional relationships:

Interns should be able to identify the various populations, internal and/or external to the office or campus, with whom they will be engaging. Interns should be able to engage effectively with those share-holders and stake-holders in a manner that promotes the efforts of the office or campus. The intern should understand organizational behavior including developmental and political dimensions.

Structure of the Experience

The following descriptions will guide students in the nature of their experience. Students who wish to propose internships which differ from these descriptors should include the rationale for the difference in their proposal to their faculty advisor and the CSP Field Work Committee.

When to take the internship

Each student is encouraged to plan the internship experience early in the doctoral program following their foundational coursework. Early planning will help the students and advisor design an internship experience that will fit the student's career and learning objectives. Generally, the internship is not taken until the student has successfully completed comprehensive examinations and advanced to candidacy. However, the internship can be taken following the first two years of full-time coursework. Thus, the internship could begin as early as the summer following the second year. The internship is part of the student's capstone experience. The student should contact the Field Work Committee Chair to schedule a meeting with the Field Work Committee as soon as the student knows when the internship will begin. This can be done as early as possible, but no later than one month prior to the start of the internship.

The Field Work Committee suggests that it may be useful to have the dissertation proposal drafted prior to the start of the internship experience to enhance the possibility of using the internship site for data collection.

1. Site:

Selection of the site is a collaborative effort between the student and his/her faculty advisor which should occur *prior to any contact with the office*.

   a. The site generally should be at a college or university or a government or professional association office whose focus is higher education.
   b. Students are encouraged to consider sites that either (1) broaden their view of student affairs in different institutional types (e.g., a private college if their education/employment has only been at public institutions) or (2) provide more experience in a select type of institution in which they envision seeking employment (e.g., a community college).
   c. Students are encouraged to seek sites that (1) bring exposure to the highest levels possible of policy and decision-making and (2) provide opportunity to learn about applications of multicultural objectives in practice.
   d. Most assistantships or jobs are not structured to meet the expectations of an internship. It is improbable that an assistantship or job can be structured to meet internship expectations. However, if a student can demonstrate how a particular position meets the expectations of the internship including substantial administrative responsibility with appropriate supervision, as defined by the document, it can be considered.

2.   Site Placement:

The selection of an internship site is a joint student/advisor activity. The student and advisor should decide which of them will make the preliminary contact with potential sites. In any case, both the advisor and the CSP Field Work Coordinator will help identify and contact sites as needed.

In all cases, the faculty advisor will confirm expectations with the on-site supervisor in writing regarding (a) expected intern learning functions (as included under internship competencies) and the post-internship written evaluation and (b) plans to make at least one site visit contact (via telephone or personal visit) during the course of the experience.

3.   Supervision:

Each internship site is expected to provide regular individual supervision, for a minimum of one hour per week. The intern supervisor should be an experienced professional staff person at the internship site. It is expected that the supervisor should have a doctorate and experience sufficient to guide this doctoral experience. Given that learning is the major intent of the internship, it is assumed that actual supervision will far exceed this minimum requirement. Quality supervision will include both teaching and mentoring components.

In addition to the site supervisor, the faculty advisor provides additional campus supervision to help the student reflect on the experience, connect with resources needed for the internship, and evaluate the student's learning. In some cases, another CSP faculty member may provide this supervision based on their work experiences and interests. The student should register for credit with whomever is providing the UM supervision.

4.   Time Commitment:

The CSP doctoral student internship is a regular course and should be approximately 150 hours over the course of a semester. This amount of time allows for involvement in a diversity of office management and administrative functions.

The focus of the internship is the hours spent on site and in internship related activity. The student should consider other activities as part of their internship hours including time spent:
- writing reflective logs or journals
- reading resource materials and related literature off site
- electronically searching or library time on site projects
- individual supervision with the faculty advisor
- work at home (or off site) on internship projects

5. Paid or non-paid:

Internships may either be paid or non-paid training positions. In either case, it is essential that the intern site supervisor recognize the special characteristics of the internship as a learning experience.

6. Academic Credit:

Students should enroll for three credits of EDCP 889 for the internship. All students should register for the CSP doctoral internship experience with the appropriate faculty advisor/supervisor's section number.

Internship Proposal Process

The process of shaping the proposal into the final learning agreement is exceptionally important. *A sample proposal is included in the appendix.*

1. Proposal Content:

The student's proposal of internship plans should include:

a. Description of the site, including nature of the office (web site information may be helpful);

b. Type of supervision, name, and credentials of supervisor (attach a resume if one is available);

c. Personal and professional goals;

d. Relationship of the internship to the student's long-term professional goals;

e. Relationship of the internship to the student's past experience;

f. Description of the proposed experience with specific tasks and areas of involvement, including statements on each of the doctoral internship knowledge and skills competencies defined in this manual;

g. Duration of the internship including time commitment, including anticipated hours per week, time period (months) and total number of hours;

h. How the internship experience will be evaluated and the nature of the evaluation including the intern's accomplishments; students should comment on the nature of the final evaluative/reflective paper, and

i. A current student resume.

2. Review/Approval Process

The student should submit a proposal draft to the faculty advisor who will review the draft and consult with the site supervisor. After the advisor approves the proposal, the student will then distribute copies of the draft to the CSP Field Work Committee for review and advice. The purpose of the committee's review is to ensure consistency and make recommendations that will enable the student to meet professional goals as stated in the proposal. (Names and addresses of the committee members can be obtained from the committee chair).

The Committee and the student will meet to discuss the written proposal. The role of the committee is to help the student design a manageable plan, be sure the goals can be met through the experiences proposed, suggest related theoretical frames or literature that might enrich the plan, and share their advice based on other students' experiences that might help this proposal be realistic and meaningful.

The committee will then share suggested modifications with the student and faculty advisor. The approval of the doctoral internship proposal rests with the advisor. The faculty advisor should review and approve the final proposal after initial engagement with the site to clarify additional opportunities or limitations in the original proposal's intent.

The CSP Program Director and the Chair of the Field Work Committee are available to consult with the doctoral student on the design of the proposal if needed. Samples of previous proposals are available for review. *In all cases, the proposal will be reviewed by the CSP Field Work Committee and approved by the faculty advisor and the site supervisor **before** the internship may commence.*

3. Proposal timeline:

Students should submit the proposal to the CSP Fieldwork Committee no less than one month prior to the desired start date for the internship to allow time for review, feedback, and final approval by the faculty advisor and site supervisor prior to the onset of the internship: **Proposals which contain variations from the general model or request exceptions should allow additional time.**

Evaluation Process

The intern, the internship supervisor, and the faculty advisor will be involved in final evaluation. The advisor will ensure compliance with the original proposal.

(1)   At the completion of the internship, the site supervisor will send to the faculty advisor a written evaluation of the intern including an assessment of completing internship goals, the degree of personal/professional development, as well as notation of any areas of strength and needed improvement.

(2)   The intern will also complete a final paper organized around the internship competencies. This paper should include the extent to which these competencies were enhanced by the internship, an analysis of learning and skill development, and recommendations for further professional development.

(3)   The final course grade will be assigned by the faculty advisor following input from the site supervisor and review of appropriate student materials. The faculty member will then record this grade. The faculty advisor will send a copy of the final paper to the CSP Field Work Coordinator.

(4)   The intern will also evaluate the overall adequacy of the internship experience using the form provided by the CSP Field Work Committee. [See related sections of this manual.]

CHECK LIST FOR CSP DOCTORAL INTERNSHIP PROCESS

1. --- Think about the role of your internship in your future goals and aspirations. How can this open opportunities for what you want to be doing?

2. --- Consult with your advisor about your ideas and plans. Talk with other doctoral students about their experience and review past internship proposals with the chair of the Field Work Committee or CSP Field Work Coordinator.

3. --- Identify one or more experiences of interest. Seek your advisor's approval about the process of approaching this site (e.g. will the advisor call, will you call)?

4. --- Approach the site as either (1) your firm choice or (2) as an informational interview to see what you think before making final decisions.
   ♦ take or send an updated resume so the site can learn about you

5. -- Decide on a site.
   ♦ You and your advisor should talk to the site supervisor to obtain their concurrence.
   ♦ Write thank you letters to any sites you did not choose.

6. -- Draft your internship proposal. Share a draft with your advisor and the site supervisor for their input.
   ♦ obtain a copy of your site supervisor's resume if possible
   ♦ obtain your advisors approval of the final proposal

7. --- Contact the CSP Field Work Committee chair to schedule time to meet with the committee
   ♦ Send electronic copies of your proposal to the CSP Field Work Committee
   ♦ Consult with your advisor about incorporating changes and revisions from the committee into your plan

8. --- Register for EDCP 889 credits as indicated.

9. --- Complete the Site Evaluation (see page 16) at the end of the internship.

DOCTORAL INTERNSHIP ADVICE

Previous students have shared this advice to help you design a good experience.

Your supervisors -- on campus and at your internship site -- **can make or break your internship experience.** Before committing to a particular internship site, make sure that you have taken the time to get to know your on-site supervisor, as well as his/her supervisory style. It is a good idea to consider both the supervisor and the site when choosing an internship.

Have a clear idea about your personal and professional objectives in this internship. Use these ideas to shape the internship experience: Most internship sites will be (or should be) flexible enough to meet your needs. **Be open to experiences that you did not anticipate.**

"In my internship with the Office of Minorities in Higher Education at ACE, I had some definite objectives. At first, I was frustrated when I realized that some of them were not going to be met; however, once I got past the disappointment, I recognized some valuable learning experiences that I did not even anticipate when I set up the internship."

Before you start your internship, early on, **arrange some time to go into the office or organization just to meet all the other professionals and staff members.** It can be extremely difficult to do this once you get started on projects for your internship.

Though it is a large time commitment, if at all possible, **spend as many hours and days a week at your internship site.** This is the only way to feel like you are "a part of " the office or organization. Students who stretched their internship experience over a long period of time (with fewer hours each week) seemed to have a less rich experience. They seem to feel like the outsider.

Design your internship experience around your learning style. This internship is for you and your personal/professional growth. This is your opportunity to design an individualized learning experience that addresses your needs; avoid being influenced by other people's needs for you.

Make sure that your internship site can accommodate you. You need access to a desk, a phone, and a computer even if you do not have your own space.

"For the first part of my internship, I was a nomad: This made it very difficult to keep on task with my projects. It is difficult enough to walk into an office that you are not familiar with-it's an entirely unsettling experience to be shuffled around from office to office and desk to desk."

Your internship experience can be a great way to network with other professionals in your area of specialization. Think about this before deciding on your internship site. "I found it to be an incredible way to collect professional resources."

Schedule weekly time with your advisor to process your internship experience.
"It was incredibly helpful to be able to process my experience as it was happening. My advisor was able to help me "trouble-shoot" areas that I needed to work on before they became major problems that undermined my internship. If a problem arises at your site, contact your advisor sooner rather than later. Don't wait until things get worse. "

INTERNSHIP CALENDAR FOR DOCTORAL STUDENTS

FOR SUMMER OR FALL PLACEMENTS:

Feb	Talk with your faculty advisor about possible sites and experiences that will meet your goals. Consult with the CSP Field Work Coordinator and/or Field Work Committee Chair as needed.
Feb/Mar	Conduct information interviews with possible sites; pin down one site for placement. Your faculty advisor and site supervisor should discuss your internship.
Mar	Develop proposal according to Manual guidelines and submit to faculty advisor for review and consultation with site supervisor.
April	Submit Internship Proposal to Field Work Committee Chair and schedule time to meet with the committee for feedback.
May-Sept	Begin internship. Complete finalized version of Internship Proposal for approval by faculty advisor and site supervisor.
Aug-Dec	Submit Site Evaluation to Field Work Committee Chair

FOR SPRING PLACEMENTS:

Sept	Talk with your faculty advisor about possible sites and experiences that will meet your goals. Consult with the CSP Field Work Coordinator and/or Field Work Committee Chair as needed.
Sept/Oct	Conduct information interviews with possible sites; pin down one site for placement. Your faculty advisor and site supervisor should discuss your internship.
Oct	Develop proposal according to Manual guidelines and submit to faculty advisor for review and consultation with site supervisor.
Nov	Submit Internship Proposal to Field Work Committee Chair and schedule time to meet with the committee for feedback.
Jan	Begin internship. Complete finalized version of Internship Proposal for approval by faculty advisor and site supervisor.
May/June	Submit Site Evaluation to Field Work Committee Chair

Student Evaluation of Internship Site

The Field Work Committee requests that each student complete an evaluation of the internship site and file it with the CSP Field Work Coordinator. A copy of this form is in the appendix.

This will be used to inform future placements in that site. It will be available for the review of students considering that site. Criticisms of the site should therefore be worded appropriately and tactfully.

File this completed form with the CSP Field Work Coordinator. The coordinator will maintain a file of evaluation forms and will make them available to the committee, to faculty advisors, and to prospective doctoral interns. The file is not intended for use beyond that scope.

SITE EVALUATION FORM

Doctoral Internship Evaluation

The purpose of this evaluation is to provide the fieldwork committee and future doctoral students with feedback regarding the overall adequacy of your internship experience and the specific site which you chose. This evaluation will be kept in the CAPS office in a file which will be made available to all current students.

Name_____ Dates of Internship_____

Site_____

Site Supervisor_____ Faculty Supervisor_____

1. How could the Fieldwork Committee have been more helpful to you in setting up your experience or during your experience?

2. If you had to do it all over again, what would you propose differently?

3. Were the knowledge and skills competencies outlined (in the Field Work Manual) helpful in designing your internship?

4. Did the internship experience/site help you to fulfill these knowledge and skills competencies?

5. What was the most profound insight you gained from your field experience?
    What implications does this have for you as a professional in student affairs?

6. What were some other positive aspects of your field experience?

7. Were there any disappointments or limitations within your field experience? Describe.

8. Would you recommend this site to other students? Why or why not?

9. Would you be willing to share your internship reflection paper with
        others? Circle one: YES   or   NO

10. Other comments:

Detach or photocopy this form. Return completed form to the CSP Field Work Coordinator

Site Evaluation – Page 2

POSSIBLE CAMPUS SITES FOR FIELD WORK EXPERIENCES

DISTANCES ARE APPROXIMATIONS FROM COLLEGE PARK

<u>15 - 30 min. from College Park</u>
Bowie State University
Capitol College
Catholic University of America
Columbia Union College
Montgomery College Takoma Park
Univ. of MD University College
Trinity College
Washington Bible College

<u>45 min. to 1 hour</u>
Anne Arundel Community College
Columbia Baltimore Int'l Culinary Arts Institute
Charles County Community College
College of Notre Dame of MD
College Community College of Baltimore
Essex Community College
George Mason University
Goucher College
Johns Hopkins University
Loyola College
Maryland Institute College of Art
Marymount University
McDaniel College
Montgomery College-Rockville
St. Mary's University
Maryland Morgan State University
Northern VA Community College
(Annandale campus & Alexandria)
St. John's College
Sojourner - Douglass College
Towson University
Univ. of Baltimore
Univ. of MD at Baltimore
US Naval Academy

<u>30 - 45 minutes</u>
American University
Catonsville Community College
Gallaudet University
George Washington University
Georgetown University
Howard Community College
Howard University
Maryland Institute of Art &
Design Mount Vernon College
Prince George's Community College
Southeastern University
Strayer College
Univ. of the District of
Univ. of MD Baltimore County
(UMBC)
Dundalk Community

**Other possibilities depending on
<u>where the student lives:</u>**
Chesapeake College
Hagerstown Community College
Hood College
Frederick Community College
Montgomery College-Germantown Mount
St. Mary's College of

ACPA STATEMENT OF ETHICAL PRINCIPLES AND STANDARDS

PREAMBLE ACPA – College Student Educators International is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and, thus, to the service of society. ACPA members are committed to contributing to the comprehensive education of students, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member understands the provisions of this statement. This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT

The principal purpose of this statement is to assist student affairs professionals (individuals who are administrators, staff, faculty, and adjunct faculty in the field of student affairs) in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self- regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available. Suggestions to assist with addressing ethical concerns are included in the Appendix at the end of this document.

ETHICAL FOUNDATIONS

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, a number of perspectives may be used in conjunction with the four standards identified in this document to assist in making decisions and determining appropriate courses of action. These standards are: 1) Professional Responsibility and Competence; 2) Student Learning and Development; 3) Responsibility to the Institution; and 4) Responsibility to Society. Ethical principles should guide the behaviors of professionals in everyday practice. Principles are assumed to be constant and, therefore, provide consistent guidelines for decision-making. In addition, student affairs professionals should strive to develop the virtues, or habits of behavior, that are characteristic of people in helping professions. Contextual issues must also be taken into account. Such issues include, but are not limited to, culture, temporality (issues bound by time), and phenomenology (individual perspective) and community norms. Because of the complexity of ethical conversation and dialogue, the skill of simultaneously confronting differences in perspective and respecting the rights of persons to hold different perspectives becomes essential. For an extended discussion of these aspects of ethical thinking, see Appendix B.

Full version can be retrieved at http://www.myacpa.org/au/documents/EthicsStatement.pdf

RESOURCES

Additional resources are located on the Student Affairs ELMS/Canvas Site.

EDUCATIONAL TECHNOLOGY SERVICES (ETS)

Educational Technology Services (ETS) has been a support unit in the College under various names since 1968 and provides direct support to College of Education faculty and staff for UMD owned and purchased equipment, including office desktop IT support, classroom and computer lab support, equipment loan, web and learning technology services. A computer lab is in the lower level of the Benjamin building (COE); printing for a fee is available.

Educational Technology Services (ETS) also supports circulating technology equipment at no charge to College of Education faculty, which may be used for instruction or special events that can be checked out and utilized on campus. Members of the COE (faculty, staff, and graduate students with approval, only) have the option to reserve equipment with advanced notice.
Equipment reservations are subject to availability and are booked on a first-come, first-served basis. Available equipment includes laptops, LCD projectors, video cameras, laser pointers, digital voice recorders, and wireless and handheld microphones. To learn more about ETS, visit: https://education.umd.edu/about-college/leadership/ets

GRADUATE SCHOOL

Following students' admission, the UMD Graduate School provides ongoing support and information to and for graduate students. From financial to professional and career development, workshops and resources can be found here that will support graduate students' successful matriculation. For more information, visit: https://gradschool.umd.edu

GRADUATE STUDENT LIFE (GSL)

Inside the Adele H. Stamp Student Union, graduate students can find the Graduate Student Life office dedicated to creating community for GradTerps and advocating for graduate students at the University. GSL hosts programming throughout the academic year such as appreciation breakfast, study breaks with coffee and snacks, and extended hours in the graduate student lounge.

GRADUATE SCHOOL WRITING CENTER (GSWC)

The University of Maryland GSWC offers one-on-one writing consultations for enrolled University of Maryland graduate students. Consultations are available during Fall, Spring, and Summer terms. Fellows work with graduate students within their colleges on structure, argument, disciplinary expectations, citation, voice, syntax, and, as appropriate, usage and grammar. GSWC Fellows do not edit, but

rather work collaboratively with graduate students on their writing. For more information on how to register for an appointment with a GSWC Fellow, please see http://www.gradschool.umd.edu/graduate-school-writing-center

In addition, the GSWC hosts weekly write-ins for graduate students to attend, During this time, GSWC Fellows are also available for brief consultations. For times and registration, visit: https://gradschool.umd.edu/graduate-school-writing-center/weekly-write-ins

The GSWC also provides opportunities for students who want to join a writing group. Information can be found here: https://gradschool.umd.edu/graduate-school-writing-

UMD LIBRARIES

UMD Libraries can be a wonderful resource for students to access knowledge in- person, electronically, and across campuses. Through interlibrary loans, students have access to resources that extend beyond the UMD network. Additionally, the library offers consulting, research assistance, and other services. Learn more here: https://www.lib.umd.edu

UMD HEALTH CENTER

Be sure to have your immunization form (https://health.umd.edu/immunizations) completed, including the COVID-19 vaccinations, and turned into the Health Center before school begins your first semester in the HESI program. The Health Center will not notify you if you do not have your completed immunization form on file until mid-way through your first semester. You will receive a warning message that you cannot register for classes in the spring when attempting to register for courses online. If there are any immunizations you are missing, they can be completed at the Health Center. Ideally, it is best to have your Primary Care Physician (if you have one) do this during the summer before starting the program.

NATIONAL CENTER ON FACULTY DEVELOPMENT & DIVERSITY (NCFDD)

UMD is a member of the NCFDD, which offers unique resources for scholars ranging from semester planning to teaching to writing. We highly recommend participating in the 14-day writing challenges that occur once per semester, including the summer! This is a great opportunity to engage with scholars across the country and maintain a writing schedule (log in to www.facultydiversity.org using your UMD account!)

MCEWEN RESEARCH GRANT PROGRAM

Established in 1995, the Mac and Lucille McEwen Research Grant was established by Professor Emerita Marylu K. McEwen in honor of her father and mother. The grants are reserved for master's thesis and doctoral dissertation research. If additional funds are available within any given year, proposals may be considered for other student-initiated research. SAC master's and doctoral students are eligible to receive funds once per degree program. It is strongly recommended that students applying for funds have a research proposal that has been approved by their thesis/dissertation committee prior to their application. A call for proposals is usually issued in the spring semester. Additional information for the McEwen scholarship is located on the Student Affairs Canvas site.

SPARC GRANTS

The College of Education's Support Program for Advancing Research and Collaboration (SPARC) is a competitive grant program for new assistant professors and doctoral candidates. SPARC funds are intended to support the student's dissertation research. Doctoral students who have advanced to candidacy are eligible to apply. Only research that has been approved by the student's advisor will be supported. A doctoral student may receive only one award. Application deadlines vary by term; for more information on deadline and submission information, please check the website : https://education.umd.edu/sparc-support-program-advancing-research-and- collaboration.

TRAVEL SUPPORT

One source of travel support can be accessed through the Graduate School. Any graduate student presenting at a conference can apply for a Goldhaber Travel Grant. The Jacob K. Goldhaber Travel Grants are intended to help defray the expenses incurred by graduate students who are traveling to scholarly, scientific, or professional conferences to present papers, posters, or other scholarly material. Please note that preference for Goldhaber Travel Grants is given to students who have advanced to candidacy and can only be awarded twice during a student's graduate education at UMD (once pre-candidacy and a second time post-candidacy). More information about the application process and guidelines can be found at: https://www.gradschool.umd.edu/funding/fellowships-awards/student-fellowships-awards/graduate-school-travel-grants

Disseminating scholarly work is essential to advance practice, promote additional research, and to begin establishing students as scholars in their field. The CHSE Department, therefore, seeks to provide partial support for professional travel. Toward that end, the Department provides travel support for doctoral students who are presenting research at a national conference.

Maximum funding level depends on the location of the conference to which the student is traveling. Maximum travel award amounts are: $250 for travel east of the Mississippi, $400 for travel west of the Mississippi, including Canada or Mexico; and $600 for international travel outside of North America and Mexico. For more information, visit:

https://education.umd.edu/academics/departments/chse/resources/forms-and-handbooks and scroll down to the Travel Section