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THE COLLEGE AND THE DEPARTMENT

College of Education
http://www.education.umd.edu/collegeinfo/generalInfo/ataglance.html

The College of Education at the University of Maryland is ranked 21st in the nation among the top colleges of education by U.S. News & World Report for 2008. The Department of Counseling and Personnel Services ranks first in the nation for the eighth consecutive year and the Department of Special Education ranks tenth. The college has nine ranked Educational Specialties plus one ranked Health Specialty, (Rehabilitation Counseling, ranked in 2004) for a total of ten Top 20 ranked specialties, of which five are Top 10 rankings. Offering undergraduate, master's and doctoral degrees, the College of Education provides research- and practice-oriented programs through its seven departments: Counseling and Personnel Services; Curriculum and Instruction; Education Policy Studies; Education Leadership, Higher Education and International Education; Human Development; Measurement, Statistics and Evaluation; and Special Education. College programs prepare educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, 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, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education. Donna L. Wiseman, Ph.D., was named Interim Dean of the College of Education in July 2007.

Statistics (2006-07)
Graduate majors: 1,181
Undergraduate majors: 936
Total Enrollment: 2,117
Full-time tenure/tenure track faculty: 102
Alumni: 35,570 - Web site: www.education.umd.edu

Mission Statement
The College of Education at the University of Maryland is committed to excellence in research, leadership development, teaching, and service that influences policy and practice related to education, assessment, counseling, and human development in Maryland, nationally, and internationally.

Research Faculty
The college offers numerous opportunities for research with highly-cited faculty in its many centers, institutes and laboratories. Faculty in the college are ranked among the most productive researchers in the nation. Fellowships are available in centers and laboratories conducting research in areas including exceptional children, troubling behavior, assessment testing, literacy, urban and minority education, and family and child relationships. The college is home to the Maryland Institute for Minority Achievement and Urban Education, the Maryland Literacy Research Center, the Mid-Atlantic Center for Mathematics Teaching and Learning, and numerous department-based centers and programs. For the fiscal year ending June 2007, the College of Education garnered $13.6 million in external funding for sponsored research.
School Programs
All professional education preparation programs in the college build on a basic understanding of and advocacy for children and youth. One of 13 colleges and schools within the state's flagship institution, the University of Maryland, the College of Education offers model teaching and teacher preparation programs involving research and service in early childhood, elementary, secondary, special education, and TESOL. The Center for Young Children, operated through the Department of Human Development, is ranked as one of the best pre-schools in the nation. Through these programs and the training offered in educational policy and leadership, the college has forged partnerships with school systems, administrators, and teachers throughout the state and has influenced educational policy across the nation.

Counseling and Personnel Services (CAPS) Overview
www.education.umd.edu/EDCP

Ranked as the top program in the nation in 2008 for the eighth consecutive year by U.S. News & World Report, the department provides the knowledge and skills needed for practice and research in counseling and human services professions. The department offers M.A., M.Ed., and Ph.D. degree programs. Specialty areas at the master's level include college student personnel, rehabilitation counseling, school counseling, and school psychology. The department's Rehabilitation Counseling program is ranked ninth. An advanced graduate specialist certificate is offered in school psychology. At the doctoral level, specialty areas are in college student personnel administration, counselor education, counseling psychology, and school psychology. The department is home to the Center for Human Services.

THE COLLEGE STUDENT PERSONNEL (CSP) PROGRAM OVERVIEW

The College Student Personnel program is committed to the professional preparation of counselors, administrators, and student development educators in higher education environments. Such settings for masters graduates often include: student activities centers, academic advising offices, career services offices, offices of resident life, orientation, leadership programs, multicultural centers, and commuter affairs in college unions and counseling centers at community colleges and smaller colleges or universities. Doctoral graduates become graduate faculty, direct such offices as academic advising centers, student activities, offices of student life, multicultural centers, assessment and research, learning support services, career centers, and become deans of students or assistant vice presidents for student affairs.

The masters program is designed to meet the 1992 Council for the Advancement of Standards in Higher Education criteria for Master's programs with emphasis on the college student population and multicultural issues. The Council for the Advancement of Standards (CAS) is a cooperative effort of over twenty professional associations in Student Affairs Administration who have designed standards of preparation and practice for the profession.

Values
The College Student Personnel program at the University of Maryland is modeled and directed by the core values of Student Development, Multiculturalism, Leadership, Scholarship and Research, and Ethical Practices. Each of these values is described in detail below.
Our shared goal and responsibility is to inspire hope that our greatest human potential will emerge through the understanding and living of multiculturalism, as described through:

- Respecting differences among people, and acknowledging the complexities within ourselves and other;
- Recognizing that we each have a race, gender, sexual orientation, class, ability, ethnicity, and so forth, which contributes to our own personal identity and our mutual interconnectedness;
- Engaging in a process-oriented life journey that stimulates personal growth, development of voice, and self-knowledge;
- Creating an inclusive and safe environment where multiple perspectives can be explored and expressed;
- Fostering a community of active and interdependent learners committed to the intentional expression of constructive dialogue and action;
- Understanding that this commitment requires courage to deal with conflict and dissonance;
- Challenging ourselves and others to think critically about multiculturalism;
- Sustaining a commitment for action towards the elimination of oppression and the promotion of equality, justice, and freedom; and taking on the responsibility to become change agents working for social justice, thus nurturing hope for a better world through multiculturalism.

Student Development
We value student learning and development as essential elements of student affairs practice. Understanding and applying theories of learning and development helps to develop the whole student and support the recognition of each individual student’s uniqueness. To that end, we value:

- The application of student development theory not only for professional use, but also as a tool for self-understanding and personal development.
- The ability to apply student development theory effectively, ethically, and appropriately in a variety of professional capacities, including – teaching, advising, programming, counseling, policy development, leadership, and other areas of student affairs practice.
- The ability to critique individual theories as well as the overall body of theories and to promote research that leads to new theory formulation.
- A synthesis of formal theory, emerging theory, and personal voices as aspects of student development theory.
- The inclusion of theories from other professional fields of study such as typologies, counseling theory, and learning styles.
- The inclusion of theory describing the experience of traditional aged college students as well as the more general body of theory regarding adult development.
- The inclusion of diverse views of development, including human development theory and theories and perspectives about diversity and diverse populations.
- Examining social identities, multiple identities, and other intersecting domains of development.
Leadership
Student Affairs professionals are responsible providing leadership to their institutions in creating programs, policies, and experiences that will enhance students' learning experience. Leadership means working with others effectively to accomplish change. The program supports and teaches leadership values such as:

- Promoting leadership practices that value inclusion, empowerment, ethical principles, purposefulness, and process.
- Working collaboratively with others toward shared change.
- Working in partnership with students, faculty, academic affairs offices, other student affairs and administrative affairs offices across campus.
- Advocating for campus change that enhances the student learning and developmental experience.
- Understanding self and others so that each person's capacity for leadership and change can be developed.
- Fostering civic engagement in the program, in the assistantship/work site, and in the profession.
- Understanding and critiquing organizational systems and human behavior within organizational settings.
- Transforming campus organizations to adopt philosophies, structures and practices that are supportive and inclusive of diversity.
- Managing and supervising in ways that develop talent, promote collegial organizational structures, and foster all units to be learning organizations.
- Modeling ethical relational leadership with students and colleagues on campus.

Research
We believe that effective student affairs professionals are not only skilled practitioners but also able consumers and conductors of scholarship and research. Thus, the CSP program strives to develop scholar-practitioners, or professionals who combine their practice with the ability to assess their work in meaningful and constructive ways.

Successful scholar-practitioners are able to:
- Understand foundational theory and contemporary research that provide direction for student learning and development.
- Expand existing knowledge about the student experience, the college environment, and student outcomes through conducting original research.
- Assess their programs and lingering questions guided by appropriate theory and research as well as sound methodological approaches; and
- Practice continuous quality improvement in their work by keeping current with cutting-edge research in the field and regular individual and organizational assessment.
- Conduct all assessment and research using the highest of ethical practices guiding the use of human subjects.
- Conduct all assessment and research showing awareness of theories, instrumentation, and samples appropriate for the study of diverse students.
Ethics
Ethical behavior in our graduate learning community and in student affairs practice is a shared responsibility. Students, faculty, staff, and student affairs educators are expected to embrace principles of professional ethics and to engage in meaningful ongoing dialogue that support the development of ethical practices through:

- Striving to be people of character and integrity who practice and promote ethical practices in our individual lives and in our communities of practice.
- Respecting differences among people, and acknowledging the complexities within ourselves and others.
- Understanding one's power as it relates to developmentally appropriate advising, supervising, teaching, and mentoring.
- Ensuring responsible stewardship of human, financial, and facility resources.
- Representing oneself authentically and ethically in all interactions with others in all locations of professional practice.
- Maintaining policies and practices that are implemented in a manner congruent with original intent.
- Using ethical research practices protecting the use of human subjects in assessment and research.
- Encouraging one another to develop ethical decision making skills through case studies, modeling, and ongoing dialogue.
- Challenging colleagues when practices become inconsistent with ethical principles.
- Modeling and promoting ethical practices as multi-dimensional in nature, including; following practice conduct rules, promoting good and celebratory behavior, and being faithful to social justice.
- Advancing one's practice skills and synthesizing current research literature while contributing to the good of our profession.
- Following professional standards for practice as set forth by national associations including American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), American Counseling Association (ACA), as well as appropriate higher education and specialized student affairs associations.

College Student Personnel Faculty

**Vivian S. Boyd**
Associate Professor; Director, Counseling Center
Ph.D., University of Maryland
Research interests: Cross-cultural issues in counseling, college counseling, retention of undergraduate students.

**Karen Kurotsuchi Inkelas**
Associate Professor
Ph.D., University of Michigan
Research interests: Impact of living-learning programs on student outcomes, Asian Pacific American college student experience, influences of the college environment on students' racial views.
Susan R. Jones
Associate Professor
Ph.D., University of Maryland
Research interests: Psychosocial identity development, service-learning, qualitative research methodologies, multiple social identities and intersectionality.

Susan R. Komives
Professor
Ed.D., University of Tennessee-Knoxville
Research interests: Student leadership development, organizational leadership and change, higher education futures and trends.

Stephen John Quaye
Assistant Professor
Ph.D., Pennsylvania State University
Research interests: Race relations on college campuses, racial climates, cross-racial interactions, color-conscious pedagogy, critical race theory.

Affiliate Faculty

In addition to its full time faculty, the CSP program includes student affairs professionals working in student and academic affairs at College Park. The faculty teach master's field work courses (e.g. apprenticeship and counseling practicum) and doctoral seminars. They also direct and serve on master's thesis committees, advise seminar papers, and serve on doctoral dissertation committees.

Javaune Adams-Gaston, Ph.D., Counseling theory, process and practice; multicultural issues in counseling; student athlete career and counseling development; academic retention issues
Linda M. Clement, Ph.D., College choice, leadership
Deb Grandner, Ph.D., University housing, organizational leadership, white racial identity development
Marsha Guenzeler-Stevens, Ph.D., Student engagement, spirituality, women's leadership
Terry Flannery, Ph.D., Assessment, marketing, enrollment management
Linda K. Gast, Ph.D., Career decision-making, dual-career couples
Barbara G. Jacoby, Ph.D., Service-learning, commuter students
Jonathan J. Kandell, Ph.D., College counseling, groups, couples counseling, internet addiction
Lisa Kiely, Ph.D., Gender and racial identity development, assessment
Sharon Kirkland-Gordon, Ph.D., Counseling and psychotherapy, clinical supervision and training, racial and cross cultural interactions in counseling, career counseling, trauma, sexual abuse and assault, consultation and outreach
Margaretha S. Lucas, Ph.D., Career development, career development of women and adolescents;
George L. Marx, Ph.D., Professor Emeritus
Marylu McEwen, Ph.D., Professor Emeritus, Student development theory, identity development, psychosocial development of students of color, multiculturalism in student affairs
Gretchen Metzelaars, Ph.D., Student unions, facilities management
Patricia L. Mielke, Ph.D., Moral development, residence life programs and administration
James M. Osteen, Ph.D., Program evaluation, facilities management, customer service
Janet A. Schmidt, Ph.D., Assessment, college counseling, longitudinal studies
William Sedlacek, Ph.D., Emeritus Faculty, Multicultural issues, admissions
**Faculty Section Numbers**

These are used for individually supervised projects with a faculty advisor or faculty member such as:

- 798 (Masters seminar paper and graduate independent study),
- 799 (Masters thesis),
- 888 (individually designed apprenticeship for masters or doctoral)
- 889 (PhD internships),
- 898 (PhD Pre-dissertation research credits)
- 899 (PhD dissertation) credits

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MASTER’S PROGRAM

- Learning Outcomes
- Degree Options (M.A. and M.Ed.)
- Degree Requirements
- Course Descriptions
- Comprehensive Examination Expectations, Policies, and Procedures
- Counseling Practicum and Apprenticeship
- Master’s Thesis/Seminar Paper
- Master’s Student Review Form

Master’s Program: Master of Arts/Master of Education
The University of Maryland offers two programs for those who are interested in receiving their master’s degree in College Student Personnel. Learning outcomes of the master's program, general curriculum requirements, along with a more detailed description of each program are provided below.

Learning Outcomes
Graduates from the Master of Arts (M.A.) or Master of Education (M.Ed.) degree program will have professional entry-level competencies in each of the following areas:

- defining the role and functions of student affairs work in higher education
- interpreting research significant to the profession and conducting related research at an elementary level
- identifying factors affecting human and organizational behavior
- translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession: counseling, instruction, supervision, program design, administration, research
- developing multicultural competence to engage with diverse students with effectiveness and confidence
- performing the functions of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.

Degree Requirements
Students wishing to graduate with either a Master of Arts or Master of Education degree must have completed the following course requirements:

- EDCP 610 Professional Orientation: College Student Personnel - 3 credits
- EDCP 771 The College Student: Student Development Theories - 3 credits
- EDCP 888A Apprenticeship in Student Personnel Services - 3 credits
- EDCP 789Z/741 Multicultural Practice in Student Affairs - 2 credits
- EDCP 655 Organizational Dimensions of Student Affairs (Capstone) - 3 credits
- EDCP 615 Counseling I: Appraisal - 3 credits
- EDCP 616 Counseling II: Theory and Practice - 3 credits
- EDCP 618 Pre practicum Lab - 2 credits
- EDCP 619B Practicum in College Counseling - 3 credits
- EDMS 645 Quantitative Methods I - 3 credits
- EDCP 799/798 Research Design & Proposal Writing Seminar - 2 credits
(M.A. students register for 2 credits of EDCP 799)  
(M. Ed. students register for 2 credits of EDCP 798)

☐ Elective: One course of your choosing to enrich your program - 3 credits

Master of Arts degree (M.A.)
In addition to the learning outcomes of the program, the Master of Arts program is designed to provide research experience for its graduates. As a result, students seeking to graduate with this degree must have completed the following requirements:

☐ successful completion of a Master's Thesis  
☐ successful completion of one additional statistics course (EDMS 646 Quantitative Methods II) and four additional research thesis credits (EDCP 799)

Master of Education (M.Ed.)
In addition to the learning outcomes of the program, the Master of Education program is designed to provide opportunities for students seeking to concentrate on specified areas within the College Student Personnel Program. As a result, students seeking to graduate with this degree must have completed the following requirements:

☐ Successful completion of a seminar paper (EDCP 798)  
☐ Successful completion of two courses of a professional concentration to explore topics to their professional practice or research

Additional Elective Courses Available
In addition to degree requirements, students may choose to take other courses for personal interest. Common course offerings are listed below:
☐ EDCP 611 Career Counseling  
☐ EDCP 617 Group Counseling  
☐ EDCP 773 Designing Qualitative Research in Counseling & Student Affairs  
☐ EDCP 789D/694 Student Leadership Development  
☐ EDCP 888 Apprenticeship in Counseling and Personnel Services (Individually designed experience such as supervised teaching, directed reading, etc.)  
☐ EDMS 647 Introduction to Program Evaluation  
☐ EDHI 651 Higher Education Law  
☐ EDHI 657 History of Higher Education  
☐ EDHI 660/661 Retention Theories/Retention of College Students  
☐ EDHI 662 Research on Ethnic Minority Students

Additional Information & Requirements
Prerequisites
Prior to enrolling in the College Student Personnel program, applicants must have previously earned 15 semester hours of behavioral science courses (e.g. psychology, sociology, anthropology, etc.) as awareness of the nature of inquiry in this area. Some students may be required to complete additional coursework prior to matriculation or early in their Master's program.

Duration
Each student is an individual with different talents, family and work responsibilities. Program requirements are designed so that full-time students can complete their program in four semesters.
Students may also enroll part time during some or all of their program to extend program completion to three years. All programs must be completed within 5 years. The program will total 40 credit hours.

Comprehensive Examinations:
All students must successfully complete Master's written comprehensive examinations. A student’s research proposal, completed in EDCP 798/799 during the fall semester of one’s second year, serves as the written comprehensive examination.

Course Descriptions

Required Courses
EDCP 610 Professional Orientation: College Student Personnel - 3 credits
Survey of knowledge base and practices in counseling and personnel services specializations, professional ethics, credentialing relevant legislation, current issues.

EDCP 771 The College Student: Student Development Theories - 3 credits
A demographic study of the characteristics of college students as well as a study of their aspirations, values, and purposes.

EDCP 888 Apprenticeship in Student Personnel Services - 3 credits
Apprentice practice under professional supervision in an area of competence compatible with the student’s professional goals. Credit not to be granted for experience accrued prior to registration. Open only to degree- and certificate-seeking graduate students.

EDCP 789Z/741 Multicultural Practice in Student Affairs - 2 credits

EDCP 655 Organizational Dimensions of Student Affairs (Capstone) - 3 credits
Prerequisite: EDCP 610 or permission of department.
Exploration of leadership and organizational change of student affairs programs in post-secondary education.

EDCP 615 Counseling I: Appraisal - 3 credits
Corequisite: EDCP 618. For EDCP majors only.
Collection and interpretation of appraisal data, synthesis of data through case study procedures. Development of interview skills.

EDCP 616 Counseling II: Theory and Practice - 3 credits
Corequisite: EDCP 618.
Counseling theories and the practices which stem from such theories.

EDCP 618 Pre-practicum Lab - 2 credits
Corequisite: EDCP 616. Repeatable to 2 credits.
Development and utilization of counseling skills.

EDCP 619B Practicum in College Counseling - 3 credits
Prerequisites: EDCP 616 and permission of department.
Sequence of supervised counseling experiences of increasing complexity. Limited to eight applicants in advance. Two hours class plus laboratory.

EDMS 645 Quantitative Methods I - 3 credits
Research design and statistical applications in educational research: data representation; descriptive statistics; estimation and hypothesis testing. Application of statistical computer packages is emphasized.

EDCP 799/798 Research Design & Proposal Writing Seminar - 2 credits
799: Registration required to the extent of six hours for Master’s thesis.
798: Master’s students or doctoral candidates who desire to pursue special research problems under the direction of their advisers may register for credit under this number.

Elective Courses:
EDCP 611 Career Counseling
Research and theory related to career and educational decisions; programs of related information and other activities in career decision.

EDCP 617 Group Counseling
Prerequisite: EDCP 616.
A survey of theory, research and practice of group counseling and psychotherapy, with an introduction to growth groups and the laboratory approach, therapeutic factors in groups, composition of therapeutic groups, problem clients, therapeutic techniques, research methods, theories, ethics and training of group counselors and therapists.

EDCP 773 Designing Qualitative Research in Counseling & Student Affairs
Introduction to philosophical and epistemological foundations, methodologies and methods associated with qualitative research designs appropriate in student affairs and counseling contexts.

EDCP 789D/694 Student Leadership Development
Explores the development of leadership among college students, including a review of leadership research and theory, examining how leadership is learned and developed, designing collegiate leadership development programs, and analyzing leadership development for diverse populations.

EDMS 647 Introduction to Program Evaluation
Overview of the program evaluation process; problems encountered in the practice of program evaluation.

EDHI 651 Higher Education Law
Selected court opinions, legislation and executive guidelines regulating higher education. First and fourth amendment rights of students and faculty, procedural due process, equal educational opportunity, equal protection in hiring, promotion, non-renewal and salaries, individual and institutional liability for civil rights violations and common law torts. No prior legal training required.
EDHI 657 History of Higher Education
History of higher education in America from colonial times to the present with emphasis on expansion of higher education and the growing complexity of its structures, organization, and purposes.

EDHI 660/661 Retention Theories/Retention of College Students
An introduction to retention theories in the college impact literature. The primary focus will be to examine the disciplinary and philosophical frameworks that have informed the development of leading theories and policies.

EDHI 662 Research on Ethnic Minorities
Current research on ethnic minority student populations including issues of access, campus climate, racial identity, achievement and motivation. In addition to student issues, course examines issues for faculty of color in higher education, curriculum and teaching, and leadership and governance. The application of broad demographic changes in the nation and their impact on higher education over time.

**Comprehensive Examination Expectations, Policies, and Procedures**
The goal of the masters 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.

**Content of the Research Proposal**
The master’s comprehensive examination takes the form of a research proposal, developed in conjunction with each student’s seminar paper (M.Ed.) or thesis (M.A.). Typically, full-time masters students enroll for two (2) credits of either EDCP 798 (M.Ed.) or 799 (M.A.) in the fall of the second year. In EDCP 798/799, students work in conjunction with the course to develop a first draft of their seminar paper or thesis research proposals, which is due at the end of the fall semester, generally in the first or second week of December. The research proposal will be evaluated for two purposes: a) 50% of the student’s final grade for EDCP 798 or 799; 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.

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, available on the web at [http://www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html). Any student found to be violating the Code of Academic Integrity will be reported to the Honor Council.
Evaluation of the Research Proposal
The assessment of the comprehensive examination is based on an independent evaluation of each chapter of the student’s research proposal. In other words, students will receive three (3) evaluations, one for each chapter. The following are the criteria evaluated for each chapter:
- Appropriateness of content in light of research question(s)
- Accuracy of material presented
- Level of complexity of content (depth)
- Completeness of chapter (all elements included)
- Organization of chapter
- Use of references
- Conceptualization of approach, thought (e.g., originality, sophistication, etc.)
- Clarity of writing
- Grammar, syntax, use of English language

Each of the 9 criteria 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. Then, evaluators will assign an overall score for the entire chapter on the 1.0 to 5.0 scale.

It is expected that evaluators will provide detailed comments and feedback on the chapters, either in the margins of the chapter text or on a separate sheet of paper. Chapters given a failing evaluation must include detailed written comments.

Students must receive an overall score of 3.0 of higher for each chapter in order to successfully pass the comprehensive examination. Chapters 1 and 2 will be evaluated solely by the student’s advisor or chair. Chapter 3 will be jointly evaluated by the student’s advisor or chair as well as the EDCP 798/799 course instructor. The final evaluation for Chapter 3 will be the average of the two scores assigned by the chair/advisor and 798/799 instructor.

The chair of the comprehensive examination committee will notify all students of the comprehensive examination 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 CAPS department chair. Results will also be reported to the College of Education as an overall score of passing or failing.

Format of the Examination
The format of the examination described in this document applies to all students in the CSP masters program beginning in Fall 2004. Students who have already attempted all or part of the former version of the comprehensive examination must complete the former version of the examination. Students enrolled in the CSP masters program prior to Fall 2004 who did not attempt any portion of the former version of the examination have the choice of either the former or the current version of the examination. If applicable, please see the chair of the CSP comprehensive examinations committee for more information about the former version of the examination.

Questions or appeals
All questions, documented exceptions, and appeals regarding the masters comprehensive examination should be referred to the chair of the examinations committee.
The chair of the CSP masters’ examinations committee is:
Dr. Karen Kurotsuchi Inkelas
3214 Benjamin Building
Phone: 301-405-7998
Email: kinkelas@umd.edu

**Counseling Practicum and Apprenticeship**
The following information is designed to give students a general overview of the content of the counseling practicum. Please note that experiences may differ with the individuality of the seminar instructors. Any questions regarding the practicum should be directed to the CSP Program Coordinator.

**Liability Insurance Requirement**
The CAPS Department requires that 618 pre-practicum students obtain liability insurance. A photocopy of the liability insurance form must be given to your instructor. Liability insurance for student counselors can be obtained through the following website: [http://www.ftj.com/TIE/pages/plstudfeatures.asp](http://www.ftj.com/TIE/pages/plstudfeatures.asp)

**Background**
Each CSP master’s student is required to complete a counseling practicum at the University Counseling Center. The UM Counseling Center has a long history of working with the various graduate academic programs concerned with training counseling professionals in a variety of specialty areas. Each year approximately 120 students in Master’s and doctoral programs are trained at the Counseling Center. All of these students are registered for credit with a faculty member from their specialty area.

**Basic Requirements**
Students must have completed the counseling core (EDCP 615 and 616 with a grade of “B” or better and a “S” in both of the two 618 lab sequence pre-practica). The practicum should be scheduled in the second year of a full-time program.

**What to Expect**
1. **Class seminar:**
   Students enroll in a section of EDCP 619U for three credits. The seminar meets weekly, and class size is usually limited to a maximum of four students. Seminar sessions are scheduled for two hours weekly and devoted to aspects of counseling theory and its application in counseling work with actual Center clients. Topics include the initial phase of counseling, counseling the culturally diverse clients, approaches to career counseling, termination in time limited counseling, and other topics as designated by the instructor.

2. **Clients:**
   Practicum students typically begin seeing one client for one session per week; later in the semester they may have up to three clients per week. Clients may be seen during the following hours:
   - Monday - Thursday: 9:00 a.m. - 8:00 p.m.
   - Friday: 9:00 a.m. - 4:00 p.m.
   Specific instructions will be given in the seminar with regard to scheduling clients.
All sessions take place in the Counseling Center and are either audio or video taped with clients’ permission. Practicum students are expected to bring their own audio recorders, but tapes are provided. Confidentiality considerations require that all tapes and other client materials remain in the Counseling Center at all times. Practicum students review their tapes in the practicum student writing room, the educational lab area and/or unscheduled practicum offices, which are located in the Counseling Center.

3. Supervision:
Each student will meet weekly, one-on-one, with his/her supervisor (usually the seminar instructor) to review the student’s tapes. In addition to discussing client issues, the practicum student can expect to examine himself/herself closely especially in regards to areas of growth and development as a professional counselor.

4. Time Commitment:
The amount of time students spend weekly varies with the length of their seminar and the number of clients they are seeing. An approximate weekly estimate would be:
- Seminar 2 hours
- Counsel Client(s) 1 hour each
- Review tape(s) 1 hour per client
- Supervision 1 hour.

5. Expectations of Students, Supervisors and faculty Instructors:
All students are expected to develop a professional stance with respect to the work of the Counselor.

- Ethical issues related to counseling permeate all aspects of the practicum training experience, and students are expected to display increasingly higher levels of behavior reflective of professional clinical principles.

- Meeting clients at assigned times and preparing notes and termination summaries are required.

- Developing a self-critical stance with respect to one’s growth as a counselor is expected of each student.

- Seminars represent a shared learning experience, and students’ constructive critique of each other is encouraged.

**Master’s Thesis and Seminar Paper**
The following information is designed to provide a general overview of concerning thesis and seminar papers, as well as examples of previous years' seminar and thesis titles.

**Thesis**
A master's thesis is a requirement of the Master of Arts degree in the CSP program. A thesis is a demonstration of the student's research competence. Both as a requirement for the M.A. degree in CSP and as a formal research exercise, 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.
CSP master's theses are quantitative, positivistic in nature, rather than interpretive and qualitative. An essential professional competency is to read and understand quantitative research and empirical methods. The college requires one statistics course for all master's students as an example of this importance. This expectation of a quantitative, positivistic study relates also to the lack of expertise of master's students in qualitative/ interpretive research, the limited availability of qualitative/ interpretive courses, and the relatively short period of time for master's students to undertake and complete a thesis, rather than to the program faculty's philosophy about qualitative/ interpretive research.

CSP 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.

A thesis is comprised of five chapters. The first three chapters are the proposal for the thesis 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. Specific guidelines for a thesis are provided in a related document entitled "Dissertation/thesis Proposal Guidelines July 2001." Chapter IV is a presentation of the results of the research. 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.

A thesis is guided by a three-person faculty committee. Two of the three members must be regular tenured or tenure-track graduate faculty of the University of Maryland (e.g., budgeted full-time faculty). Affiliate faculty can direct a thesis and can serve as the third member of any thesis committee.

**Titles of Recent Thesis Papers**

- Exploring Leadership Among Deaf College Students: A Comparison Study at a Population Serving Institution and Predominantly Hearing Institution (Nathan Slife)
- This New Whole: An Exploratory Factor Analysis of Self-Authorship in College Students (James Neumeister)
- Engaging with Diversity: Examining the Relationships between Undergraduate Students’ Frequency of Diversity Discussions and Their Appreciation of Diversity and Self-Awareness (Katherine Hershey)
- An Examination of Undergraduate Civic Engagement Participation, Political Beliefs, and Party Affiliation (Jen Edwards)
- Communication Patterns of Undergraduate Students and their Parents (Christine Yip)
- Co-curricular Involvement, Formal Leadership Roles, And Leadership Education: Experiences Predicting College Student Socially Responsible Leadership Outcomes (Paige Haber)
- Developing Citizenship Through Community Service: Examining the Relationship Between Community Service Involvement and Self-Perceived Citizenship Among Undergraduates (Jennifer Smist)
Seminar Paper
A seminar paper in the CSP master's program is the development of a research proposal without conducting the actual research. A seminar paper is comprised of chapters I, II, and III as described for the thesis and in the related document entitled "Dissertation/thesis Proposal Guidelines July 2001." In addition, a CSP seminar paper includes a chapter IV, which is a presentation of hypothetical findings from the proposed study and a discussion of what such findings would mean, how they could be used for practice, what future research might be suggested, and possible limitations of such a study. A seminar paper is directed by a faculty member, usually but not necessarily the student's academic advisor. Examples of titles of recent seminar papers are given in the list below.

Titles of Recent Seminar Papers
Leadership Identity in the Residence Halls: Exploring Differences in RA and Residence Hall Satisfaction Based on the Leadership Identity of Resident Assistants and Residents (Seth Zolin)

The Development of Intercultural Sensitivity: A Comparative Analysis of Diversity Coursework and Study Abroad Experiences (Nurredina Workman)

Self-Esteem in NCAA Division I Female Student Athletes: Differences by Gender Role Identification (Candace Doane)

Differences between Chicana/Latina Students Who Do and Do Not Aspire Toward Graduate Study in Their College Experiences and Belief in Marianismo (Abby Delgado)

Does Work Pay: Studying Relationships Between Employment and Academic Performance in Regular Fall Admits and Freshmen Connection Students at the University of Maryland (Chris Sclafani)

Measures of Citizenship: Using the Social Change Model to Measure Citizenship of Undergraduate Students at Jesuit, Non-Religious Private, and Public Institutions (Kate Wadas)

A Comparison of Levels of Ethnic Identity Development Amongst Latina and African American Female Members and Non Members of Historically White Sororities (Krystal Clark)

Examining the Relationship Between Transfer Credits and First Semester Grade Point Average at the University of Maryland (Carlos Garcia Saldana)

Leadership Self-Efficacy of Lesbian, Gay, and Bisexual College Students: Differences by Race and Gender (Karol Martinez)

‘Are We Not Men?’: Self-Perceptions of Masculinity in Asian American Fraternity Members (Jason Chan)

Commuter Student Involvement: Evaluating Differences in Types of Involvement Among Commuter and Residential Students (Ramsey Jabaji)

Empowered and Embodied Sexuality: An Investigation of Female College Students' Sexual Subjectivity (Jordan England)

Master’s Student Review Form
The Master’s Student Review Form is used to track professional goals, coursework, professional activities, and other curriculum related requirements. (A copy can be found in this section of the manual.) The student is responsible for maintaining the form, and is required to meet with their advisor each year as part of the annual review process. A copy of the review form is maintained in the advisor’s files.
University of Maryland
College Student Personnel Master’s Program

ANNUAL STUDENT REVIEW

Please return by August 1st.

Please provide all responses electronically. *When submitting electronically, please save the file using your last name and the current year (e.g., “McEwen 2007 review.doc”).*

Student’s Name: _____________________________________________________________________________ Date: __________________

Advisor: __________________________ Report covers Sept 20___ through August 20___

I am a □ full-time □ part-time student.

Part I: Professional Goals

*In the space below, describe your short-term and long-term professional goals.*
## Part II: Coursework

Provide the grade noted on your most recent transcript for the courses below (including letter, “I,” “NG,” and “P” grades). 

<table>
<thead>
<tr>
<th>Semester Taken or Plan to Take</th>
<th>Grade</th>
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<table>
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<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>1. EDCP 610U (3 credits)</td>
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<tr>
<td>2. EDCP 771 (3 credits)</td>
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<tr>
<td>3. EDCP 888U (3 credits)</td>
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<td>4. EDCP 789Z/741 (2 credits)</td>
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<td>5. EDCP 655 (3 credits)</td>
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<tr>
<td>6. EDCP 615 (3 credits)</td>
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<tr>
<td>7. EDCP 616 (3 credits)</td>
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<tr>
<td>8. EDCP 618 (2 credits, 1 per semester)</td>
</tr>
<tr>
<td>9. EDMS 645 (3 credits)</td>
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<tr>
<td>10. EDCP 798 or 799 (2 credits)</td>
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<tr>
<td>• M.A. students register for 2 credits of EDCP 799</td>
</tr>
<tr>
<td>• M.Ed. students register for 2 credits of EDCP 798</td>
</tr>
<tr>
<td>11. Elective:</td>
</tr>
<tr>
<td>12. EDCP 619U (3 credits)</td>
</tr>
<tr>
<td>13. EDCP 888 (3 credits)</td>
</tr>
</tbody>
</table>

**Counseling Practicum or Teaching Apprenticeship**

For the counseling practicum, indicate the semester you have taken it and grade received or the semester you are scheduled to take it.

12. EDCP 619U (3 credits)                                                        |       |

For the teaching apprenticeship, indicate the semester you have taken it and grade received or the semester you are scheduled to take it.

13. EDCP 888 (3 credits)                                                         |       |
### Additional Requirements by Degree

**M.A.**
14. EDMS 646 (3 credits)  
15. EDCP 799 (4 credits)  

**M.Ed.**
14. EDCP 798 (1 credit)  
15. Professional Concentration (3 credits)

[List name of course taken]

16. Professional Concentration (3 credits)

[List name of course taken]

### Cumulative Master’s Program GPA: __________

### Incompletes/No Grades

If you are carrying any incompletes for any of the above coursework or have not yet received a grade, indicate in the space below: 1) the name of the course, 2) the instructor for the course, 3) the reason for the incomplete or no grade, 4) your plan to complete the course requirements or status of your coursework, and 5) the expected date of completion.

Note: For incompletes starting Spring 2007, the information provided below must be consistent with the agreement made with the course instructor on the Graduate School Incomplete Contract. If you did not complete a Graduate School Incomplete Contract or for more information, see:  
Other Coursework

List any other coursework taken while a student in the CSP Master’s Program that was not included above.

Part III: Other Facets of Master’s Curriculum

Admissions Provisions

If there were any provisions set at the time of your admission (e.g. grade point average requirements, additional behavioral science courses) note them here. Indicate if you have met those provisions or how you plan to meet those provisions.

Comprehensive Examination

If you have already taken the Master’s Comprehensive Examination, list the results of the examination below. If you are a full-time student in your second year of study or beyond or a part-time student in your third year or beyond and have not yet passed the comprehensive examination, describe below what steps you have taken, in consultation with your advisor, to successfully pass the examination.

If you proposed to take the Comprehensive Examination by the end of the last academic year on your last annual review form but did not accomplish this goal, please address in the space below why you were unable to do so and describe your clear goals, including a new deadline, to satisfy the requirement this year.
Administrative Apprenticeship

In the space below, describe 1) the apprenticeship you have already completed, 2) the apprenticeship you are currently engaged in, or 3) your current plans for your apprenticeship experience. In describing your apprenticeship experience or plans, include as much of the following as possible: 1) the site for the apprenticeship, 2) your apprenticeship supervisor at the site, 3) the major goals & objectives for the apprenticeship experience, and 4) the period of time (e.g., months and year) you performed or plan to perform the apprenticeship.

Teaching Apprenticeship

If you are undertaking a teaching apprenticeship, in the space below, describe 1) the apprenticeship experience you have already completed, 2) the apprenticeship experience you are currently engaged in, or 3) your current plans for your apprenticeship experience. In describing the apprenticeship experience or plans, include as much of the following as possible: 1) the learning experience for undergraduate students you have, are, or plan to undertake to satisfy this requirement (e.g., teaching or co-teaching a course, leading a facilitated group dialogue, etc.); 2) your apprenticeship supervisor (note: this is not the instructor for EDCP 888, but the person directly overseeing your learning experience); and 3) a short description of the types of activities you will be involved in for this learning experience that will contribute to your knowledge and skills regarding group dynamics and instruction.
Seminar Paper/Thesis Research:

In the space below, describe your seminar paper (M.Ed.) or thesis (M.A.) progress to date, who is advising (or will advise) your work, and your anticipated date of completion.

Part IV: Other Professional Activities

Assistantship/ Employment

In the space below, list assistantships or other types of employment you have held since beginning your masters program to currently. Include: 1) the position title, 2) dates you held/hold the position, 3) office, location, 4) type of duties, and 5) typical number of hours per week worked.
Professional Publications/Presentations

List publications or conference presentations that you have been involved with since beginning your doctoral program. Include: 1) all pertinent information about the publication or presentation in APA format 2) others you worked with on the publication or presentation, if applicable, 3) your role in the publication or presentation, and 4) the status of the publication or conference presentation (e.g., submitted, accepted, presented, or published).

Professional Memberships/Notable Leadership & Service

List active memberships in a professional organization that you have been involved with since beginning your master’s program, including the nature of your involvement with the organization.

Honors/Awards Received

List any honors or awards you have received since beginning your master’s program. Include: 1) the name of the award, 2) a description of the criteria for the award, 3) the name of the organization that conferred the award, and 4) the date the award was received. If possible, include the website link that describes the award or honor received.
Grant Applications/Awards

List any grant proposals (e.g., research, program, or training proposals) applied for and/or received since beginning your doctoral program. Include: 1) the name of the grant applied for/received, 2) the name of the organization offering the grant, 3) the date the grant application was submitted and/or awarded, and 4) the purpose of the grant.

Other Professional Development Activity:

In the space below, describe other activities in which you are participating that you feel contributes to your professional and/or scholarly growth that was not included in a previous section of this report.
Part V: Student Self-Assessment

Please attach the following three items to this document. Do NOT submit a separate file.

1. Summarize your own assessment of your progress in the College Student Personnel Program, particularly during the past academic year. If you did not accomplish any of the goals or meet any of the commitments noted in your previous year’s review, be sure to reflect on why that occurred and what you will do to meet your current goals.

2. Discuss your own assessment of what you believe are your current strengths and developmental needs in relationship to your professional goals.

3. Attach to this document your current curriculum vitae or resumé.
DOCTORAL PROGRAM

- Program Goals and Themes
- Doctoral Curriculum Summary and Degree Requirements
- Course Descriptions
- Independently Designed Learning Experiences
- Doctoral Comprehensive Examination Guidelines
- Internship
- Dissertation
- Doctoral Student Review

Through the Doctoral program at the University of Maryland, students gain an opportunity to work effectively in developing professional competencies beyond the Master's level. General themes of the Doctoral program, curriculum requirements, and other relevant information is provided below.

Program Goals and Themes
The goal of the Doctoral program is embodied in its course and curriculum. Throughout the program, four major themes are addressed.
- The College Student Population
- Student Affairs and Higher Education Administration
- Research
- Professional Concentration

Doctoral Curriculum Summary and Degree Requirements
Doctoral Seminars (6 hours)
Professional seminars serve as a foundation for students beginning the Doctoral program, as an ongoing opportunity to stay abreast of current professional issues, and as a capstone experience for students toward the end of their Doctoral course work. These three required doctoral seminars also provide a way of developing community among graduate students in the Doctoral program:

- EDCP 656  First-year Doctoral Seminar, 2 credits
- EDCP 789L Professional Seminar, 1 credit
- EDCP 789I Professional Capstone Seminar, 3 credits

The College Student Population (12 hours)
Theoretical foundations of student development, special populations, and teaching and instruction are the focus of this theme. Prerequisites are one course in counseling theory and appraisal, and a supervised counseling practicum.

- EDCP 789V/774 Advanced Seminar in College Student Development Theory
- EDCP 775 Facilitating Learning in Higher Education
- EDCP 612/712 Advanced Multicultural Counseling Seminar
- EDCP 789C Race, Class, Gender in Higher Education or equivalent
Student Affairs and Higher Education Administration (9 hours)
Study in higher education, organizations, management, environmental assessment, organizational change, and consultation is the emphasis of this theme. Prerequisites are at least one course in the organization and administration of student personnel services and either student affairs work experience or an appropriate student affairs administrative practicum or internship.

- EDCP 789K/742 Examining College Environments and Outcomes
- A minimum of two 600/700-level courses in higher education administration

Research and Evaluation (12 hours plus dissertation)
This theme encompasses course work in statistics, research design, and a doctoral dissertation. Work in this area is predicated upon previous graduate-level course work in statistics and research methodology. For students who plan a qualitative dissertation, course work in this theme should be supplemented with specific qualitative methods courses. It is highly recommended that students take a research methods course which overviews various research paradigms before selecting a specific qualitative approach.

- EDCP 772 Research in College Student Personnel
- EDMS 651 Applied Multiple Regression Analysis
- EDMS 771 Multivariate Data Analysis (or an advanced course approved by your advisor)
- EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
  Or other advanced course in qualitative methodologies:
  EDHI 700 Qualitative Research Methods in Education
  EDHI 737 Phenomenological Inquiry
- EDCP 899 Dissertation

Professional Concentration (12 hours)
This area consists of a minimum of four courses, or 12 hours. This concentration should be defined by the student and his/her program advisor based upon the student's professional goals and interests; it is an opportunity for the student to develop a particular area of expertise. To add breadth to their understanding in their area of concentration, students are encouraged to select appropriate courses from outside the College of Education. Examples of professional concentrations include student affairs research, teaching, visible racial/ethnic group students, organizational development, student leadership development, career development, counseling, special populations, higher education, and career planning and placement. Either the internship (EDCP 889) or a three-hour elective from one of the other theme tracks may be included in the Professional Concentration.

Internship (3 hours)
Doctoral students are expected to engage in a significant professional internship toward the end of their course work and after comprehensive examinations have been successfully completed. Each internship will be individually designed, dependent on that particular student's professional goals and on his/her previous and current experience.

Requirements for each 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.
For example, for Doctoral students without significant full-time professional student affairs experience, the internship will involve one semester of full-time experience, or the equivalent. Students with substantial full-time student affairs experience are also expected to engage in a significant but less extensive internship:

EDCP 889 Internship 3 credits

Other Degree Requirements

Doctoral Examinations
The Counseling and Personnel Services Department requires Doctoral comprehensive examinations taken toward the end of course work. Further information regarding comprehensive examinations is below.

Research Competency
All students must demonstrate research competency prior to advancement to candidacy. Students who completed a Master's thesis involving an empirical investigation may submit it for review to satisfy the research competency. Students who did not complete such a thesis or students whose thesis does not meet the criteria for research competency must demonstrate research competency by conducting an empirical study of equivalent complexity.

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

Graduate School Catalog
Graduate School Requirements Applicable to all Doctoral Degrees
Office of Student Services for the College of Education

Program Length and Expectations
Generally, the program represents approximately 48-51 hours of course work, a professional internship, and 12 hours of dissertation beyond the Master's degree. A student with an assistantship can complete minimum course work requirements in two to two-and-a-half years after admission. In addition, doctoral students are required to take comprehensive examinations toward the end of course work and must demonstrate research competency prior to advancement to candidacy.

Summary of Credit Hours Required In the Doctoral Curriculum
Total Hours Required
- Professional Seminars: 6
- College Student Population: 12
- Student Affairs and Higher Education Administration: 9
- Research and Evaluation: 12
- Professional Concentration: 12*
- Internship: 3
- Dissertation: 12

Grand Total: 66
*Either the internship (EDCP 889) or a three-hour elective from one of the other theme tracks may be included in the Professional Concentration

### Course Descriptions

**The College Student Population (12 hours)**
EDCP 789V/774 Advanced Seminar in College Student Development Theory

EDCP 775 Facilitating Learning in Higher Education
Application of selected models of college student development, learning styles, and related models of instruction to the assessment of characteristics and the design of learning environments.

EDCP 612/712 Multicultural Counseling
Socio-psychological, philosophical, clinical, and research topics related to the provision of counseling and personnel services, academic support, and career development for minority students on predominantly white college and university campuses. Implications of race and/or national origin on opportunities for personal, social, academic, and career development in educational settings.

EDCP 789C Race, Class, Gender in Higher Education or equivalent

**Student Affairs and Higher Education Administration (9 hours)**
EDCP 789K/742 Examining College Environments and Outcomes

A minimum of two 600/700-level courses in higher education administration, suggestions:
- EDHI 657 History of Higher Education
- EDHI 651 Higher Education Law
- EDHI 652 Higher Education in American Society
- EDHI 653 Organization and Administration of Higher Education
- EDHI 660 Retention Theories and the Impact of College
- EDHI 751 Law, Equity, and Diversity in Education
- EDHI 853 Leadership in Higher Education
Research and Evaluation (12 hours plus dissertation)
EDCP 772 Research Design in College Student Personnel
Research designs and approaches to research in student development and higher education. Development of research for research competency or dissertation proposal.

EDMS 651 Applied Multiple Regression Analysis
Multiple regression and correlation analysis; trend analysis; hierarchical and stepwise procedures; logistic regression; computer programs for regression analysis.

EDMS 771 Multivariate Data Analysis
Principal components, canonical correlation, discriminant functions, multivariate analysis of variance/covariance and other multivariate techniques.

Prerequisites: for above courses:
EDMS 645 Quantitative Research Methods I (3 credits)
Research design and statistical applications in educational research: data representation; descriptive statistics; estimation and hypothesis testing. Application of statistical computer packages is emphasized.

EDMS 646 Quantitative Research Methods II (3 credits)
A second-level inferential statistics course with emphasis on analysis of variance procedures and designs. Assignments include student analysis of survey data. Application of statistical computer packages is emphasized.

One course Qualitative methods course is required, suggestions:

EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
Introduction to philosophical and epistemological foundations, methodologies and methods associated with qualitative research designs appropriate in student affairs and counseling contexts.

OR

EDHI 700 Qualitative Research Methods in Education
Qualitative methods in education research, emphasizing the paradigms of philosophy, history, sociology, anthropology, and comparative studies as they rely on narrative rather than quantitative ordering of data.

Professional Concentration (12 hours)
Remember that either the internship (EDCP 889) or a three-hour elective from one of the other theme tracks may be included in the Professional Concentration.
Professional Concentration Course Suggestions

Special Populations
EDCP 605  Issues in Counseling Adults
EDCP 606  Counseling Adults in Transition
EDCP 461  Psychosocial Aspects of Disability
EDCP 420  Education and Racism
EDCP 462  The Disabled Person in America
EDCP 794  Gender-Related Issues in Counseling
SOCY 674  Ethnicity
SOCY 661  Social Stratification
AASP 402  Classic Readings in Afro-American Studies
AASP 411  Black Resistance Movements
AASP 497  Policy Seminar in Afro-American Studies
AASP 498  Special Topics in Black Culture
AASP 499  Advanced Topics in Public Policy and the Black Community
WMST 400  Theories of Feminism
WMST 490  Feminist Reconceptualizations
WMST 498  Special Topics in Women’s Studies
WMST 601  Advanced Feminist Theory
WMST 611  Power, Gender, and the Spectrum of Difference
WMST 621  Women’s Studies Across the Disciplines
WMST 698  Special Topics in Women’s Studies
WMST 708  Research Seminar in Women’s Studies

Counseling and Human Development
EDCP 611  Career Development Theory
EDCP 617  Group Counseling
EDCP 715  Clinical Appraisal
SOCY 645  Sociology of the Self Concept

Teaching and Instruction
EDPL 757  College Teaching
EDPL 7756  Curriculum in Higher Education
EDCP 888  Apprenticeship (Teaching)

Organization and Administration in Higher Education
EDHI 657  History of Higher Education
EDHI 651  Higher Education Law
EDHI 751  Law and Equity in Education
EDHI 652  Higher Education in Society
EDHI 653  Organization and Administration in Higher Education
EDHI 654  The Community and Junior College
EDHI 743  Leadership Theory
EDHI 852  History of Ideas in Higher Education
EDHI 853  Leadership in Higher Education
EDHI 601  Contemporary Social Issues in Education
EDHI 740  Managing Educational Organizations in a Diverse Society
PSYC 640  Fundamentals of Social Psychology
Several aspects of the course requirements allow the flexibility to creatively design a learning experience to suit unique goals. The following is a list of examples. If you have a particular learning goal, discuss possibilities with your advisor.

**Independent Study** (An independently designed learning experience for credit).
- Teach an undergraduate course such as EDCP 220 Intro to Human Diversity in Social Institutions or EDCP 217 Intro to Leadership. You may also consider teaching a master’s level course.
- Facilitate OHRP intergroup dialogue programs
- Gather readings on a topic for which you can’t find an existing course, meet occasionally with an “expert” on that topic to discuss the readings. In some cases, a distant “expert” can guide the readings through email and regular phone conversations.
- Rather than teaching an existing course, work with a faculty member to design, develop and teach a new course.
- Work with a faculty member on writing an article to submit for publication.

**Other**
- The Professional Concentration courses can be designed such that a certificate from the Women’s Studies department can be earned as well.
- There are many study abroad possibilities, including joining a class from another institution for a study abroad experience. Work with your advisor to make sure the credits will meet requirements.
• Look to other departments for professional development courses.

**Internship**
- Intern with an independent consultant. This might involve meeting on several occasions to discuss consultation, and then designing and facilitating a few interventions with him.
- Intern with a higher education association in Washington, DC.
- Intern with a member of congress or senate.
- Rather than working with one organization, piece together an experience doing similar work for a few different organizations.

**Research Experience**
- The CSP faculty often have student serve on research teams for their projects. Check with EDHI and other departments whose research might interest you as well. Sometimes these experiences can lead to co-authorship on published articles, and conference presentations.

**Doctoral Comprehensive Examination Guidelines**
The Department of Counseling and Personnel Services (CAPS) requires that all doctoral students complete and pass a doctoral comprehensive examination taken toward the end of the student’s coursework. The comprehensive examination is meant to serve as a means of evaluating students’ proficiencies in identifying, synthesizing, and critiquing theoretical and empirical literature, translating such literature into recommendations for effective practice and future research, and writing clearly for diverse audiences. This set of guidelines will outline the eligibility requirements, contents, evaluations, and scheduling of the comprehensive examinations for students pursuing a Ph.D. in college student personnel administration in the CAPS Department. This document is applicable to all CSPA doctoral students who have not yet begun the comprehensive examination process.

**Eligibility for the Examinations**
Before a student can take the comprehensive examinations, he/she must have completed all of his/her coursework (i.e., no outstanding incompletes) for the doctoral program. It is strongly encouraged that students also complete their research competency prior to the examination.

**Contents of the Examinations**
Doctoral comprehensive examinations consist of four parts: Student development, professional issues, a professional concentration, and a research question. For all four portions of the examination, students are expected to consider and infuse in their responses the significance of: 1) multiculturalism and diversity; and 2) the broader context of higher education as a foundation for the field student affairs.

*Student development theory and application:* This question requires students to demonstrate knowledge of student development theories, to synthesis various theories of development, to assess strengths and limitations of theories, and to apply theories to student affairs practice focused on promoting development and student learning.

*Professional issues:* This question consist of one or more current and significant issues(s) in student affairs that students are required to respond to and also to justify a stand on the issue and/or apply an intervention toward effective practice regarding the issues.
Research Question: This part of the examination queries students on research design. In particular, in responding to this question, students will be asked to:

- Develop research questions and design a study in response to a particular scenario.
- Provide a rationale for their design choice and the methodology chosen.
- Demonstrate competence in both quantitative and qualitative methodologies.

Professional concentration: The professional concentration consists of one (1) question designed individually for each student addressing her or his stated area of professional concentration. Four dimensions to the professional concentration may be incorporated into the examination question:

- Theory and research
- Interventions and programming
- Administrative dimensions
- Current and future issues.

Although students are free to prepare in any way for responding to the case study, their written responses must be developed during the specified time for the written responses to the examination questions.

Format of the Examinations

Doctoral comprehensive examinations are a take-home examination in which students may use whatever books and resources are helpful to them. Students are expected to abide by the University’s Code of Academic Integrity regarding their work on the examinations.

Students’ responses to these examinations should be their original work for this specific purpose. These written examinations should not include cut-and-paste material from written work that students have done for other purposes. Students may, however, cut and paste reasonable and modest portions of work they have written for this exam if it is appropriate to draw on their work from one question for use in another question.

Students may use any written resources relevant to this examination. Students should not, however, use people as resources (e.g., peers, colleagues, faculty) regarding the content of the examinations and the content of responses. The examination should represent entirely 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 all responses except for the professional concentration. The pseudonyms are used as a way to protect students’ identities, so that readers can evaluate responses without knowledge of individual students’ names.

Responses to each question should begin on a new page. Pages should be numbered and identified with the chosen pseudonym (except students should use their own names for the professional concentration since it is not written anonymously) and topic or question number. Responses to each question should be limited to 12-15 typewritten pages, double-spaced. All responses are not required to be 12-15 pages long, but responses should not be longer than 12-15 pages. Unusually long responses will not be accepted. In general, the evaluations will be based on the first 15 written
Administration of the Examinations
CSPA doctoral comprehensive examinations will be offered biannually: 1) during the second week of January each year, and 2) during the second week of August each year. Generally speaking, the examination questions will be distributed on the second Friday in January or August, and the case study will be distributed via email on the first Friday in January or August.

Examinations will only be offered twice 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 he/she will experience difficulty in taking the examinations or meeting the examinations deadline because of a documented disability or an individual participation in a religious observance, notification of such a condition/observance must be made to the CSP comprehensive examinations committee chair well in advance of the beginning of the examinations so that appropriate accommodations can be made. Appeals for unanticipated and extraordinary circumstances may be made to the CSP comps chair, who will determine if an exception may be made.

Students’ responses, along with the examination questions, should be returned to the CAPS mailbox of the chair of the doctoral comprehensive examination committee no later than 4:00 pm one week following receipt of the questions.

Students should return all of their responses in one envelope, except for the professional concentration response, which should be submitted in a separate envelope in order to preserve anonymity. Please submit two (2) copies of each response to each question. A disk with all responses except the professional concentration--used only as a backup in the case of any problems with the printed responses--should be included in the envelope when students return their responses. Students should also indicate their name and their pseudonym on a small card and place it in a small separate and sealed envelope; students should also include the signed statement located at the end of this document in the same sealed envelope. The small separate sealed envelope should then be enclosed within the larger envelope with all of the responses. None of the envelopes containing students’ responses will be opened until all exams have been received. The small envelopes with students’ pseudonyms will not be opened until after all comps are evaluated.

Evaluations of the Examinations
Given that the examinations are not timed and that 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 as a way to protect the identity of each student, so that readers can evaluate responses without knowledge of the student’s name or previous performance.

After the examinations have been taken, they 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) faculty. In the event of a discrepancy in evaluations among 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 graded 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 grading 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 graded 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 five 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 CAPS 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 all three sections of the comprehensive examinations.

Criteria for the Evaluation
Both the content and presentation of the responses will be analyzed. 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.

Questions or appeals
All questions, documented exceptions, and appeals regarding the doctoral comprehensive examination should be referred to the chair of the examinations committee.

The chair of the CSP doctoral examinations committee is:
Dr. Susan R. Jones
3214 Benjamin Building
Phone: 301-405-8384
Email: sjones4@umd.edu.
**Internship**
The doctoral internship is an intensive 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 which 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.

**Doctoral Student Review**
The Doctoral Student Review Form is used to track professional goals, coursework, professional activities, and other curriculum related requirements. (A copy can be found in this section of the manual.) The student is responsible for maintaining the form, and is required to meet with their advisor each year as part of the annual review process. A copy of the review form is maintained in the advisor’s files.
University of Maryland
College Student Personnel Doctoral Program

ANNUAL STUDENT REVIEW

Please return by August 1st.

Please provide all responses electronically. *When submitting electronically, please save the file using your last name and the current year (e.g., “McEwen 2007 review.doc”).*

Student’s Name: ________________________________________ Date: _________________

Advisor: __________________________ Report covers Sept 200___ through August 200___

I am a full-time part-time student.

---------------------------------------------------------------

Part I: Professional Goals and Research Interests

*In the space below, describe your short-term (e.g., gain more teaching experience, more research experience, a different type of administrative experience) and long-term professional goals (e.g., faculty, administration) and research interests. If your goals and research interests have recently changed, be sure to describe the changes in your plans and how you came to the decision to go in a different direction.*
**Part II: Coursework**

*Provide the grade noted on your most recent transcript for the courses below (including letter, “I,” “NG,” and “P” grades).*

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken or Plan to Take</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Seminars (6 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EDCP 656U (2 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>2. EDCP 789L (1 credit)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>3. EDCCP 789U (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>The College Student Population (12 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EDCP 789V/774 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>2. EDCP 775 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>3. EDCP 612/712 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>4. EDCP 789C (3 credits), or approved substitution</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>Substitution:</td>
<td>______________________________</td>
<td></td>
</tr>
<tr>
<td>Student Affairs &amp; Higher Education Administration (9 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EDCP 789K/742 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>2. [List 600/700 level Higher Education Administration course]</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>3. [List 600/700 level Higher Education Administration course]</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>Research &amp; Evaluation (12 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EDCP 772 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>2. EDMS 651 (3 credits)</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>3. EDMS 771, or approved substitution</td>
<td>______________________________</td>
<td>_____</td>
</tr>
<tr>
<td>Substitution:</td>
<td>______________________________</td>
<td></td>
</tr>
<tr>
<td>4. [List 3 credit Qualitative Methods course]</td>
<td>______________________________</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Cumulative Doctoral Program GPA:** __________
Professional Concentration (12 hours)

List in the space below the courses you have or you plan to take to satisfy the professional concentration requirement. List 1) the full name of the course (including the department, number, and title), 2) the semester you took or plan to take the course, and 3) the grade you obtained if you already took the course. If one of the electives from another theme track or the internship will be used to count for 3 credits of the professional concentration, indicate which course (or the internship) will be cross-counted.

Incompletes/No Grades

If you are carrying any incompletes for any of the above coursework or have not yet received a grade, indicate in the space below: 1) the name of the course, 2) the instructor for the course, 3) the reason for the incomplete or no grade, 4) your plan to complete the course requirements or status of your course work, and 5) the expected date of completion.

Note: For incompletes starting Spring 2007, the information provided below must be consistent with the agreement made with the course instructor on the Graduate School Incomplete Contract. If you did not complete a Graduate School Incomplete Contract or for more information, see: http://www.gradschool.umd.edu/gss/forms/Incomplete_Contract.pdf.
Other Coursework

List any other coursework taken while a student in the CSP Doctoral Program that was not included above.

Part III: Other Facets of Doctoral Curriculum

Research Competency

In the space below, describe how you have or plan to satisfy the research competency portion of the CSP doctoral program. Note: if you have not already, be sure to discuss your plans with your doctoral advisor. In your description, describe 1) the activity you are using or plan to use to satisfy this requirement, 2) your progress to date, 3) who is advising or who you plan to advise the activity, and 4) the expected date of completion. If any of the research competency activity is being counted as “EDCP 898: Pre-Candidate Research” credits, indicate as such in the space below.

If you proposed to complete the research competency by the end of the last academic year on your last annual review form but did not accomplish this goal, please address in the space below why you were unable to meet this requirement and describe your clear goals, including a new deadline, to satisfy the requirement this year.
Comprehensive Examination

In the space below, list the month and year you plan to take or took the CSP Doctoral Comprehensive Examination. Note: the doctoral comprehensive examination is regularly offered every January and August. If you have already taken the Doctoral Comprehensive Examination, list the results of the examination. If you have taken the examination at least once, but have not yet passed all portions of the examination, describe below what steps you have taken, in consultation with your advisor, to successfully pass the examination.

If you proposed to take the Comprehensive Examination by the end of the last academic year on your last annual review form but did not accomplish this goal, please address in the space below why you were unable to do so and describe your clear goals, including a new deadline, to satisfy the requirement this year.

Internship

In the space below, describe 1) the internship you have already completed, 2) the internship you are currently engaged in, or 3) your current plans for your internship experience. Note: We recognize that students early on in their doctoral programs may have less concrete plans for their internships than students further along in their progress. In describing your internship experience or plans, include as much of the following as possible: 1) the site for the internship, 2) your internship supervisor at the site, 3) the major goals & objectives for the internship experience, and 4) the period of time (e.g., months and year) you performed or plan to perform the internship.
Other Research Activity:

In the space below, describe any other research activity not covered in the above sections that you participated in, or that you anticipate beginning this year. Include: 1) a description of the nature of the project, 2) your involvement in the project, and 3) the supervisor of the project. Finally, if any of the research activity is being counted as “EDCP 898: Pre-Candidate Research” credits, indicate as such in the space below.

Dissertation Research:
[To be completed by doctoral students at third-year standing or above.]

In the space below, describe your dissertation progress to date, who is advising (or will advise) your work, and your anticipated date of completion. Particularly important, if you have filled out this review more than once, is progress that you have made on your dissertation since last year. If you have already advanced to candidacy, indicate the semester(s) in which you have been registered for 6 credits of dissertation research (EDCP 899). Note: you must accumulate 12 total EDCP 899 credits to fulfill graduate school requirements.
Part IV: Other Professional Activities

Assistantship/Fellowship/Employment

In the space below, list fellowships, assistantships, or other types of employment you have held since beginning your doctoral program to currently. Include: 1) the position title, 2) dates you held/hold the position, 3) office, location, 4) type of duties, and 5) typical number of hours per week worked.

Professional Publications/Presentations

List publications or conference presentations that you have been involved with since beginning your doctoral program. Include: 1) all pertinent information about the publication or presentation in APA format 2) others you worked with on the publication or presentation, if applicable, 3) your role in the publication or presentation, and 4) the status of the publication or conference presentation (e.g., submitted, accepted, presented, or published).

Professional Memberships/Notable Leadership & Service

List active memberships in a professional organization that you have been involved with since beginning your doctoral program, including the nature of your involvement with the organization.
Honors/Awards Received

List any honors or awards you have received since beginning your doctoral program. Include: 1) the name of the award, 2) a description of the criteria for the award, 3) the name of the organization that conferred the award, and 4) the date the award was received. If possible, include the website link that describes the award or honor received.

Grant Applications/Awards

List any grant proposals (e.g., research, program, or training proposals) applied for and/or received since beginning your doctoral program. Include: 1) the name of the grant applied for/received, 2) the name of the organization offering the grant, 3) the date the grant application was submitted and/or awarded, and 4) the purpose of the grant.

Other Professional Development Activity:

In the space below, describe other activities in which you are participating that you feel contributes to your professional and/or scholarly growth that was not included in a previous section of this report.
Part V: Student Self-Assessment

Please attach the following three items to this document. Do NOT submit a separate file.

1. Summarize your own assessment of your progress in the College Student Personnel Program, particularly during the past academic year. If you did not accomplish any of the goals or meet any of the commitments noted in your previous year’s review, be sure to reflect on why that occurred and what you will do to meet your current goals.

2. Discuss your own assessment of what you believe are your current strengths and developmental needs in relationship to your professional goals.

3. Attach to this document your current curriculum vitae or résumé.
COLLEGE OF EDUCATION AND CAPS DEPARTMENT POLICIES

- Continuous Registration Requirement
- Academic Probation and Dismissal
- Policy on Continuous Registration
- Policy on Graduate Students’ Leave of Absence
- Minimum GPA Requirement
- Degree Completion Deadlines
- Responsibility for Deadlines
- Application for Graduation
- University of Maryland Policy on Religious Observance
- Academic Honesty
- Sexual Harassment
- Institutional Review Board
- Pre-practicum and Practicum Policies
- Steps Toward Graduation and Degree Milestones
- Policy on Graduate Student Progress-to-Degree Expectations and Monitoring
- Policy Regarding Termination of Student Status
- Student Grievance Procedures
- Reasons for Program Dismissal
- Student Review Policy
- Leave of Absence Policy

Information from the Graduate School, including forms and deadline dates for current students can be obtained at http://www.vprgs.umd.edu/info/current.htm.

The Office of Student Services for the College of Education website includes Resources for Graduate Students: http://www.education.umd.edu/studentinfo/graduate_info/. This is an important website which includes required steps for graduation, important deadline dates, required forms, and program handbooks.

**Continuous Registration Requirement**

Students using any university facilities or services (such as the library, consultation with faculty, taking exams, or filing for graduation) must be registered for at least one credit hour each semester. All students advanced to doctoral candidacy must be registered for at least one credit hour each semester. Students who miss two consecutive semesters of registration will have their admission cancelled. Students must be registered for a minimum of one credit in the semester of graduation (including one of the summer sessions for an August graduation).
The EDCP program is allowed to grant students formal leaves of absence (which requires advanced approval from the Graduate School as well), in which case, students are exempt from the continuous registration requirement. Following the 10th day of registration for each semester, the Graduate School will notify students who have not registered for two consecutive semesters that they will be dismissed at the end of the semester unless they register. Students have 90 days after the end of the second semester to appeal. (Students who are dismissed must apply for readmission).

**Academic Probation and Dismissal**
There is a new policy on academic probation and dismissal that provides for the conditions of probation for a graduate student whose cumulative GPA falls below 3.0. A student on probation will be academically dismissed if the student's GPA is less than 3.0 at the end of the semester in which the student completes 15 credits. A student whose GPA falls below 3.0 in any semester after the completion of 15 credits will have one semester to bring the GPA back to 3.0 or the student will be dismissed. Students on probation may only register with permission.  

**Policy on Continuous Registration**
The Graduate School has a new policy on continuous registration. Under this newly stated policy, which is effective August 31, 2005, a graduate student must register for courses and pay associated tuition and fees each semester until the degree is awarded. The policy also provides for waiver of the policy under certain circumstances. Those circumstances are set forth in the attached policy.  

**Policy on Graduate Students’ Leave of Absence**
The Graduate School has a new policy defining the circumstances under which graduate students may be granted a leave of absence that "stops the clock" for up to one year. Under this policy, graduate students may be granted a leave of absence for childbearing, adoption, illness and dependent care. The length of the leaves and the procedures to be followed in applying for such leaves are described in detail at:  

**Pre- and Post- Candidacy Research Credits**
Effective Fall 2005, a Pre-Candidacy course (898) will be variable 1-8 credits. Once advanced to candidacy, students must register every semester for 899, Doctoral Dissertation Research. 899 will carry 6 credit hours and will be covered by the flat candidacy tuition policy.

**Minimum GPA Requirement**
All students must maintain a minimum GPA of 3.0.

**Degree Completion Deadlines**
Masters students must complete all degree requirements within five years (credits transferred from other institutions must have been earned no more than seven years prior to graduation). Ph.D. students must be admitted to candidacy within five years of admission. All degree requirements, including dissertation, must be completed within four years of admission to candidacy or nine years of admission to the doctoral program, whichever is greater.
Responsibility for deadlines
Students are responsible for meeting deadlines when fulfilling final degree requirements. Check the Graduate School website for deadline dates: http://www.vprgs.umd.edu/deadlines/.

Application for Graduation
It is necessary to apply for graduation early in the semester of graduation. If graduation requirements are not met in the semester of initial application, the Application for Graduation continues to carry over until graduation requirements are met. However, any student whose time expires before graduation requirements are met will not have their Application for Graduation rolled over. These students will need to request a time extension and reapply to graduate. There is no fee charged for the Application for Graduation.

All forms and steps to take for graduation are available on-line at http://www.education.umd.edu/studentinfo/graduate_info/.

Important graduate student resources, including important dates for graduating students, forms used by graduate students, instructions for on-line submission of thesis or dissertation, thesis or dissertation style guidelines, and a handbook of campus information for graduate students are available here.

All forms are processed through the Graduate Studies Office in Student Services, Room 1204 Benjamin. Forms require the signature of the student’s faculty advisor and the department chair.

A graduate student “audit” can be requested at the Student Services office in 1204 Benjamin. This service informs students of what needs to be done in order to graduate. Audits should be requested prior to deadlines.

University of Maryland Policy on Religious Observance
The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. In addition, faculty should take care to remind students in advance, preferably on the syllabus, that it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Faculty should further remind students that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Academic Honesty
Information on the University’s Academic Dishonesty policies and procedures are available at: http://www.studenthonorcouncil.umd.edu/code.html#introduction

Sexual Harassment
The university’s statement and procedures on sexual harassment and professional conduct is at available at http://www.president.umd.edu/legal/policies/pol.html.
Institutional Review Board
The purpose of the IRB is to inform and protect human subjects used in research. The IRB acts as an advocate for the research subject. This means that the IRB, during its review of a research project and the informed consent, has the right and responsibility to ensure that the research subject is fully informed of the procedures involved in the study as well as the risks and alternative treatments that are available if participation in the study is refused. Researchers (including master’s thesis or doctoral dissertation) should complete the IRB Initial Application Form and allow one to two weeks for processing. If it is determined the application requires a full board review, the researcher will receive an electronic message requesting additional copies and the application will be reviewed at the next monthly IRB meeting. One week after that meeting, the research will receive an email of the Board’s decision.

Depending on the level of risk to the research subjects, applications to the IRB have one of three procedures, 1) declared exempt, meaning no further review is needed, 2) expedited review, meaning only one or two board members will review the application and 3) full board review at an IRB monthly meeting.

For detailed information about the process, determining the research subjects’ level of risk and forms, see http://www.umresearch.umd.edu/IRB/index.html.

Pre-practicum and Practicum Policies
Please review the Field Work Handbook for a full list of Pre-practicum and Practicum policies and guidelines.

The CAPS Department requires that 618 pre-practicum students obtain liability insurance. A photocopy of the liability insurance form must be given to your instructor. Liability insurance for student counselors can be obtained through the following website: http://www.ftj.com/TIE/pages/plstudfeatures.asp

Steps Toward Graduation and Degree Milestones
Specific and up-to-date deadlines can be found at the College of Education Student Services website: “Steps toward graduation” http://www.education.umd.edu/studentinfo/graduate_info/stepbystepgraduation.html

Milestones for Doctoral Students
- File Approved Program of Study (before 21 credits are completed)
- Submit form for internship approval WHEN?
- When comprehensive examinations have been completed, file the Application for Advancement to Candidacy.
- File “Request for appointment of Doctoral examining committee” as soon as your advisor has approved your dissertation proposal.
- There are several important deadlines the semester you intend to graduate. Please check the following website PRIOR to this semester to be clear on all deadlines, as many of them are early in the semester. The most current “Important Dates for Graduating Students” is available at http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html or in the Graduate Studies Office, 1204 Benjamin.
Milestones for Master’s Students

- Early in your second semester, you must indicate your preference for the timing of your administrative apprenticeship (summer or fall) and your counseling practicum (fall or spring).
- Late in your second semester, you should outline your thesis or seminar paper summer work plan.
- In your third semester research class, you will develop a complete draft of a seminar paper/thesis proposal.
- Early in your fourth semester, you should file an approved program form.
- By the middle of your fourth semester, your seminar paper should be finished.
- There are several important deadlines the semester you intend to graduate. Please check the following website PRIOR to this semester to be clear on all deadlines, as many of them are early in the semester. The most current “Important Dates for Graduating Students” is available at http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html, or in the Graduate Studies Office, 1204 Benjamin.

Policy on Graduate Student Progress-to-Degree Expectations and Monitoring

(Approved by CPAD 2/24/06)

The following Departmental policies have been developed consistent with College of Education and Graduate School policies on progress-to-degree. These policies are available in the online and/or paper versions of the College and Graduate School Student Handbooks.

All Masters and Doctoral Programs

1. All programs will develop and periodically review a set of progress-to-degree checkpoints and timelines, to be reviewed and approved by the Department’s PCC, that includes at least the following elements or expectations:
   a) A “typical sequence” for completing required and elective coursework.
   b) Timelines for coursework completion.
   c) Completion of Comprehensive Exams.
   d) Completion of practica and/or fieldwork.
   e) Completion of internship or other culminating professional development experience.
   f) Completion of thesis or seminar paper, or dissertation, as applicable to the degree.
2. Each program’s progress-to-degree checkpoints and timelines will be published in that program’s Student Handbook which will be distributed to each student at the time of the student’s first enrollment in the program.
3. All masters students who have not yet completed all required coursework and all pre-candidacy doctoral students will meet in person with their academic advisor at least once each semester for advisement, including a review of progress-to-degree, unless the student resides outside of the Baltimore/Washington metropolitan area, in which case a telephone conference will suffice. All post-coursework masters students, and all post-candidacy doctoral students will either meet in person or have a telephone conference with their academic advisor each semester for the same purpose.

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1 The term “program” is used here in the manner in which this term has been used historically in the CAPS Department, e.g., College Student Personnel is a “program” within the Department. Please note that the Graduate School uses the term “program” to refer, in most cases, to the graduate department as a whole.
2 The CAPS Department Plan of Organization specifies that the Department’s Council of Program Area Delegates (CPAD) shall function as the Department’s PCC.
4. Each program will conduct an annual review of each student currently enrolled in the program and will give each student written results of such review that includes, at a minimum, an assessment of satisfactory progress-to-degree.

5. Any student who is judged by the program faculty to be making unsatisfactory progress-to-degree will be required to develop, with the student’s advisor, a remedial plan to be reviewed and approved by program faculty (or program committee). In such cases, the written assessment provided to the student will include timelines for the completion of such a plan. A student who is judged on two separate annual reviews to be making unsatisfactory progress will be placed formally on probation, consistent with Graduate School procedures for such action. A student on probation who is subsequently judged to be making unsatisfactory progress on a third annual review shall be dismissed from the program consistent with Graduate School procedures for such action.

6. Any student whose semester GPA falls below 3.0, will be required to develop, with the student’s advisor, a remedial plan to be reviewed and approved by program faculty (or program committee). Any student beyond the first semester whose cumulative GPA falls below 3.0 will be required to develop, with the student’s advisor, a remedial plan to be reviewed and approved by program faculty (or program committee) and reviewed and approved by the Department’s graduate director as a prerequisite for the Department’s petition to the Graduate School for continuing the student’s enrollment.

Masters Programs
1. All students’ required and elective coursework shall be completed within four years of enrollment, so as to leave ample time for completion of thesis or seminar paper, as applicable, and apprenticeship/internship within the five-year limit set by the Graduate School.

Doctoral Programs
1. All students’ required and elective coursework shall be completed within five years of enrollment, so as to allow for advancement-to-candidacy within time limits specified by the Graduate School.

2. Comprehensive examinations (or portfolio or other activities that satisfy comprehensive requirements as specified in the student’s Program Handbook) will be completed satisfactorily no later than the mid-point of the second semester of the student’s fifth year of enrollment.

3. Doctoral students must submit an approved formal Program of Study (listing all completed and proposed courses and their dates), signed by the advisor and the Department’s director of graduate studies, in the semester after which they earn a cumulative total of 21 credits following admission to the doctoral program.

Policy Regarding Termination of Student Status
The dismissal of a student from the CAPS Department is a significant event for both the student and the faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, 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 Chair and faculty of the CAPS Department.

3 These pages are cut-and-pasted from the unrevised Dept. Student Handbook (date or version uncertain)
At any point during the student's matriculation, the faculty retains the right to review circumstances or performances that raise questions about the student's academic or professional competencies or that (in cases of counselor or psychologist training) may threaten client welfare. In fact, 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 or performances that may form the basis for dismissal action:

1. **Failure to maintain minimum academic standards:** According to University policy, each graduate student must maintain a GPA of at least 3.0 for all graduate courses taken since enrollment in the degree program. The current Graduate School Catalog (Fall, 1997; see pp. 44-45) should be consulted for specific academic probation criteria. In general terms, a cumulative GPA of less than 3.0 after the completion of nine credits will result in automatic probation by the Graduate School; a second, successive semester of such grades requires close consultation with one's advisor regarding a remedial plan; three consecutive semesters of such grades will result in academic termination.

2. **Unsatisfactory performance in practica, internship, or other practice-related courses:** Grades of A, B, or "pass" are required in EDCP 615 (or an equivalent assessment course), 616, 618, and 619. Students may only retake these courses once to remedy a lower grade. A grade lower than B or "pass" on the second attempt will result in the student being dropped from his or her program.

3. **Failure of comprehensive examinations:** Students are permitted to retake the exam one time; two failures are grounds for academic dismissal, although students may petition for a third attempt.

4. **Failure to comply with University, departmental, or program policies and timetables:** (e.g., University deadlines regarding completion of doctoral requirements, policies on academic integrity and sexual harassment).

5. **Unethical clinical practices, unprofessional conduct, and/or behaviors that obstruct the training process:** Students are expected to subscribe to the professional and ethical standards of the professional associations related to the field they are preparing to enter (e.g., the APA, ACA, ACPA, ASPA). Serious ethical breaches and unprofessional conduct - especially behaviors that impede the training process or that threaten client welfare - may constitute grounds for dismissal.

The above examples are not exhaustive; individual CAPS programs may cite additional reasons for dismissal procedures or may hold more stringent academic standards than those cited under points 1 and 2, above. Where this is the case, students will be informed of such standards via written program materials.

**Dismissal Procedures**

- **Dismissal due to academic failure.** Dismissals based solely on academic deficiencies (e.g., see examples 1 through 3, above) will be initiated either by the Graduate School or by the student's program director, in consultation with the advisor. Academic dismissal signifies the faculty's judgment that the student has failed to master the relevant subject matter and to perform adequately in required coursework and/or examinations. Students will receive written notice of such dismissal decisions from the program director or the Graduate School; any student questions or concerns about such decisions should be referred back to the program director or the Graduate School.
• **Dismissals due to unethical practices or unprofessional conduct.** Dismissals based on unethical or unprofessional behavior (see examples 5 and, possibly, 4 above) require especially careful review and judgment by the program faculty. Complaints (which may emanate from departmental faculty members, clinical supervisors, clients, or professionals or agents outside of the University community) should be brought to the attention of the student's program director. In such instances, the program director will consult with the student's advisor and decide on an appropriate course of action, typically including a personal meeting with the student to attempt to resolve the issue.

If such efforts at problem resolution are unsuccessful, or if the complaint is judged to be sufficiently serious (e.g., involving threats to client welfare or questions about the student's ability to function competently within the training context), the program director will inform the student and his or her advisor (in writing) that a formal meeting of the program faculty will be convened to review the circumstances and to arrive at a decision regarding the student's continuation in, or termination from, the program.

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 program faculty will arrive at a decision regarding the student's standing in the program. The decision may result in either (a) no further action or impact on the student's standing in the program; (b) a judgment 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 of the student from the program.

The program 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. Where students disagree with the decision rendered, they will have up to one semester to request a second review from the program faculty. The second review will follow the same basic format as the initial review, culminating in a written decision.

Where students disagree with the second decision, they will have up to one month to request a formal review by the department chair. In such instances, the decision of the department chair is considered final and shall be conveyed to the student in writing. In cases where a CAPS program is jointly administered with another academic department (e.g., psychology), the student should request a re-review from the chair of the department through which he or she was initially admitted.

**Student Grievance Procedures**
(Adapted from the Counseling Psychology Graduate Handbook, adopted March 1990)

The University of Maryland Counseling and Personnel Services department recognizes that differences in opinions, complaints, or grievances may occur in the relationships between the faculty and students of the counseling psychology program. We believe it is the responsibility of all program members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution.
The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education. The information presented below represents a synthesis of program, department, and university policies to protect the rights of students, to express their concerns and, as appropriate, to have them redressed.

1. If a single faculty member is involved, the preferred choice (also see number 2 below) is for the student to discuss the matter directly with that person. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.
2. If number 1 is unsuccessful or the student(s) feel dismissed or intimidated, the student(s) may discuss the problem with his/her advisor in the hope that his/her input will be effective in communicating the nature of the concern and in initiating an appropriate remedial process. Alternatively, the student(s) can bring the matter to the attention of the program directors, or the CSP and CAPS department chairs as appropriate.
3. If a problem exists across multiple faculty, those affected should request that the student representative(s) bring the matter to the faculty meeting. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.
4. Although the order of appeal as presented above is preferred, the student may feel that the urgency of the issue or other factors may make it necessary to appeal directly to the appropriate department chair.
5. If the issue cannot be resolved at the department level, then a number of appeal options described in the graduate catalog are available. Because different issues may have different appeal routes, the concerned student(s) should meet with the department chair, who will identify the appropriate appeal mechanisms.

IN Volvement AND SUPPORT

Support for Graduate Students
The Graduate Student Life Handbook is an on-line resource to help graduate students at the University of Maryland, College Park navigate the wide variety of programs and services available to them both on and off campus. The Handbook includes important deadlines, forms, calendars, ways to get involved, campus job listings, graduate student perks, and other grad resources. Information for new grads, meeting basic needs, finances, academics, family, social life, health and recreation, career services, and solving problems is also provided on this web site. Taken from the Graduate Student Life Handbook web site: http://www.union.umd.edu/GH/

Graduate Student Services
Graduate Student Services is responsible for coordinating the administrative aspects of admission to the Graduate School, monitoring academic progress, and processing Petitions of Waiver of Regulation submitted to the Dean of the Graduate School. From admission to graduation, GSS plays an integral role in the progress of graduate students at the University of Maryland, College Park. Both prospective and current students at the University of Maryland should be aware of Graduate School policies and deadlines. As one goes through their academic career at the University, the Graduate School requires certain information to ensure that each student's graduate experience meets the standards set by the University and the Dean of the Graduate School.
For contact information and Customer Service, click here. Taken from the Graduate Student Services web site: [http://www.gradschool.umd.edu/gss/](http://www.gradschool.umd.edu/gss/)

Graduate School information for current students: [http://www.gradschool.umd.edu/current/](http://www.gradschool.umd.edu/current/)

Graduate School information for prospective students: [http://www.gradschool.umd.edu/prospective/](http://www.gradschool.umd.edu/prospective/)

**College of Education Office of Student Services**
The College of Education Office of Student Services also offers a wide variety of useful information for prospective and current graduate students including, but not limited to, information about scholarships, student groups, career services, and graduation information. More information about this office can be found at: [http://www.education.umd.edu/studentinfo/index.html](http://www.education.umd.edu/studentinfo/index.html)

**Graduate Student Involvement**
The Office of Graduate Student Life offers a number of activities and programs designed to support graduate student interaction from across disciplines. More information about this office and its programs can be found at [http://www.union.umd.edu/GSI/](http://www.union.umd.edu/GSI/)

**Assistantships and Fellowships**
Assistantships are professional positions that can supplement your experience as a graduate student. 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 (masters or doctoral). Assistantships offer wonderful job-related experiences for many CSP and Higher Ed masters and doctoral students that 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, and full time graduate assistantships are 20 hours a week and provide 10 credits of tuition remission.

The CAPS Department has a limited number of fellowships for first year doctoral students. The fellowship provides an opportunity for students interested in graduate level research and teaching. Fellows receive mentoring and support from an experienced faculty member, and have opportunities to teach, research, and publish. The CAPS fellowships are limited to the first year of doctoral study, and offer a stipend each semester, and 12 credit hours of tuition remission. Fellows have the opportunity to seek external fellowship support past the first year of study.

Additional assistantship and fellowship information available at: [http://www.gradschool.umd.edu/catalog/tuition_and_fees_new.htm#fellowships](http://www.gradschool.umd.edu/catalog/tuition_and_fees_new.htm#fellowships)

**Preview Program**
The Preview Program seamlessly integrates the assistantship interview process for CSP and Higher Ed students during the visit to campus. The process involves campus employers reviewing resumes, newly admitted students reviewing job descriptions and both sending in preference lists. Interviews are then scheduled in a matching process by the student/faculty Preview Committee. Over 55 assistantships were posted last year. An additional dozen assistantships were shared that opened up subsequent to the Preview Program. Please use the link below to see examples of employers and the link from the main Preview Program page to see the positions available for this year (password
required). The password is included in the Invitation to Preview sent to newly admitted students. Web site: [http://www.education.umd.edu/EDCP/CSP/pages/preview.htm](http://www.education.umd.edu/EDCP/CSP/pages/preview.htm)

**Returning Students**
Returning students are encouraged to have discussions with their current assistantship supervisors in early January for the upcoming summer and fall semester. Students seeking other assistantship opportunities should inform their supervisors of their intentions so they are able to recruit during the Preview Program in March or early April. Students should meet with their advisor for additional guidance.

**Supplemental Graduate Tuition**
Most assistantships offer up to 10 credits of tuition remission. Graduate students with a 20 hour graduate teaching, research, or administrative assistantship needing addition tuition remission can request for a supplemental remission of up to two (2) credits of degree-applicable tuition. The maximum total number of credits eligible for remission under this program (standard remission + supplement) is twelve (12). This supplemental remission of tuition is contingent on the availability of funding.

Additional information is available at: [http://www.gradschool.umd.edu/Fellowship/forms/Petition_For_Supplemental_Remission.pdf](http://www.gradschool.umd.edu/Fellowship/forms/Petition_For_Supplemental_Remission.pdf)

**McEwen Research Grant Program**
Established in 1995, the Mac and Lucille McEwen Research Grant was established by College Student Personnel professor Marylu K. McEwen in honor of her father and mother. The grants will initially be reserved for master's thesis and doctoral dissertation research. Any approved research proposal using any method around any CSP content is eligible for funding. We encourage all inquiry. Should additional funds be available any given year, proposals may be considered for other student-initiated research.

CSP 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. For questions regarding this policy, please contact the current McEwen Research Grants Committee Chair.

**McEwen Grant Call for Proposals**

**CSP Committee Information**
The majority of students in the College Student Personnel program are involved in one or more of several committees. These committees allow students the opportunity to guide progress within the program. Below is a list of the on-going committees.

**Admissions Committee**
Admissions includes all aspects of processing masters applications, communications with applicants, establishing admissions targets, admissions decisions, and annual and cumulative records of applicant demographics. Committee is comprised of CSP budgeted faculty, several affiliate faculty, alumni, and advanced doctoral students. Student members of this committee are
selected from advanced CSP doctoral students who have already been in the program for at least one year. Advanced PhD students and faculty should let Dr. Karen Kurotsuchi Inkelas know of your interest.

Awards Committee
This committee manages the Magoon Distinguished Alumni Award and the Thomas Mentoring Excellence Award. The Magoon award is given at the annual ACPA convention and the Thomas award at the Preview Program pro seminar. This committee welcomes new members.

Community Events Committee
This committee addresses and provides for the organized scholarly and social needs of CSP students and faculty. Included are the offering occasional professional seminars and professional development events (e.g. topical brown bag lunches) and the scheduling of social activities for the CSP community. Community Events also involves attention to CSP quality of life issues such as student morale, community climate, student committee participation, social relationships, etc. This group sponsors events at the Spring Preview program and the 8th Vector. (One meeting per month plus outside preparation and attendance at committee-sponsored events). New members welcome.

New Student Transitions Committee (Committee Members)
This committee coordinates campus visits from applicants (along with the CSP GA) , coordinates the the buddy program during admissions and focuses on the post-Preview to September transition process. This committee will plan transition communications with new students, coordinate the Summer lunch program, plan and implement the Vector 0 orientation retreat. This committee also works with applicants considering the program who come for a campus visit. (Committee work will be largely focused in Spring and Summer terms; applicant visits are Summer and Fall). New members welcome.

Preview Program Committee
This is a joint committee with the Higher Education Program. Focus of this committee is on newly admitted CSP and Higher Ed students. This involves multiple efforts including cohort team building, and assistantship placements. The committee coordinates the annual preview program including housing and transportation of newly admitted. (Committee work occurs primarily in the late Fall and first half of Spring semester). Several students will continue on the committee, new members welcome.

McEwen Research Grant Committee
This committee will administer the McEwen Research Grant to eligible students. The committee will implement a call for proposals, review proposals with applicants, and administer the funding process. Further, the committee will aid students with budget proposals for their research and will identify sources of other grants/funds to aid students. This committee will include faculty, alumni and advanced student members. (Committee meets briefly in February or March.) New Members welcome.
RESOURCES

Getting Started Message to New Students
Welcome again one and all. Now that you are making your moving plans the Transitions and Orientation Committee thought you would like lots of information as a checklist to help with this transition. Contact Karen Inkelas, Susan Jones, Stephen Quaye, Susan Komives, your faculty advisor, or your buddy anytime with your questions.

A few things you should know as you plan to begin studying at College Park:

CONTACTING CAMPUS: To contact any office on campus, call 301-405-1000 and they will transfer you. Remember that our CSP web site has good links to campus offices and to Washington area resources like the metro. Bookmark it at http://www.education.umd.edu/edcp/csp.

GRADUATE STUDENT INVOLVEMENT: The Graduate Student Involvement web site http://www.union.umd.edu/GSI/ provides information about the Graduate Student Government, graduate student initiatives, and graduate student socials.

CONTACTING YOU THIS SUMMER: Please keep Marylu mcewen@umd.edu posted on your email and mailing address as you make your transitions this summer. (She will maintain our <csp-new@umail.umd.edu> list so that any messages to new students can still go to that site).

YOUR ARRIVAL: When do you plan to move to the area? Post your plans on the email listserv csp-new@umail.umd.edu so we can all know when you will be moving to the area. There are lots of people around early and we'll try to help you get in touch with each other.

REGISTERING FOR CLASSES: You all received information on Fall schedules in your packets. You also received an informative email about the process of registering on line. If you run into any snags email our office assistant, Carol Scott, at cscott18@umd.edu 301-405-2859 and she will help you.

SUMMER CREDITS: If you get any tuition remission this summer you can take stats early or register for some thesis or seminar paper credits. Again, Carol can help you.

HOUSING: Use the Off-Campus Housing Office to find an apartment or house http://www.och.umd.edu/. An information packet on area housing was also provided during CSP preview days, contact your buddy or the CSP Transitions Committee if you have misplaced that information.

The typical area rents are:

- Efficiency/studio $500-850
- One bedroom $575-1050
- Two bedroom $675-1400
- Three bedroom $750-1450
- Room in a house $375-650
- Apt in a house $400-1500
Vacant house $1000-3900

You can sublet for the summer and then move in the fall, or you can find your permanent housing right away. There are lots of places to live in College Park and the immediate surrounding area, and also in some towns a bit further away. Some places have washers and dryers, even in the apartments, and central air conditioning is pretty usual (although paying for it is expensive!) Other questions? Call Off Campus Housing at 301-314-3645. There may be some temporary on campus housing for those of you who transition in August. We will let you know.

PARKING: We recommend that you apply for a parking permit early. **05-06 parking registration for graduate students begins April 28th.** Each spring semester current and incoming graduate students can register for a parking permit two weeks prior to undergraduate students for the next academic year. Registration for graduate students has been tentatively set to start on April 28 and continue through May 11. After May 11 graduate student can still register but will be competing with undergraduate students for spaces. On-line applications will go live on April 28th through the Transportation Services website: [www.transportation.umd.edu](http://www.transportation.umd.edu). If you'll be using campus for a significant amount of time this summer, get a summer parking permit, and register for your fall permit at the same time. Since there is lots of construction on campus these days, getting your fall permit in place early is a must. If you prefer to register for a parking permit in person rather than using the web, go to the Parking Office, in the basement of Parking Garage 2. (This is on the math building side of PG 2 if you are looking at a campus map).

**What to bring with you:**

TRANSCRIPT: If you are just graduating in May, please remember we need your updated final transcript for your file. When you applied, it wasn't complete! So get an official copy before you leave and bring it to the 1210 Benjamin Building, the Student Services Office for the College of Education, when you arrive. Your registration will be blocked until this is recorded so be sure to get this verification of your graduation and final credits.

INOCULATIONS: You will need to bring your measles inoculation verification. If the health center doesn't have updated information on your shots, you will receive an academic block for second semester and be unable to register for classes. If you do not have this info, you can get new immunizations from the health center when you get here but plan to take care of it.

BRING A COMPUTER: Nearly everything at Maryland is done on email so you will want a computer with modem so you can manage info and handle papers and the like from home. Lots of students recommend a lap top which works well in the library and other locations. Used ones are really reasonable- it doesn't have to be new! You really do need a personal computer (everyone at the Preview meeting nodded vigorously at that recommendation!) and you need to be able to get on line from your apartment or home.

**What to do when you arrive:**

UMCP I.D. Go to the Mitchell Building, where records and registration is located, and bring your social security card and your driver's license. They will take a quick photo and hand you your new student I.D. (If you get here early in the summer, go early since the lines won't be very long!)
ADDRESS: Give the CAPS Office your updated address AND leave a note for Marylu with the same info. We want to know where to find you in Maryland or D.C. or Virginia, or wherever you now call home!

OUT OF STATE VEHICLE REGISTRATION: We put out-of-state vehicle registration, in your packets for Preview. You should go to the MVA and obtain a non-resident permit for $27 if you aren't planning on becoming a Maryland resident. Or, if you are claiming Maryland residency, you should register your vehicle at the MVA, costs vary depending on vehicle type. This link http://www.inform.umd.edu/cacs/Transportation/drivingParking/autoreg.html has all of the information.

EMAIL: We will keep our new student email list updated, so let us know as your email changes throughout the summer. Most of your assistantship offices will set you up with an email account so check with your office. To set up your Maryland email account on your own, visit http://www.oit.umd.edu/new/student.html.

TERRAPIN EXPRESS ACCOUNT: A Terrapin Express Account allows you to use your student ID for several kinds of on-campus purchases, such as using printers in computer labs, photocopiers in the library, or buying food in the student union or dining halls. To activate your account, go to a Terrapin Express Account desk in either the South Campus Dining Hall or the main floor of McKeldin Library. They will give you a password and that will allow you to access printers and photocopiers in labs on campus. $25 is needed to start the account.

PAYING FEES: Contact your Assistantship office payroll person now even before you get to campus. This is the person who has the forms to process your payroll authorizations for tuition waivers. You should be in touch with your assistantship offices early in the summer to see what they need from you to get you on the payroll. If you wait, there sometimes can be a gap in pay when you first come since it takes several weeks to get your pay authorization processed- so start early if your office can accommodate you. You will still need to pay other student fees so be prepared with money to handle that when you first come. (Log on to the Maryland web page for that information)

TUITION REMISSION: Just a reminder (see item above) that the tuition remission forms are separate from your payroll information. The Payroll person in your assistantship office needs to process this for you-check early with your offices.

LOAN DEFERMENTS: If you need verification that you are an enrolled student so that your student loan can be deferred, you should send the form to the Public Inquiry Office (address below). Alternatively, you can bring the form in person when you are in the Mitchell Building getting your student ID (see above).

Mail or bring the form to:

Janet LiBiondo
University of Maryland
Public Inquiry
1st Floor Mitchell Building
College Park, MD 20742
SUMMER LUNCHES: We have a wonderful tradition of joining once a week for lunches in the summer. The CSP Transitions committee will be planning those dates and locations soon. You can come every week to see people (in both higher ed and CSP) and should be sure to come the week you move to town to find people to give you tons of advice on where to get groceries, go out to DC, or just have friends carry your furniture when it arrives. Watch TidBits for more information on this.

FALL ORIENTATION: The CSP program holds an Orientation retreat, Vector Zero, in mid August. It is planned by students in the CSP Transitions and Orientation committee.

**CSP Communications**

**CSP Tidbits**
CSP Tidbits is an electronic digest of items of interest to current CSP students, faculty, and advisors including announcements about events at Maryland, professional association information, research, presentation, and internship opportunities, and much more. Tidbits comes to the email address you submit to the program. If you have information you would like to see put into the next Tidbits, all you have to do is email Susan Komives at komives@umd.edu and she will make sure it gets included. Occasionally, a summary of Tidbits, called *CSP Resources*, is mailed out to students, advisors, and alums.

**CSP In-Basket**
Trying to stay updated on what's happening within the program and with other Maryland grads? Well this is the place! The CSP In-Basket a monthly newsletter full of information about current CSP students, alums, and friends of the program. If you have information you would like to see put into the next In-Basket, all you have to do is email Susan Komives at komives@umd.edu and she will make sure it gets included. Archived issues of the In-Basket can be accessed off the CSP website at: [http://www.education.umd.edu/EDCP/CSP/](http://www.education.umd.edu/EDCP/CSP/)

**CSP Listservs**
The following listservs exist for CSP Program use (all are @listserv.umd.edu):

- Alumni: csp-alumni
- Faculty: csp-faculty
- Masters: csp-masters
- Doctoral: csp-doctoral
- All Students: csp-students

Only members of each listserv can send to that list.

**CSP Mailboxes**
All current CSP graduate students have a mailbox in the CAPS Office, 3214 Benjamin. Students are asked to check their boxes weekly, as it is a convenient way for faculty to leave you mail. Faculty also each have mailboxes in the CAPS Office, and check them frequently.

**CSP Program Website**
[http://www.education.umd.edu/EDCP/CSP/](http://www.education.umd.edu/EDCP/CSP/)
The CSP Program website includes lots of useful forms and information, including a page of links to resources related to higher education. Links to websites exist for the following categories:

- University of Maryland
- Regional CSP-related Organizations
- National CSP-related Organizations
- News/ Journals
- Web Resources
- Job Search
- Conference Calendar
- Additional Resources

### CSP Acronyms

The following is a helpful guide to some of the “alphabet soup” you may hear around campus *(thank-you to Adrienne Hamcke-Wicker of the Stamp Student Union for use of this document)*.

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<thead>
<tr>
<th>Acronym</th>
<th>Translation</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>ACC</td>
<td>Atlantic Coast Conference</td>
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<tr>
<td>ACUI</td>
<td>Association of College Unions International</td>
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<tr>
<td>ACPA</td>
<td>College Student Educators International (formerly American College Personnel Association)</td>
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<tr>
<td>ALC</td>
<td>Art &amp; Learning Center</td>
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<tr>
<td>APA</td>
<td>Asian Pacific American</td>
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<tr>
<td>ARAC</td>
<td>America Reads*America Counts</td>
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<tr>
<td>ARES</td>
<td>(pronounced Aries) Administrative Resource Enterprise Services – main web page for campus business functions/transactions</td>
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<td>ASB</td>
<td>Alternative Spring Break</td>
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<td>B</td>
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<td>BSU</td>
<td>Black Student Union</td>
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<tr>
<td>CAPS</td>
<td>Counseling and Personnel Services department in College of Education</td>
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<td>CAWG</td>
<td>Campus Assessment Working Group</td>
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<tr>
<td>CCEL</td>
<td>Coalition for Civic Engagement and Leadership</td>
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<tr>
<td>CSL</td>
<td>Community Service-Learning</td>
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<tr>
<td>CRC</td>
<td>Campus Recreation Center (old name for the Epply Recreation Center)</td>
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<td>CRS</td>
<td>Campus Recreation Services</td>
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<tr>
<td>CSP</td>
<td>College Student Personnel program in College of Education</td>
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<tr>
<td>CSPAC</td>
<td>Clarice Smith Performing Arts Center</td>
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<tr>
<td>CVS</td>
<td>Conference and Visitor Services</td>
</tr>
<tr>
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<tr>
<td>DBK</td>
<td><em>Diamondback</em> (daily student newspaper)</td>
</tr>
<tr>
<td>DOTS</td>
<td>Department of Transportation Services (Campus Parking; Shuttle-UM)</td>
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<tr>
<td>DRL</td>
<td>Department of Resident Life</td>
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<tr>
<td>EDCP</td>
<td>Education Counseling and Personnel Services</td>
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<tr>
<td>EDPL</td>
<td>Education Policy and Leadership program in College of Education</td>
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<tr>
<td>ELF</td>
<td>Electronic Forms System (part of FRS)</td>
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<tr>
<td>ERC</td>
<td>Epply Recreation Center</td>
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<tr>
<td>FLF</td>
<td>First Look Fair</td>
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<tr>
<td>FRS</td>
<td>Financial Records System – UM’s accounting system</td>
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<tr>
<td>G</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<td>---------</td>
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</tr>
<tr>
<td>GA</td>
<td>Graduate (Administrative) Assistant</td>
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<td>GSG</td>
<td>Graduate Student Government Association</td>
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<td>GSL</td>
<td>Graduate Student Life</td>
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<td>H</td>
<td>Hunger &amp; Homelessness Awareness Week</td>
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<td>H/R</td>
<td>Human Resources</td>
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<td>IFC</td>
<td>Interfraternity Council (governing body for the traditionally white fraternities)</td>
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<tr>
<td>ISR</td>
<td>Internal Services Request (used for inter-departmental procurements)</td>
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<tr>
<td>JV</td>
<td>Journal Voucher</td>
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<tr>
<td>L</td>
<td>Leadership, Community Service-Learning, and Student Involvement</td>
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<tr>
<td>LGBTQ</td>
<td>Lesbian, Gay, Bisexual, Transgender, Queer</td>
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<tr>
<td>LW²</td>
<td>Learning While Working (Learning Outcomes initiative for student staff of the Union)</td>
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<tr>
<td>MICA</td>
<td>Multicultural Involvement and Community Advocacy Office</td>
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<tr>
<td>MLC</td>
<td>Maryland Leadership Conference</td>
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<tr>
<td>MLDP</td>
<td>Maryland Leadership Development Program</td>
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<tr>
<td>MPR or RM</td>
<td>Miscellaneous Payment Request - the form used to pay for special services (e.g. personal service contracts)</td>
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<tr>
<td>MSAC</td>
<td>Maryland Student Affairs Conference</td>
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<tr>
<td>MSL</td>
<td>Multi-Institutional Study of Leadership</td>
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<tr>
<td>NACA</td>
<td>National Association for Campus Activities</td>
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<td>NASPA</td>
<td>Student Affairs Administrators in Higher Education (formerly National Association of Student Personnel Administrators)</td>
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<td>NCCP</td>
<td>National Clearinghouse for Commuter Programs</td>
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<td>NCLP</td>
<td>National Clearinghouse for Leadership Programs</td>
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<td>NCORE</td>
<td>National Conference on Race and Ethnicity in American Higher Education</td>
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<td>New Resident Orientation</td>
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<td>New Student Welcome</td>
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<td>Off-Campus Housing Services</td>
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<td>OCH101</td>
<td>On-line database of off-campus housing listings</td>
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<td>OCSI</td>
<td>Off-Campus Student Involvement</td>
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<td>OCSPB</td>
<td>Off-Campus Student Programming Board</td>
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<tr>
<td>OFSL</td>
<td>Office of Fraternity and Sorority Life</td>
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<td>OHRP</td>
<td>Office of Human Relations Programs</td>
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<td>OIT</td>
<td>University of Maryland Office of Information Technology</td>
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<td>OMSE</td>
<td>Office of Multi-Ethnic Student Education</td>
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<td>PHA</td>
<td>Panhellenic Association (governing body for the traditionally white sororities)</td>
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<tr>
<td>PHC</td>
<td>Pan-Hellenic Council (governing body for the historically black fraternities and sororities aka the divine nine)</td>
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<td>Payroll Human Resources</td>
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<td>PLC</td>
<td>Peer Leadership Council</td>
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<td>PO</td>
<td>Purchase Order (for purchases over $5K)</td>
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<td>PRD</td>
<td>Performance Review and Development</td>
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<td>PT</td>
<td>Payroll Transfer</td>
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<td>R</td>
<td>Residence Hall Association</td>
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<td>Acronym</td>
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<td>SARF</td>
<td>Student Affairs Residential Fellow</td>
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<td>SECU</td>
<td>State Employees Credit Union</td>
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<td>SEE</td>
<td>Student Entertainment Events</td>
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<td>SGA</td>
<td>Student Government Association</td>
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<tr>
<td>SM</td>
<td>Small Procurement Form (for purchases under $5K where VISA card cannot be used)</td>
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<td>SOS</td>
<td>Saturday of Service</td>
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<td>STARS</td>
<td>Student Activities Reporting System (database of student organizations)</td>
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<td>T</td>
<td>Terrapin Leadership Institute</td>
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<td>TR-ELF</td>
<td>Tuition Remission – Electronic Form</td>
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<td>U</td>
<td>University of Maryland</td>
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<td>UMEG</td>
<td>University of Maryland Electronic Grading system</td>
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<tr>
<td>UMBC</td>
<td>University of Maryland Baltimore County</td>
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<tr>
<td>UMD or UMCP</td>
<td>Older acronyms for University of Maryland – should not be used</td>
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<tr>
<td>UMUC</td>
<td>University of Maryland University College</td>
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<tr>
<td>USM</td>
<td>University System of Maryland</td>
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<tr>
<td>V</td>
<td>Vice President for Student Affairs</td>
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### Important Telephone Numbers

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<tr>
<th>Office</th>
<th>Phone</th>
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<tr>
<td>Counseling and Personnel Services (EDCP)</td>
<td>301-405-2858</td>
<td>301-405-9995</td>
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<td>Graduate Studies Information (UMCP)</td>
<td>301-405-8222</td>
<td>301-314-9305</td>
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<td>Graduate Admissions (UMCP)</td>
<td>301-405-4198</td>
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<td>Application Line (UMCP)</td>
<td>301-405-9304</td>
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<td>College of Education Student Services (UMCP)</td>
<td>301-405-2344</td>
<td>301-314-5887</td>
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<td>Graduate Records (UMCP)</td>
<td>301-405-4198</td>
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<td>Financial Aid (UMCP)</td>
<td>301-314-9000</td>
<td>301-314-9587</td>
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<tr>
<td>Career Center (UMCP)</td>
<td>301-314-7225</td>
<td>301-314-9114</td>
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<tr>
<td>Computer Consulting Lab (UMCP)</td>
<td>301-405-1500</td>
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<tr>
<td>Counseling Center (UMCP)</td>
<td>301-314-7651</td>
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<td>Disability Support Service (UMCP)</td>
<td>301-314-7682</td>
<td>(Voice/TTY)</td>
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<tr>
<td>Education Technology Center (UMCP)</td>
<td>301-405-3615</td>
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<tr>
<td>Health Center (UMCP)</td>
<td>301-314-8184</td>
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<tr>
<td>Learning Assistance Service (UMCP)</td>
<td>301-314-7693</td>
<td>301-314-9206</td>
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<tr>
<td>Maryland Book Exchange (UMCP)</td>
<td>301-927-2510</td>
<td>301-209-7118</td>
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<tr>
<td>McKeldin Library Information (UMCP)</td>
<td>301-405-9428</td>
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</table>
Parking Information (UMCP) 301-314-PARK
Registration Information (UMCP) 301-314-8240
Sporting Event Information (UMCP) 301-314-7064
STAR Center (UMCP) 301-314-8359
Student Services (UMCP) 301-405-0006
University Book Center (UMCP) 301-314-BOOK
Writing Center (UMCP) 301-405-3787

Links to On-Campus Resources
Academic Affairs
Center for Teaching Excellence
Division of Student Affairs
Graduate Student Involvement
Graduate Student Handbook
James MacGregor Burns Academy of Leadership
National Clearinghouse for Commuter Programs
National Clearinghouse for Leadership Programs
Office of Human Relations Programs
Office of Institutional Research and Planning
Resident Life Living and Learning Programs
Terrapin Athletics
UM Student Organizations
Visitors Center