

2015

Student Affairs Concentration Graduate Program Handbook

The Student Affairs Concentration Graduate Program Handbook is designed for students as a reference to resources, reference information, and policies and procedures for the program.

Higher Education, Student Affairs, & International Education Policy Program
Department of Counseling, Higher Education, and Special Education
University of Maryland, College Park
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FROM COLLEGE STUDENT PERSONNEL TO THE STUDENT AFFAIRS CONCENTRATION: AN ONGOING (CONDENSED) HISTORY

The Early Years – 1959 to 1986

With the offering of EDUC 228, the subject of college student personnel was introduced in 1958 to the Occupations, Guidance, and Placement curriculum in the College of Education at the University of Maryland. One year later in 1959, George Marx joined the program as a full-time faculty member with the responsibility to develop a curriculum specifically for College Student Personnel (CSP). Faculty such as Thomas Allen, Darrell Rishel, Mark Hardwick, Margaret Bott, Chuck Lewis, and Art Levine taught in the program as it grew over the next decade.

In the 70s and 80s, Lee Kniefelkamp was joined by Cynthia Johnson as core faculty. Lee brought a focus on student development theory. Her work with Dr. William Perry on cognitive development was a hallmark of the Maryland program. Numerous student affairs staff from across campus served as affiliate faculty (e.g., Barbara Jacoby, Dru Bagwell, Linda Clement, Bud Thomas) and by assignments from budgeted Counseling and Personnel Services Department (CAPS) additional faculty included Jan Birk, Vivian Boyd, Tom Magoon, Mary Ann Hoffman, Margaretha Lucas and others. With the departure of Cynthia Johnson, a vacant faculty line opened.

Rebirth and Growth – 1986 to 1992

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

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

Maintaining – 1992 to 1997

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

Re-centering and Renewing – 1997 to 2010

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

Opportunities for Change -- 2010 to present

The program experienced a number of transitions beginning in 2010, with the departures of Susan Jones and Karen Inkelas. Significant changes also occurred in the broader College of Education, with the reorganization of the College resulting in the creation of three departments which encompassed the previous seven departments. The reorganization was finalized in Summer 2011. The College Student Personnel program was renamed as the Student Affairs Concentration (SAC) in the new Higher Education, Student Affairs, and International Education Policy (HESI) program unit. HESI is one of three programs in the Department of Counseling, Higher Education, and Special Education (CHSE). After years of cross-departmental collaboration, for the first time, the Higher Education and Student Affairs Concentrations were now housed in the same program and department.

Julie J. Park joined the faculty in Summer 2011, but was followed a year later by the departure of Stephen Quaye. May 2012 brought the official program approval of HESI by the Maryland Higher Education Commission, as well as the retirement of Susan Komives. In Fall 2012, the Student Affairs Concentration welcomed our first cohorts under the new name, as well as two new faculty, Kimberly Griffin and Michelle Espino. Kimberly Griffin currently serves as concentration director. As we look to the future, we are excited to build on our many traditions and legacies, as well as forge new ground for the future. Our faculty share a passion for advancing equity and justice through our research, teaching, and service. We look forward to shaping the future leaders of the field and growing together as a learning community.

Drafted collaboratively by Susan Komives, Ann Becks, and Julie J. Park

OVERVIEW OF ACADEMIC PROGRAM AND DEPARTMENT

The College of Education at the University of Maryland provides research and practice-oriented programs through its three departments: Teaching and Learning, Policy and Leadership (TLPL); Counseling, Higher Education and Special Education (CHSE); and Human Development and Quantitative Methodology (HDQM). College programs prepare students to be educators, counselors, psychologists, administrators, researchers and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, and the Council on Accreditation of Counseling and Related Educational Professions. Dr. Donna Weisman serves as the Dean of the College, and was appointed in 2008.

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

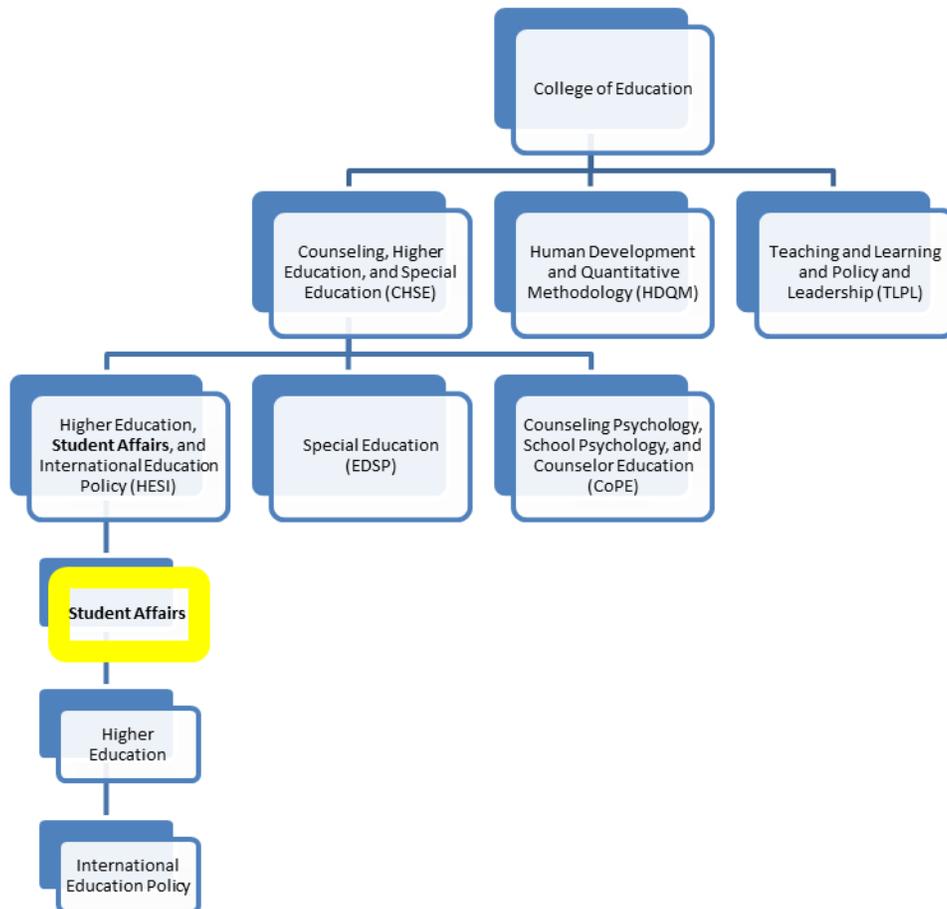
The mission of CHSE is characterized by four overarching goals that guide the work of the Department's faculty and specializations:

1. To produce nationally and internationally recognized research, scholarship, and policy guidance for all levels and aspects of education and applied human development;
2. To enhance educational organizations and individual development through application of our scholarship;
3. To promote equity, diversity, global perspectives, and social justice in education and human service contexts; and
4. To provide innovative and exemplary graduate and undergraduate education.

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

Dr. Roger Worthington became Chair of the CHSE department in the summer of 2014. Dr. Worthington is trained as a counseling psychologist, and is a nationally recognized scholar and higher education consultant on issues of diversity in counseling and education. He has received numerous awards for academic, service, and teaching excellence. Our department administrators include Carol Scott (cscott18@umd.edu), who is CHSE's Program Coordinator, and Val Foster (vfoster@umd.edu), who is our Program Management Specialist. Carol and Val are wonderful resources and always helpful when you have questions about forms and deadlines. Carol manages all program deadlines, guidelines, and processes degree related paperwork. Val is particularly helpful when you have questions about room reservations, course availability and registration, and the websites. Stefanie James (yjames@umd.edu) is also very helpful, and she serves as our Business Service Specialist. She can answer questions about benefits and payroll if you are employed by the CHSE department as a graduate assistant.

College of Education Organizational Chart



STUDENT AFFAIRS CONCENTRATION COMMUNITY EXPECTATIONS

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

Students are expected to...

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

Students can expect faculty to...

- Work hard and reflect credit on the Concentration and HESI program.
- Be available to students and hold regular office hours.
- Be prepared for class.
- Set high standards for academic performance, professional behavior, and personal development
- Provide support based on the individual needs of each student as communicated and articulated by students.
- Care about students as persons and as developing student affairs professionals.
- Convey a professional image.

- Be involved in regional and (inter)national professional organizations, giving the Concentration and HESI program national visibility
- Conduct research and publish.
- Support students in initial job searches after graduation and throughout their careers.
- Provide feedback on professional behavior concerns, ethical issues, and appropriate demeanor as well as on academic progress.

Professionalism and Changing Roles

Students are expected to behave as professionals at all times. The role of a graduate student is significantly different from that of an undergraduate and from full-time professional work. Working at an assistantship means that students are employees and representatives of the University of Maryland. As such, students in assistantships, practica, apprenticeships, or internships are held to the same standards of professionalism as full-time professional staff. In addition, technology provides an increasing number of spaces that may seem somewhat private but are, in fact, public. It is essential that students are cognizant of how they present themselves in on-line forums as well as more traditional public settings.

Community Engagement

In order to maintain the vibrancy of the Concentration, faculty, students, administrators, and alumni are asked to actively participate in the coordination of the Concentration's goals and objectives in a variety of ways:

1. Membership in a Committee: We expect each member of our community to volunteer to serve on at least one committee each academic year. These committees do much of the work that maintains our community gatherings and spirit, and support key goals and outcomes of the program.

ADMISSIONS: Members of the Admissions Committee review Master's and Doctoral applications to the Student Affairs Concentration. This committee is composed of faculty and doctoral students, and the majority of the work for this committee takes place in January and February.

AWARDS: The Awards Committee is a small group of faculty and doctoral students who select the winners of the annual Thomas and Magoon Awards. Established by the College Student Personnel (CSP) graduate program in 2003, the Thomas Award honors excellence in mentoring between higher education professionals and graduate college student personnel students in the spirit of Bud Thomas. The Magoon Distinguished Alumni Award is given to a graduate of the CSP/SAC Concentration who exemplifies the best of being a scholar/practitioner in the spirit of Tom Magoon.

COMMUNITY EVENTS: This committee, composed of faculty, master's students, and doctoral students, plans social events for the members of our community. They are responsible for planning one event in the Fall semester and one event in the Spring. This committee also plans the summer social events to welcome new members of the SAC

community. Additional events, social gatherings, and professional development opportunities throughout the year are most certainly welcomed!

THE VECTORS: Members of this committee are responsible for planning Vector 0 (our orientation to the SAC) and 8th Vector (our graduation celebration). The majority of the work on this committee takes place in the late spring semester and during the summer.

PREVIEW: Members of this committee plan all aspects of Preview, from housing to campus tours to coordinating interviews with potential employers. The majority of the work takes place during the early part of the spring semester (winter), but the committee begins meeting in the late fall semester.

2. Student Representation on Steering Committee: Each year, two students are selected to serve as student representatives on the SAC Steering Committee, composed of the full-time Student Affairs faculty and an affiliate faculty member. When possible, there should be doctoral student and master's student representation on the committee. Student representatives are expected to attend steering committee meetings, alternate attendance at HESI and CHSE meetings, communicate with their peers about program issues and goals, encourage participation in SAC events, and offer feedback on key program issues. In addition, each representative will chair either the Community Events Committee or The Vectors Committee.
3. Ad Hoc Committees
4. Membership in Committees within the Division of Student Affairs
5. Conference attendance (e.g., NASPA, ACPA, ASHE, AERA), and involvement/support in SAC New Student Recruitment (e.g., meeting with prospective students) and Preview (e.g., hosting admitted students, providing campus tours to admitted students)
6. Contribution to the *InBasket*, a quarterly newsletter sent to alumni, current students, faculty, and other stakeholders
7. Involvement in Research Teams (contact SAC and HESI faculty to explore these opportunities for involvement)

GENERAL POLICIES AND PROCEDURES

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

ANNUAL STUDENT REVIEWS/GRADUATE OUTCOMES ASSESSMENT

All continuing students will complete a student annual review form at the end of the spring semester and upload the form via the Student Affairs Concentration ELMS site. ELMS is also known as Canvas and is UMD's version of Blackboard or Moodle. Many of your classes will utilize this online platform to post course readings, syllabi, grades, and upload assignments.

Once the form is uploaded, students are asked to meet with their professional advisor (master's) or their academic advisor (doctoral) to review the form and establish goals for the next academic year. For both master's and doctoral students, the faculty advisor will review the uploaded form and provide recommendations to the Concentration director. This feedback will also inform the completion of the Graduate Outcomes Assessment (GOA) that is required by the Graduate School. The Concentration director will then send a letter along with a copy of the GOA to the student and his/her advisor(s) informing them of the faculty's assessment of the student's progress.

CONTINUOUS REGISTRATION

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

To be certified as full-time, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. Graduate assistants holding regular appointments have full-time status if they are registered for at least 24 units in addition to the assistantship; holders of half-time assistantships are considered full-time if registered for 36 units.

Courses in the 600-897 series carry 6 units per credit hour. Master's Research courses (799) carry 12 units per credit hour. Pre-candidacy Doctoral Research courses (898) and Doctoral Research courses (899) carry 18 units per credit hour. Audited courses do not generate graduate units and cannot be used in calculating full-time or part-time status.

CREDIT FOR PREVIOUS COURSEWORK (PH.D.)

Ph.D. students may receive credit up to 9 hours of coursework if the course(s) were completed at the University of Maryland, College Park as an advanced special student prior to admission to the SAC Ph.D. program. The total number of classes cannot exceed 3 classes/9 credits. When

appropriate, advisers may require or recommend that students enroll in a subject area similar to a course that they took prior to entering the doctoral program (e.g., taking an additional social justice-related course even if a student has taken the Student Affairs Social Justice class prior to full-time enrollment). Students can receive credit for any combination of the following:

1. No more than 1 elective;
2. No more than 1 methods class; and/or
3. No more than 2 core classes

PRE- AND POST- CANDIDACY RESEARCH CREDITS

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

MINIMUM GPA REQUIREMENT

All students must maintain a minimum GPA of 3.0 or be subject to academic probation and possible dismissal.

POLICY REGARDING TERMINATION OF STUDENT STATUS

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

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

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](#) 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 at this level of performance 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 619B. 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 dismissed from the 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
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. Serious ethical breaches and unprofessional conduct - especially behaviors that impede the training process or that threaten client/student welfare - may constitute grounds for dismissal.

DISMISSAL PROCEDURES

Dismissal due to poor academic performance: Dismissals based solely on poor academic performance will be initiated either by the Graduate School or by the Student Affairs Concentration director, in consultation with the faculty 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 HESI program director or the Graduate School. Questions or concerns about such decisions should be referred back to the HESI program director or the Graduate School.

Dismissal due to unethical practices or unprofessional conduct: Dismissals based on unethical or unprofessional behavior require especially careful review and judgment by the Concentration 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 academic advisor, professional advisor, and the Concentration director.

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

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

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

VARIABLE CREDIT COURSES

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

- 1 semester hour of credit for a class = A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;
- 1 semester hour of credit for supervised course = A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days and holidays;
- 1 semester hour of credit for practica/internships/apprenticeships = A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented

All independent studies and/or courses that fall outside of standard format classes (e.g., apprenticeships, internships, practica) must abide by the hours to credit ratios as listed above. In order to determine the number of credits, students should consult with a SAC faculty member who will likely act as the supervising faculty member for the course.

INDEPENDENT STUDY, INTERNSHIP, AND PRACTICA

Students completing independent studies, practica, or internships are required to submit a form available on ELMS that describes specific objectives, learning outcomes, and projects that will be completed in order to obtain academic credit from the learning experience. The form should be submitted to the SAC faculty member or professional advisor who will grade the independent

study, practicum, or internship. The administrator (if applicable) who will supervise the learning experience will also be asked for feedback and grade recommendation. Students can choose the number of credit hours (see above) as well as grade type (i.e., letter grade or Pass/Fail).

Examples of practica or internships include:

- Conducting an assessment of a functional area
- Shadowing staff throughout the semester with a culminating project
- Coordinating a significant event
- Advising students or a student group on a regular basis
- Developing policies, documents, social media for a functional area

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

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

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

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

Please Note:

Independent Study courses will only be permitted if a particular topic is not available through courses offered at the university.

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

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

DROPPING A SINGLE COURSE

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

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

WITHDRAWING FROM COURSES

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

Withdrawal from all classes may be a violation of the [Graduate School's Continuous Registration policy](#). Students withdrawing from classes who intend to continue in their graduate degree or certificate program should secure a Waiver of Continuous Registration or Leave of Absence from the Graduate School before withdrawing. For more information, please refer to: http://www.gradschool.umd.edu/catalog/registration_policies.html

ADVISING

All students who enter the SAC program will be assigned an advisor. Doctoral students will be assigned an academic advisor (note: A Ph.D. student's dissertation chair does not have to be the same person as their advisor). Master's students will be assigned two advisors, an academic advisor and a professional advisor. In this case, academic advisors are one of the full-time faculty members within the program, while the professional advisor will be one of the affiliate faculty members of the program who hold full-time professional positions on campus. All advisors are selected based on the student's personal, professional, and academic interests.

Students can change their academic advisor or professional advisor if they wish. If students wish to change advisors, the student must complete the advisor change form, which is located on the ELMS site under "Forms".

ENROLLING IN MORE THAN 10 CREDITS IN A SEMESTER

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

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

- Discuss the situation with the academic advisor and identify a course in the overload semester that is taught by one of the Student Affairs core faculty members. Only classes taught by SAC core faculty are eligible.
- Approach the course instructor about enrolling in independent study credits (798 with the instructor as sponsor, see handbook for section numbers) in Winter session immediately preceding or following the course. If the 798 credit precedes the actual class, the student

will receive a temporary incomplete grade for the class. Upon completion, the grade for the course will be retroactively assigned to the independent study.

- Document any correspondence with the course instructor and write a memo explaining the situation for the academic advisor to include in your file. Please also send a copy of the memo to the Student Affairs Concentration Director.
- Attend the course, but do not enroll in the class. Remind the course instructor that you are taking the course, but want to receive credit in another semester. At the end of the semester, you should remind the instructor to assign your grade.

ASSISTANTSHIPS AND FELLOWSHIPS

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

The CHSE Department has a limited number of fellowships that are typically awarded the first year of doctoral study. Fellows receive mentoring and support from an experienced faculty member, and have opportunities to teach, research, and publish. The fellowships offer a stipend each semester, and 12 credit hours of tuition remission. Fellows 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/#fellowships>

IMPORTANT NOTE: On-Campus "Side Hustles"

Students who are full-time graduate assistants (GAs; working 20 hours/week) AND doctoral students on Fellowship taking on ANY responsibilities (e.g., teaching a course, tutoring) on-campus in addition to their GAship or Fellowship that results in additional financial compensation beyond the GA/Fellowship stipend must complete the Graduate Student Overload Assignment Request Form. Regardless of GAship/Fellowship, students cannot work over 30 hours/week total in Fall/Spring. Differences between an overload for fall/spring compared to winter/summer are available here:

http://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/graduate_student_overload_assignment_request.pdf

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 leaving their current assistantships or seeking other assistantship opportunities should inform their supervisors of their intentions so they are able to recruit a replacement during the Preview Program in the spring.

SAC FACULTY AND SECTION NUMBERS

Below are section numbers for SAC affiliate and full-time faculty; these numbers can be used to register for 789/799/798/889/899 credits during the Fall and Spring Semesters. NOTE: The numbers may be different during the Winter and Summer terms, so please be sure to check with the faculty member for the appropriate number.

Faculty Name	Section Number
Linda Clement	1601
Michelle Espino	7201
Deb Grandner	5201
Kimberly Griffin	7301
Marsha Guenzler-Stevens	1501
Mary Hummel	6301
Lisa Kiely	3401
Sharon Kirkland-Gordan	5601
James McShay	6501
Alice Mitchell	6601
Julie Park	7001
John Zacker	5001

Not all affiliate faculty have graduate faculty status, meaning that they may not be able to serve on dissertation committees. To verify graduate faculty status, please see Carol Scott.

MASTER'S DEGREE, STUDENT AFFAIRS CONCENTRATION

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

Description of the Student Affairs Master's Concentration

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

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

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

1. defining the role and functions of student affairs work in higher education;
5. interpreting research significant to the profession and conducting related research;
6. identifying factors affecting human and organizational behavior;
7. translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession: counseling, instruction, supervision, program design, administration, and research;
8. developing multicultural competence and social justice perspective to engage with diverse students with effectiveness and confidence;

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

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

Degree Options

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

The program of study for M.A. students also requires one additional methods course (either a statistics course [EDMS 646 or an advanced statistics course] or a Qualitative methods course [EDCP 773]) and five additional research thesis credits. Students in the M.Ed. concentration will complete six credits (two courses) of a professional concentration to explore topics of interest to their professional practice or research. Students will develop the professional concentration in consultation with their academic advisor. Professional concentrations might include such examples as:

College Counseling	EDCP 611 Career Development Theory and Programs and EDCP 617 Group Counseling
Career Development	EDCP 611 Career Development Theory and EDCP 888 (individually designed experience); teaching EDCP 108D (career development for undergraduates)
Retention of Students of Color	EDHI 660 Retention Theories and EDHI 662 Research on Ethnic Minority Students, or EDCP 888 (individually designed experience); teaching EDCP 220 Intro. to Human Diversity or EDCP 612 Multicultural Counseling
Student Leadership Development	EDCP 694 (Student Leadership Development) and EDCP 888 (individually designed experience); teaching EDCP 217 (Introduction to Leadership)

Advising

The Student Affairs Concentration faculty and affiliate faculty are dedicated to providing quality advising. Master's students will be assigned two advisors: an academic advisor who is a full-time faculty member and a professional advisor who is an affiliate faculty member and a full-time professional staff member at the University of Maryland. Your academic advisor can support you as you make decisions about courses and your personal curriculum, complete administrative paperwork, and discuss program policies and procedures. Professional advisors focus primarily on personal and career development, and can provide particularly helpful guidance in identifying internship and apprenticeship opportunities, networking with professionals on and beyond campus, and planning long term developmental strategies.

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

Completing the Curriculum

Previous Coursework: In general, courses cannot be substituted, double-counted, or waived. One exception is EDMS 645,¹ which is a prerequisite for more advanced statistics courses.

Concentration Duration: Each student has different talents and family and work responsibilities. Curriculum requirements are designed so that full-time students can complete their coursework in four semesters. Students may also enroll part-time during some of or during their entire coursework; program completion is then extended to approximately three years. We encourage each student to work diligently, but plan to take the time needed to successfully complete their educational and professional training. The master's curriculum must be completed within five years.

Comprehensive Examinations: All students must successfully complete written comprehensive examinations in order to graduate. A research proposal, completed in EDCP 798A/799A during the fall semester of the second year serves as the written comprehensive examination. If a student's comprehensive exam is judged as not passing or incomplete, they have an opportunity to revise and resubmit the completed exam. The deadline will be determined by the student and professional advisor, in consultation with the instructor for EDCP 798A/799A. See page 24 for additional information.

Apprenticeship Requirement

¹ Effective Fall 2014, the College of Education no longer requires EDMS 645 for all students enrolled in the college, therefore, it is not a requirement in the master's curriculum. Students who have already taken statistics and wish to enroll in an advanced class may need to show approval of equivalency for prior coursework, which can be obtained at: <http://www.education.umd.edu/EDMS/SFinfo/645-646.htm>

The Master's Administrative Apprenticeship provides professionally supervised, consistent and comprehensive exposure to the administrative roles and functions of Student Affairs offices. They generally do not involve direct service to students but are designed to learn how a functional area is organized and accomplishes its mission and goals. They are designed for persons with little or no work experience in Student Affairs. This is the required, formal administrative apprenticeship accompanied by a supervised seminar with reading and learning assignments. The expectations for the apprenticeship are as follows:

1. Scheduling appointments with other staff in and out of the functional area, attending staff meetings, reading literature or materials that are circulated, and shadowing the apprenticeship supervisor to specific programs/events/activities to understand the nature of the work in that functional area.
2. Engaging in a regular activity that results in meaningful involvement (i.e., working with and/or advising students) and/or a project that could be done on site or independently (i.e., designing a workshop, writing a proposal, editing publications, conducting a research study or needs assessment).
3. Seeking supervision, guidance, and instruction from a supervisor who can support the student's educational and professional development.

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

All master's students are expected to enroll in 3 credits of EDCP 888A to earn academic credit for fulfilling their administrative apprenticeship requirement. Most students will complete their apprenticeship during the summer between the first and second year in the master's program. Effective Summer 2014, all students will be required to take this course in the summer. For students with apprenticeships outside of the College Park area, the course will be available online. Students who do not have tuition covered in the summer will register for credit in the fall, but still take the course in the summer.

The Master's Curriculum

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

A. Required courses for all students:

EDCP 610	Professional Orientation: Student Affairs	3 credits
EDCP 618	Counseling Skills: Intro. to Practicum (Fall term)	3 credits
EDCP 655	Organizational Dimensions of Student Affairs	3 credits
EDCP 672	Individual and Organizational Assessment in	

	Student Affairs	3 credits
EDCP 741	Multicultural Practice in Student Affairs: Self, Education, and Society	3 credits
EDCP 771	The College Student (Student Development Theories)	3 credits
EDCP 798/799	Research Design & Proposal Writing Seminar	3 credits (Fall)
	M.A. students register for 3 credits of EDCP 799	
	M. Ed. students register for 3 credits of EDCP 798	
EDCP 888	Internship/Practicum in Student Affairs Research/Practice	1 credit
EDCP 888A	Apprenticeship in Student Personnel Services	3 credits (Summer)
Methods		
EDMS 645	Quantitative Methods I (or advanced quantitative course)	3 credits
Or EDCP 773	Qualitative Research Design	3 credits
Practicum		
EDCP 619B	Practicum in College Counseling	3 credits
Or EDCP 671	Intergroup Dialogue Facilitator Practicum	3 credits
Elective	One course of your choosing to enrich your learning	3 credits

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

M.A.

EDMS 646	Quantitative Methods II	3 credits
Or EDCP 773	Designing Qualitative Research in Counseling and Student Affairs Contexts ²	3 credits
EDCP 799	Remaining Thesis Credits (Spring)	3 credits

² If a thesis student has already taken EDMS 646 or EDCP 773 for their one required methods course, they can either choose to take a second methods course or use the remaining credit for elective space or additional thesis credit. An advanced statistics course is required for those completing a quantitative thesis, with at least one advanced course being taken at UMD. For special cases, students should discuss options with the Concentration director or faculty advisor.

M. Ed.

Two Professional Concentration/Focus Courses

6 credits

Electives

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

Schedule of Course Offerings

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

Once per year**Fall Only**

EDCP 610

EDCP 618

EDCP 619B

EDCP 671

EDCP 741

EDCP 799A/798A

Spring Only

EDCP 672

EDCP 655

EDCP 694

EDCP 771

EDCP 773

Summer Only

EDCP 888A

Three times per year:

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

A Note About Sequencing of Courses:

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

- EDCP 610 must be taken prior to EDCP 771, which must be completed prior to the administrative apprenticeship -- EDCP 888A.
- EDCP 616, EDCP 672 and EDCP 618 must be taken PRIOR to the EDCP 619B counseling practicum or the EDCP 671 intergroup dialogue practicum and must be completed with a B or better letter grade.
- EDCP 671 will be offered each Fall and EDCP 619B is offered in fall of the second year. An additional EDCP 619B section may be offered in the spring depending on student preferences.

Methods Courses:

While EDMS 645 and/or EDCP 773 can fulfill the methods requirement, there are many other courses on campus to choose from. Options can be found at:

- <http://www.education.umd.edu/CHSE/academics/specialization/HE.html>
- <http://mim.umd.edu/courses/statistics-and-research-methods-courses/>
- <http://www.crge.umd.edu/courses.html>

SAMPLE CONCENTRATION PLANS

Full-time Students

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

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

Fall 1st Year

EDCP 610 Professional
Orientation
EDCP 741 Multicultural Practice
EDCP 618 Counseling Skills

Spring 1st Year

EDCP 771 College Student
A Methods Course (if not already
completed) **or** Concentration/Elective
Elective
EDCP 888 Internship Credit

Summer 1st Year

EDCP 888A

Fall 2nd Year

EDCP 799A (Thesis) Research
EDCP 619B Counseling Practicum
or EDCP 671 Intergroup Dialogue
Practicum
Advanced Methods

Spring 2nd Year

EDCP 655 Organizational Dimensions
EDCP 799 Thesis credits
EDCP 672 Assessment

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

Fall 1st Year

EDCP 610 Professional
Orientation
EDCP 618 Counseling Skills
EDCP 741 Multicultural Practice

Spring 1st Year

EDCP 771 College Student
Concentration/Elective
A Methods Course (if not already
completed) **or** Concentration/Elective

Summer 1st Year

EDCP 888A

Fall 2nd Year

EDCP 798 (Seminar paper)
EDCP 619B Counseling Practicum
or EDCP 671 Intergroup Dialogue
Practicum
Concentration/Elective

Spring 2nd Year

EDCP 655 Organizational Dimensions
EDCP 672 Assessment
EDCP 888 Internship Credit

Comprehensive Examination Expectations, Policies, and Procedures

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

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

The research proposal will be evaluated by the student's professional adviser and the instructor of EDCP 798A/799A for two purposes: a) a percentage 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. Chapter III will also include a conclusion to close the proposal that discusses limitations of the proposal design and possible implications for student affairs theory and practice.

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

Master's Seminar Paper

A seminar paper in the master's program is the development of a research proposal without conducting the actual research. A complete seminar paper is comprised of chapters I, II, and III (developed in the Fall semester) in addition to a conclusion that discusses implications for research and practice as well as the possible limitations of such a study.. The seminar paper is directed by the professional advisor in consultation with the instructor of EDCP 798A. Once the seminar paper has been completed and approved by the professional advisor, the student will submit the final seminar paper to the SAC Concentration Director. The seminar paper title page (only) must be filed in the

College of Education, Graduate Studies Office by published deadline for the semester in which the student intends to graduate.

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

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

Master's Thesis

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

A thesis is guided by a three-person committee comprised of at least two tenured or tenure-track graduate faculty of the University of Maryland. Affiliate faculty can direct a thesis and serve as the third member of any thesis committee.

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

A thesis is typically comprised of five chapters:

- The first three chapters are the proposal for the thesis (developed in the Fall semester) and include an introduction to the research, a review of the relevant literature, and the methodology proposed for the study, including limitations, which can be identified in advance of the study.
- Chapter IV is a presentation of the results of the research (completed in the Spring semester).
- Chapter V is a discussion/ interpretation of the results, relating the findings to previous research and literature and identifying limitations of the study, implications for practice, and recommendations for future research (completed in the Spring semester).

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

PH.D. DEGREE, STUDENT AFFAIRS CONCENTRATION

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

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

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

Premises of the Ph.D. Curriculum

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

1. An in-depth knowledge and understanding of college student development is central to research and practice.
2. The Student Affairs Concentration is committed to the consideration of social justice and to the recognition of social identity and intersectionality. The Concentration provides for the development of an awareness and appreciation of diversity, a commitment to social justice, and the development of strategies to enhance learning in an environment that respects individual differences and cultural diversity.
3. Research and assessment are emphasized as a core of the Concentration and are infused throughout the curriculum. We support inquiry using both qualitative and quantitative methods and methodologies.
4. The importance of inclusive and critical consultative and interactive processes necessary to work with individuals, groups, and organizations is reflected in the Concentration.
5. Through an individually-designed selection of courses termed a *professional concentration*, the student is provided an opportunity for in-depth study in a specialized area of personal interest related to student affairs administration and other professional goals.
6. Teaching opportunities provide doctoral students with an increased understanding of undergraduates' classroom experiences and the relationship with their co-curricular experiences. Teaching experience facilitates more effective communication with faculty and

persons in academic affairs. Opportunities exist for teaching undergraduate courses in career development, peer counseling, leadership, and orientation. Opportunities also exist for co-teaching in the master's concentration.

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

Description of the Curriculum

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

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

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

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

In general, courses cannot be "double-counted" to meet multiple requirements and prior coursework cannot be substituted for curriculum requirements/electives. Effective Fall 2013, students will not be allowed to transfer credits from previous coursework and will be encouraged to take more advanced courses that will enhance their knowledge base. Ph.D. students may receive credit for up to 9 credits only if taken at the University of Maryland, College Park as an advanced special student if SAC Ph.D. courses were completed prior to admission to the SAC Ph.D. program. Students can receive credit for any combination of the following:

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

The total number of classes cannot exceed 3 classes/9 credits. All decisions regarding transfer credits and substitutions should be made in consultation with the student's advisor.

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

Research Competency: Prior to taking the comprehensive examination, students should demonstrate working knowledge of the construction and implementation of a research study, which is referred to as having *research competency*. This includes a variety of skills, namely: reviewing relevant literature, selecting and applying a theoretical/conceptual framework, developing a data collection plan and instruments, collecting and analyzing data, and reporting findings. The goal of the research competency requirement is to provide students with early exposure to multiple dimensions of the research process, offering early preparation for the kinds of work that will be done in the completion of a dissertation. Students who completed an empirically-based Master's thesis may submit it to their advisor for review to determine whether it satisfies the research competency requirement. Students who did not complete such a thesis or students whose thesis does not meet the criteria must demonstrate research competency by conducting an empirical study of equivalent complexity that either focuses on the student's research interests or is part of a larger research study that is being conducted by a faculty member. Primary and/or secondary data can be used to complete the study. Students are strongly encouraged to complete the research competency early in their coursework and to share the results or findings from this work through a professional or academic conference or via publication.

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

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

COURSEWORK:**Core Courses (18 credits)**

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

EDHI 750	International Higher Education (or similar course on global issues in student affairs or higher education)	3 credits
EDCP 774	Advanced Seminar in College Student Development Theory	3 credits
EDCP 775	Facilitating Student Learning in Higher Education	3 credits
EDCP 776	Social Justice in Student Affairs	3 credits
EDCP 870	First-year Doctoral Seminar	3 credits
EDCP 871	Professional Capstone Seminar	3 credits

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

These requirements encompass coursework in qualitative and quantitative methods and methodologies as well as research design, and a doctoral dissertation. Work in this area is predicated upon previous graduate-level coursework in research methodologies. Students are encouraged to enroll in an advanced methods course that can be applied in the student's dissertation. Additional options can be found at:

- <http://www.education.umd.edu/CHSE/academics/specialization/HE.html>
- <http://mim.umd.edu/courses/statistics-and-research-methods-courses/>
- <http://www.crge.umd.edu/courses.html>

EDHI 672	Modes of Inquiry in Education Research	3 credits
EDCP 742	Examining College Environments and Outcomes	3 credits
EDCP 772	Research in Student Affairs (Dissertation Proposal Writing Class)	3 credits

EDCP 773	Designing Qualitative Research in Counseling and Student Affairs Contexts	3 credits
TBD	One course in Quantitative Methods*	3 credits
TBD	One Advanced Research Methods/ Methodology Course*	3 credits
EDCP 899	Dissertation	12 credits

* Note: These courses may have prerequisites

Professional Concentration (9 credits)

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

Electives (9 credits)

Electives provide the opportunity to explore timely courses, add breadth to the academic program, and engage in field work experiences. A minimum of three graduate-level courses are required. Students are encouraged to explore courses outside of the department and college that may supplement their learning experience. Only 3-credits worth of practica/internships will count as part of elective credit.

Optional Internship (3 credits)

Options for electives include EDCP 889 Doctoral Internship (3 credits), as doctoral students often find it helpful to engage in a significant professional internship. Each internship will be individually designed, dependent on the student's professional goals and on his/her previous and current experience. Requirements for the internship will take into consideration the student's previous professional experience, current assistantship or work experience, and professional goals. The nature of the work experience and the degree of supervision will be related to the scope of the additional experience required in the doctoral internship. See the Doctoral Field Work Manual on ELMS for more details. The internship may count as one of the general electives noted above, but will not count within the Professional Concentration.

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

Total Credit Hours Required

Core Courses	18
Research and Evaluation	18
Professional Concentration	9
Electives	9
Dissertation	12
<hr/>	
GRAND TOTAL OF HOURS REQUIRED BEYOND THE MASTER'S DEGREE	66

SAMPLE SCHEDULE FOR FULL-TIME PHD STUDENT

Academic Term	Course number
Fall #1	EDCP 870 EDCP 774*/EDCP 775* Quantitative Methods
January Term #1	Concentration/Elective**
Spring #1	EDHI 672 EDCP 773 EDCP 742*/776*
Summer #1	Concentration/Elective**
Fall #2	EDCP 774*/EDCP 775* Concentration/Elective Concentration/Elective
January Term #2	Concentration/Elective**
Spring #2	EDHI 750

	Advanced Methods Course Concentration/Elective EDCP 742*/776*
Summer #2	Concentration/Elective**
Fall #3	EDCP 772 EDCP 871* Concentration/Elective
Spring #3	Concentration/Elective
Fourth year	EDCP 899 Dissertation

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

** Course offerings during the Winter and Summer terms are limited, so be sure to check course offerings and confirm that your graduate assistantship and/or fellowship funding includes tuition remission during winter and/or summer terms (if full-time student).

SAC DOCTORAL COMPREHENSIVE EXAMINATION GUIDELINES

Major revisions: 9/94, 6/99, 6/02, 9/04, 10/04, 10/08, 9/10, 9/11, 10/11

Minor revisions: 9/91, 8/01, 10/07, 7/10

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

Eligibility for the Examination

Before students can take the comprehensive examination, they should have completed all of their foundational coursework (including no outstanding incompletes) for the doctoral program, as well as the research competency. Some electives and professional concentration courses may not yet be taken, as well as EDCP 772.

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

Contents of the Examination

The doctoral comprehensive examination consists of two questions: a Contemporary Issues question and an Individual Expertise question. For both questions in the examination, students are expected to consider and infuse in their responses the significance of: (1) multiculturalism and diversity; (2) student development theory; and (3) the broader context of higher education as a foundation for the field of student affairs.

Question #1—Contemporary Issues Question

As future student affairs scholar-practitioners, researchers, and/or faculty, it is important to keep abreast of key issues happening in the field and utilize relevant literature and research to develop an appropriate response for moving forward. In this question, students will analyze a specific contemporary issue happening in higher education using student development theory as well as relevant literature and scholarship, develop an adequate response to this issue, propose a set of

recommendations for responding to this issue, discuss the benefits and limitations of their response, and address how their response affects key stakeholders.

Question #2—Individual Expertise Question

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

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

Format of the Examination

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

Students' responses to the examination should be their original work for this specific purpose. The written examination should not include cut-and-pasted material from written work that students have completed for other purposes, including their dissertation proposal. Students may, 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, and faculty) regarding the content of the examination and the content of responses. The examination should represent the students' own work, and students should ask no one else to read their examination, edit their work, provide resources, or provide feedback.

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

Students should select and use a pseudonym to identify themselves on the Contemporary Issues

Question. 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 for the Individual Expertise question) and topic or question number.

Students will respond to the Contemporary Issues question in 15-20 pages. Students will respond to the Individual Expertise question in 25-30 pages. A list of references and the cover page do not count as part of the total number of pages for a response.

Administration of the Examination

The doctoral comprehensive examination will be offered annually in the summer prior to the dissertation-proposal writing course (EDCP 772). Generally, the questions will be distributed the third week in July and are to be returned one month later during the third week in August. Dates will be distributed and clearly communicated.

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

The comprehensive examination is designed as a one-time activity, meaning that the expectation is that all questions are responded to and turned in during each administration of the comprehensive examination. Therefore, if students do not turn in a response to a question, it technically counts as a "fail," meaning it represents the first attempt. The second (and final) attempt would take place at the next administration of the exam. In the event the student does not pass one or both of the examination questions, an individual plan to retake that question(s) will be developed with the Student Affairs examination committee. Students are permitted to retake the exam one time; two failures are grounds for academic dismissal, although students may petition for a third attempt.

Students' responses, along with the examination questions, should be returned to the CHSE mailbox of the chair of the doctoral comprehensive examination committee no later than 4:00 p.m. one month following receipt of the questions. The specific due date will be announced when the exam is administered as well as the name of the chair of the doctoral comprehensive examination committee.

Students should submit two (2) copies of each response to each question. Students should submit exams in two envelopes. Two copies of the individual expertise question should be enclosed in

the first envelope. In the second envelope, students should enclose the contemporary issues response and a smaller, sealed envelope containing their signed statement, pseudonym, and real name.

Evaluation of the Examination

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

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

Responses to each question are evaluated as follows:

1. Each question will be evaluated on a scale of 1.0 to 5.0, with 3.0 as a passing evaluation and 5.0 as a high pass. Evaluations can be assigned in whole or half points.
2. Subcategories on evaluation sheets will be scored on the same 1.0 to 5.0 system. The criteria for the subcategories are described below.
3. When an answer is evaluated as not passing (i.e., below 3.0), written comments giving the reason for the grade must be provided on the evaluation sheet.

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

The chair of the comprehensive examination committee will notify all students of the results; evaluation results and feedback for each response will be available through the student's advisor. Formal acknowledgement of the results will be sent by letter from the CHSE department chair. Results will also be reported to the College of Education as an overall score of passing or failing. Honors may be awarded for exceptionally strong scores on both questions of the comprehensive examination.

Criteria for the Subcategories

Both the content and presentation of the responses will be evaluated. Evaluations 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 include:

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

SAC DISSERTATION COMMITTEE REQUIREMENTS

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

College of Education forms are located at:

http://www.education.umd.edu/studentinfo/graduate_info/Forms.html

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

Notes to Consider before Assembling your Committee from:

http://www.education.umd.edu/studentinfo/graduate_info/GradGuide/GradGuideWeb2013.pdf

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

Requirements for the Doctoral Dissertation Committee (from:

http://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/nomination_of_thesis_or_dissertation_committee_form.pdf):

A doctoral dissertation committee will consist of:

- Minimum of five voting members of the Graduate Faculty, including three Full Members
 - The committee members should include representatives of supporting areas and an individual versed in the methodology and/or literature of the dissertation
- Chair should be the student's advisor and a Full Member of the Graduate Faculty. Requests for a Co-chair must have prior Graduate School approval.
- Each committee needs a Dean's Representative as a voting or non-voting member. The Dean's Representative must have a research interest related to that of the student. The Dean's Representative must be a tenured member of the Graduate Faculty and must be from another tenure home than the student's primary advisor, or co-advisor(s).
 - More information on the Dean's Representative role as well as implications of having the Dean's Representative as Voting vs. Non-Voting can be found at: http://www.education.umd.edu/studentinfo/graduate_info/forms/DeansRepRoleForm14.pdf
- Faculty who leave UMD (except Emeriti) are Graduate Faculty for one year and are then nominated as Special Members.
 - NOTE: any member outside of UMD must be nominated to serve on the Graduate Faculty as a special member. Special members, and University of Maryland

adjunct and emeritus graduate faculty, must maintain their status (5-year term) in order to serve on student committees.

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

1) College of Education Doctoral Dissertation Proposal Approval Form

To be completed after the dissertation proposal is successfully defended (and before the formal appointment of the dissertation committee):

http://www.education.umd.edu/studentinfo/graduate_info/forms/DissertProposalform.pdf

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

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

http://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/nomination_of_thesis_or_dissertation_committee_form.pdf

RESOURCES

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

EDUCATIONAL TECHNOLOGY SERVICES (ETS)

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

Educational Technology Services (ETS) also supports circulating technology equipment at no charge to College of Education faculty, which may be used for instruction or special events that can be checked out and utilized on campus. Members of the COE (faculty, staff, and [graduate students](#) with approval, only) have the option to reserve equipment with advanced notice.

Equipment reservations are subject to availability and are booked on a first-come, first-served basis. Available equipment includes laptops, LCD projectors, video cameras, laser pointers, digital voice recorders, and wireless and handheld microphones. Equipment requests can be made at (<http://www.education.umd.edu/ETS/equipment/index.html>).

Confirmed equipment may be picked up by the faculty member or designee and returned to Benjamin room 0234 during office hours. You also have the option to have the desired equipment delivered upon request (Cole Student Activities Building or Benjamin Building only).

GLOBAL GRADUATE FELLOWS PROGRAM (GGF)

The program aims to encourage students to internationalize their current and future teaching, research, and/or administrative work in ways that recognize the globally situated nature of present challenges in education. The GGF program provides opportunities for self-directed project development and professional collaboration.

The purpose of the GGF program is to:

- Enhance students' knowledge of the global dimensions of their own work
- Develop students' understanding of the current higher education landscape with respect to internationalization and its challenges
- Strengthen students' ability to think about their work as globally situated and as having potential global impact

The GGF program will focus on individual projects proposed by the Fellows. Projects may be related to Fellow's assistantship work (e.g., creating or revising a course for which the Fellow serves as a Graduate TA or Instructor or developing innovative ways to serve international students through the Fellow's administrative assistantship), program requirements (e.g., developing an internationally-focused internship or field placement), or individual research program (e.g., exploring ways to conduct dissertation research abroad or on an internationally-focused topic).

All students admitted to the GGF program will receive a stipend of \$1000. Students may use the funds for whatever purpose they choose, but are encouraged to use the funds to support international research, study abroad opportunities, or other activities to continue to develop their global competence.

More information can be found at:

<http://www.education.umd.edu/international/CurrentInitiatives/GlblGrdProg/>

GRADUATE SCHOOL WRITING CENTER (GSWC) FELLOWS

The University of Maryland GSWC Fellows offer one-on-one writing consultations for enrolled University of Maryland graduate students. Consultations are available during Fall, Spring, and Summer terms. Fellows work with graduate students within their colleges on structure, argument, disciplinary expectations, citation, voice, syntax, and, as appropriate, usage and grammar. GSWC Fellows do not edit, but rather work collaboratively with students on their writing. For more information on how to register for an appointment with the GSWC Fellows, please see <http://www.gradschool.umd.edu/graduate-school-writing-center>

In addition to the GSWC Fellows, the GSWC has also recently expanded their services as of the spring 2015 semester to pilot a weekly write-in on Friday afternoons from 12:30-3:30 p.m. for graduate students to attend to focus on writing projects where staff is available to provide feedback and support. Light refreshments are provided during these weekly write-in sessions and information can be found at: <https://gradschool.umd.edu/graduate-school-writing-center/weekly-write-ins>

MAILBOXES

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

MCEWEN RESEARCH GRANT PROGRAM

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

SPARC GRANTS

The College of Education's Support Program for Advancing Research and Collaboration (SPARC) is a competitive grant program for new assistant professors and doctoral candidates. SPARC funds are intended to support the student's dissertation research. Doctoral students who have Advanced to Candidacy are eligible to apply. Only research that has been approved by the

student's advisor will be supported. A doctoral student may receive only one award. More information can be found at:

<http://www.education.umd.edu/ResearchInfo/ResourceOpportunities/SPARC/>. Application deadlines vary by term so be sure to check the website for updated deadline information.

TRAVEL SUPPORT

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

Disseminating scholarly work is essential to advance practice, promote additional research, and to begin establishing students as scholars in their field. The CHSE Department, therefore, seeks to provide partial support for professional travel. Toward that end, the Department provides travel support for doctoral students who are presenting research at a national conference. Maximum funding level depends on the location of the conference to which the student is traveling. Maximum travel award amounts are: \$250 for travel east of the Mississippi, \$400 for travel west of the Mississippi, including Canada or Mexico; and \$600 for international travel outside of North America and Mexico.

http://www.education.umd.edu/CHSE/forms/2015_CHSE%20Doctoral%20Conference%20Travel%20Support.pdf

UMD HEALTH CENTER

Be sure to have your immunization form

(<http://www.health.umd.edu/sites/default/files/ImmunizationRecordForm.pdf>) completed and turned into the Health Center before school begins your first semester in the SAC program. The Health Center will **not** notify you if you do not have your completed immunization form on file until mid-way through your first semester and by then if the form is still not completed you will receive a warning message that you cannot register for classes in the spring when attempting to register for courses online. If there are any immunizations you are missing they can be completed at the Health Center and they can be contacted to set up an immunization appointment. Ideally, it is best to have your Primary Care Physician (if you have one) do this during the summer before starting the program. This is the link to the UMD Health Center website for more information about their services and contact information: <http://www.health.umd.edu/>