

The CSP Admissions Newsletter



College Student Personnel
University of Maryland

Visit us on the web at:
www.education.umd.edu/EDCP/CSP

January 2007-
December 2007

A NOTE TO APPLICANTS

THANK YOU for thinking of the Maryland program! This Admissions Newsletter is one way of responding to many of the questions from students applying to our graduate programs. Our students have helped create a list of things you might most like to know about...hence, this newsletter. We expect you will have questions even after reading this.

You are very important to us, and whether you come to our program or enroll in another, we congratulate you on your choice of a rewarding, challenging career in student affairs work as a student development educator, an administrator, or a counselor. This is a meaningful, important, worthwhile field – you can make a difference for many students.

Marylou McEwen
Chair, Admissions Committee

CURRICULAR EMPHASIS

The focus of the Maryland program is on the experience of students in the higher education environment. We emphasize the diversity of students and how the environment can promote their learning and development. Both the master's and doctoral programs have an emphasis on multicultural understanding and applications.

Our Doctoral Program focuses on student development theory, student learning, assessment of student outcomes, and research; it also emphasizes advocacy and leadership. Our Master's Program is grounded in a core of counseling skills, student development theory, research, and professional practice.

Program Focus: Leadership for a Multicultural Community

Multiculturalism is an important and integral focus of our CSP program.

All of our graduate programs focus on strategies to enhance the student experience! Our particular emphasis is understanding individual differences as a basis of building successful multicultural campus learning communities.

Infusing multiculturalism and the appreciation of individual differences throughout our curriculum and our program are goals we are continually working toward. By multiculturalism and individual difference, we mean consideration and inclusion of issues of race, ethnicity, culture, gender, age, different ableness, sexual orientation, religion, social class, education, personal beliefs and values, and other characteristics that define individuality. Multiculturalism is an important and integral focus of our CSP program.

We hope that those of you who apply to our CSP program wish to embrace and learn about multiculturalism and to join us in becoming more multicultural in our knowledge, awareness, attitudes, and skills. Within our program you will find readings and discussions on multiculturalism and individual differences in each of our CSP courses and most other courses you will take, multicultural components within your CSP field experience, a required multicultural seminar, multicultural dimensions or foci of many of the seminar papers, theses and dissertations completed by our CSP students, and diversity within our student body and our CSP faculty and affiliates.

Our location in the greater Washington, D.C. – Baltimore area enriches our opportunities and awareness related to multiculturalism. Our multicultural journey is an exciting one and a most challenging one, one that we hope each of you will join.



FALL 2006 MASTER'S COHORT

What do we mean by....?

- Assistantship – a graduate student work position at the University of Maryland, such as program coordinator, academic advisor, admissions representative, or career associate. Assistantships provide you with financial support and relevant work experience and usually consist of 20 hours per week for 9.5 to 12 months, providing tuition remission, a stipend, and health benefits.
- Apprenticeship – a field work experience required in the master's program involving a semester long in-depth exposure to a student affairs function at University of Maryland or a nearby campus.
- Buddy – a CSP graduate student who will gladly offer you the student perspective as well as answer your questions about the program. Buddies are assigned to each applicant invited for an interview. (see page 6 for more detailed information)
- CAPS – an acronym for the Counseling and Personnel Services Department, which houses graduate programs in Counseling Psychology, School Psychology, Rehabilitation Counseling, Counselor Education, School Counseling, and College Student Personnel.
- CSP - shorthand for our College Student Personnel program.
- Dissertation – research study for the Ph.D. degree guided by a faculty advisor along with four other faculty committee members from within and outside the CAPS department.
- M.A. – Master of Arts degree requiring a research thesis and two statistics courses.

- M.Ed. – Master of Education degree requiring one statistics course and a scholarly seminar paper.
- Thesis – research study for the Master of Arts degree guided by a faculty advisor with two other faculty committee members.



Fall 2006 Doctoral Cohort

Recent Graduates Find Rewarding Job Opportunities

Master's students have recently entered the field in such jobs as Director of Commuter Programs; Assistant Director for Community Service; Director of Residence Life; Head Resident; Academic Advisor; Learning Assistance Counselor; Career Planning Assistant; Admissions Officer; Program Coordinator of Student Union; Assistant Director of Student Activities; Director of Greek Affairs; Athletic Administrator; Director of Service-Learning; and Director of Leadership Programs.

Doctoral Students have taken positions as Director of College Student Personnel; Vice President for Student Affairs; Assistant Vice President; Assistant Dean of Students; Director of First Year Programs, and Assistant Professor.

There are more than 500 graduates of the CSP Master's and Doctoral Programs currently employed in higher education!

Our Program Offers Exciting Field Work Experiences

Doctoral student internships have recently been in such settings as the American Council on Education, National Association of Student Personnel Administrators, American College Personnel Association, University of Baltimore Provost's Office, Vice President's Office at Loyola College of Maryland, Research Office of the University of Maryland Counseling Center, University of Maryland Honors Program, and American Association of Colleges and Universities.

Master's administrative apprenticeships have been at Georgetown University, Howard University, Catholic University, Johns Hopkins University, College of Notre Dame, Goucher College, Prince George's Community College, George Mason University, Howard Community College, Bowie State University, Loyola College of Maryland, Montgomery College Rockville and Takoma Park campuses, Morgan State University, American University, George Washington University, University of Maryland University College, University of Maryland Baltimore County, various University of Maryland, College Park offices, and the National Association of Student Personnel Administrators. All counseling practica are in the University of Maryland Counseling Center.

CSP Students teach Courses at University of Maryland

The CAPS department offers several courses which provide teaching experiences for graduate students. Teaching opportunities include courses in leadership development, service-learning, career development, learning skills, helping skills, peer counseling, resident assistant education new student orientation, and diversity. Master's and doctoral students, may teach these courses for credit or personal development.

FULL-TIME FACULTY

Dr. Susan Komives

Dr. Komives has research interests in leadership, leadership identity development, student affairs futures and generational cohorts. She has served as President of the American College Personnel Association. Prior to arriving at Maryland in 1987 she was Vice President for Student Development at Stephens College and at the University of Tampa. She serves as Faculty Associate for the University of Maryland's Student Affairs Division. Dr. Komives teaches Introduction to College Student Personnel, Organization and Administration in Student Affairs Programs, Seminar in Student Leadership Development, and First-Year Doctoral Seminar.

Dr. Karen Kurotsuchi Inkelas

Dr. Inkelas's research interests include the impact of college on students, the role of living-learning programs in improving undergraduate education, the Asian Pacific American college student experience, and diverse racial climates on college campuses. She currently has multiple research grants from the National Science Foundation and ACUHO-I for a national study of living-learning programs. She is active in ACPA, ASHE, and AERA. Dr. Inkelas teaches both the Doctoral and Master's Research Methods courses, Individual and Organizational Assessment in Student Affairs, and College Environments and Outcomes.

Dr. Susan Jones

Dr. Jones's research interests include the psychosocial development of college students with an emphasis on multiple and social identities, service-learning in higher education, and qualitative research methodologies. She is active in ACPA and NASPA, currently serving on the ACPA-NASPA 2007 conference planning committee. Prior to joining the faculty at Maryland, Dr. Jones was an Associate Professor in the Higher Education and Student Affairs program at The Ohio State University and Dean of Students at Trinity College in Vermont. She teaches the Master's Seminar on Multicultural Practice in Student Affairs, Service-learning and Student Development, Qualitative Research Methodologies, and Advanced Seminar in Theories of Student Development.

FOCUS ON FACULTY

The heart of an academic program is your student colleagues and the co-learning you provide each other. Faculty are central to student learning and knowing faculty interests can help you seek a rich experience. The CSP Program is comprised of four groups of faculty:

- Four full time faculty in the CAPS department
- CAPS faculty who teach core department courses and special courses of interest to CSP students
- Counseling psychologists from the Counseling Center with part-time budget assignment to CAPS
- Affiliate faculty who are full-time student affairs and academic affairs professionals; serve as advisors, teach courses, and provide teaching supervision in assistantship sites

Faculty are active in publishing, hold leadership roles in professional organizations, and present conference programs.



FULL-TIME FACULTY (continued)

Dr. Marylu McEwen

Dr. McEwen's research interests include multiculturalism, issues of diversity, and the development of college students, particularly the psychosocial development of students of color. She is active in ACPA, NASPA and has served as the Associate Editor of the Journal of College Student Development. Dr. McEwen was a faculty member at Auburn University before coming to Maryland in 1986. She teaches The College Student: Student Development Theories; Advanced Student Development Theory; and Facilitating Student Learning in Higher Education.

PART-TIME FACULTY

Dr. Javaune Adams-Gaston

Executive Director of the University Career Center. Expertise and research interests include psychotherapy, career and learning disability assessment, multicultural training, eating disorders, survivors of sexual assault, and development and academic success of student athletes. Teaches Master's Counseling Practicum.

Dr. Vivian S. Boyd

Joint appointment as Director of the Counseling Center and Associate Professor in CAPS. Research interests include program evaluation of counseling services, retention of undergraduate students, the rate and function of mental health professionals of color employed in college counseling centers, and career clarification for undergraduate students. Dr. Boyd teaches cross-cultural counseling for Doctoral level students and counseling practicum for Master's level students. She is involved in the governing board of the only national accreditation body for counseling centers in both the collegiate and private sector in this country and abroad. As its former President, she played a pivotal role in the revision of the accreditation standards that currently govern the work of the board.

PART-TIME FACULTY (continued)

Dr. Linda Clement

Vice President for Student Affairs; active with College Board; co-author of book on campus leadership titled *Effective Leadership in Student Services: Voices from the Field* (Jossey-Bass, 1992). Recipient of the 1993 Thomas M. Magoon Distinguished Alumni Award. Research interests include leadership and student response to transition issues. Teaches the Doctoral Capstone seminar.

Dr. Terry Flannery

Assistant Vice President for University Marketing and Communications. Master's and Ph.D. graduate of Maryland CSP Program. Research interests include marketing, assessment and college satisfaction. Professional involvement in the Council for the Advancement and Support of Education (CASE) and the American Marketing Association. Teaches second-year Doctoral seminar.

Dr. Linda Gast

Counselor at the University of Maryland Counseling Center. Active in National Association of Colleges and Employers (NACE) and National Network for Women Leaders. Continuing areas of professional/ research interests include academic affairs/student affairs relationships, women's issues, career development, dual career couples, organizational dynamics and change. Emerging interests include spirituality and Attention Deficit (ADD/ADHD) and alcohol use/abuse.

Dr. Marsha Guenzler-Stevens

Director of Activities and Associate Director, Stamp Student Union and Campus Programs. Her research interests include spirituality, program evaluation, regular use of assessment and evaluation, and research to enhance the practice of student affairs units and departments. She is also interested in and has conducted research on women's leadership, institutional governance, and quality of delivery of student services. She chairs the board for the NASPA Center for Women and is serving as the Program Chair for the joint 2007 ACPA/NASPA conference. Teaches Master's Apprenticeship seminar.

Dr. Deborah Grandner

Director of Resident Life. Master's (1980) and Ph.D. (1991) graduate of Maryland CSP Program. Active in the Association of College and University Housing Officers – International (ACUHO-I). Professional and research interests include organizational development, multiculturalism, leadership, learning communities, and emergency response/ crisis intervention.

Dr. Barbara Jacoby

Senior Scholar for the Stamp Student Union and Campus Programs, Scholar for the national Clearinghouse for Commuter Programs, and Engaged Scholar for Campus Compact. Chair of the UM Coalition for Civic Engagement and Leadership. Author of two books on service-learning and two on commuter students. Research and writing interests include service-learning, civic engagement, and the collegiate experience of commuter students.

Dr. Jonathan Kandell

Assistant Director of the Counseling Center, Ph.D., University of Maryland, 1991. Research interests include groups, couples, impact of technology/media on persons and society. Teaches Master's Counseling Practicum.

Dr. Lisa Kiely

Assistant Dean of Undergraduate Studies. Dr. Kiely is a 1997 graduate of the CSP Doctoral Program. Research interests include racial and womanist identity development and retention of college students.

Dr. Margaretha Lucas

Psychologist in the Counseling Center and ¼ time teaching in CAPS. Research interests include career development, career development of women, and assessment of clinical services.

Dr. Patricia Mielke

Assistant Vice President for Student Affairs. Served as Director of Residence Life for 15 years and Past President of ACUHO-I. Research interest is moral development.

Dr. James Osteen

Assistant Vice President for Student Affairs and Faculty Secretary for Omicron Delta Kappa. Co-teaches the Doctoral Capstone seminar.

Dr. Janet A. Schmidt

Assistant Dean, Interdisciplinary Research and Assessment in the College of Education. Facilitates grant development with an emphasis on large, interdisciplinary projects. Research interests are college student development, longitudinal studies, retention research, developmental instruction, success of women and minorities in science, math, engineering and technology fields.

Dr. Greig Stewart

Executive Director of Maryland's living-learning program, College Park Scholars, before which he served as the Associate Dean for the University's Philip Merrill College of Journalism. Prior to his appointments at Maryland, he held several student affairs positions at The American University and The Catholic University of America. Given his personal interests in community service, he has written and consulted on Service-Learning, having co-authored *Community Services as Values Education*.

Dr. John Zacker

Director of Student Conduct. Oversees administration of the Office of Student Conduct. Research interests include moral and ethical development and campus legal issues. Teaches Master's Apprenticeship seminar.

Helen Alatorre, M.Ed.

"The Relationship Between Racial Identity and Involvement in Latino and non-Latino Student Organizations for Latino/Latina College Students"

Tiki Ayiku, M.A.

"College, Academic, and Athletic Self-Efficacy and African American Male Student-Athletes"

Seth Christman, M.Ed.

"From the Roots Comes the Tree: Undergraduates' Pre-College Sense of Community and Its Relationship to Participation in Different Types of Living-Learning Programs"

Robert Crane, M.Ed.

"The Efficacy of Individual Counseling and All Male Counseling Groups in Reducing Male Gender Role Conflict"

Joey DeSanto, M.Ed.

"The Relationship Between Gay Identity, Racial Identity and Racist Attitudes of White Gay College Students"

Cesar Figueroa, M.Ed.

"Rethinking Admissions Through the Use of Non-Cognitive Variables"

Gina Garcia, M.A.

"Social Support, Perceptions of Campus Racial Climate, and Adjustment to College for Latina Sorority and Non-Sorority Members"

Sean Gehrke, M.Ed.

"The Deeper Meaning of Leadership: Examining the Relationship Between Spirituality and Leadership in College Students"

Steve Grande, Ph.D.

"Seeing the Canvas Through the Eyes of the Painter: The Experience of Secular Jewish College Students"

Justina Grubor, M.Ed.

"The Influence of Faculty Attitudes Toward Women on Women's Intellectual Self Confidence for Students at Women's Colleges and Women at Coeducational Institutions"

Focus on Student Research

Titles of some Master's theses and seminar papers and Doctoral dissertations from the past few years will give you a flavor of some of the research of recent graduates of the CSP program- and this doesn't even include articles published, chapters in books written, and conference program presentations!

Paige Haber, M.A.

"Co-curricular Involvement, Formal Leadership Roles, and Leadership Education: Experiences Predicting College Student Socially Responsible Leadership Outcomes"

Angel Hernandez, M.Ed.

"Latino Male Involvement and Persistence From the Freshman Year to the Sophomore Year of College: Taking a Closer Look"

John Hernandez, Ph.D.

"En Sus Voces (In Their Voices): Understanding the Retention of Latino/a College Students"

Marcus Hubbard, M.Ed.

"Connecting Academic Advising and Career Counseling: The Impacts of Collaborative Practices"

Grace Kendall, M.Ed.

"College Students as Heterosexual Allies: Understanding Identity Development, Influential Factors, and Individual Characteristics"

Jennie Lindstrom, M.Ed.

"Institutional Effects on Attitudes of Black College Students toward Lesbians and Gay Men"

Charley Lloyd, M.Ed.

"The Influence of Racial Identity on the Academic Self-Concept of Academically Talented Black College Students"

Susan Longerbeam, Ph.D.

"Exploring the Relationships Among Living-Learning Programs, Peer Interaction, Critical Thinking, and Civic Engagement on College Student Openness to Diversity"

John Lynch, M.A.

"The Relationship of Lesbian and Gay Identity Development in Lesbian, Gay, Bisexual, and Transgender Student Organizations"

Marlena Martinez, M.Ed.

"Factors Inhibiting Low Socioeconomic Status Undergraduates' Co-curricular Activities"

Miriam Mitry, M.Ed.

"Racial Identity Development: Black African-International Students"

Partamin Farzad Nawabi, Ph.D.

"Lifting the Veil on Invisible Identities: A Grounded Theory of Self-disclosure for College Students with Mood Disorders"

Laura Osteen, Ph.D.

"Virtual Rollercoasters: A Grounded Theory of Undergraduate Change Agent Development"

Marcus Peanort, M.Ed.

"The Relationship Between Academic Self-Efficacy and Academic Performance for First-time, First-generation Community College Students"

Rachel Rose, M.Ed.

"Doctoral Student Retention: The Impact of University Affiliated Housing for First Year Full Time Doctoral Students at Six Public Research Universities"

Shadi Shakibai, M.A.

"An Examination of Collectivist Cultural Orientation Among Middle Eastern College Students of Different Gender, Generation Status, and Academic Class Standing"

Joe Sherlin, Ph.D.

"Understanding the System Persistence of First-Generation Students through Path Modeling" (Recipient of the 2003 NASPA Melvane Hardee Dissertation of the Year Award)

THE ADMISSIONS PROCESS

(continued from prior page)

Yen Ling Shek, M.A.

"The Relationships of Racial Identity and Gender Role-Conflict to Self-Esteem of Asian American Undergraduate Men"

Jenn Smist, M.A.

"Developing Citizenship Through Community Service: Examining the Relationship Between Community Service Involvement and Self-Perceived Citizenship Among Undergraduates"

Renee Baird Snyder, Ph.D.

"Peer Influence Contexts of Alcohol Use Among First-Year College Students: Investigating the Roles of Race, Ethnicity, and Gender Through Multigroup Measured Variable Structural Equation Modeling"

Richard Stevens, Ph.D.

"Understanding Gay Identity Development: Critical Incidents in the College Environment"

Joy Tongsri, M.A.

"The Contributions of Demographic Background and Service-Learning Experiences on Undergraduates' Appreciation of Diversity"

Tracy Tyree, Ph.D.

"Designing an Instrument to Measure Socially Responsible Leadership Using the Social Change Model of Leadership Development" (Co-Recipient of the NASPA Melvane Hardee Dissertation of the Year Award)

Kristen Vogt, Ph.D.

"Asian American Women in College Science, Engineering, and Mathematics: Contextual and Environmental Influences on Self-Efficacy and Academic Achievement"

Adrienne Hamcke Wicker, Ph.D.

"The Relationship of Demographic, Aspirational, Situational, Employment, and Commuting Factors to Commuter Students' Perceptions of Mattering at a Large Public University"

Denise Yee, M.Ed.

"The Relationships Between Racial Identity and Predisposition to and Actual Participation in Diversity-Related Activities for Asian American College Students"

The Application

All applications to the College Student Personnel program will be reviewed by the Chair of the CSP admissions committee and a CSP admissions subcommittee. If you are screened to continue in our process, you will be invited for an interview (either on campus or by telephone), and a current student will be assigned to serve as your "buddy." Admission decisions will be completed by the end of February, and all applicants will be notified then about their admission status. Our CSP admissions committee recommendation is sent to the Graduate Director in the College of Education who forwards it to the Graduate School. You will receive an email letter from the CSP admissions chair notifying you of the admissions recommendation, and ultimately official notification from the Graduate School. Those admitted will receive information and materials about the Preview Program (see description on next page) and about applying for assistantships.

Admissions Categories

Students are placed into one of two admissions categories:

Full standing – students who meet the minimum GPA and test score requirements; in addition, students must have completed 15 credits of behavioral science coursework.

Provisional admission- students who have not earned 15 behavioral science credits with the stipulation that they complete the credits needed over the summer or early in their program; provisional admission may also be recommended for students not meeting GPA and test criteria, with a stipulation such as earning a 3.5 over their first 12 credits.

The Interview

We wish that we could interview every person who applies, but the large numbers of applicants makes that impossible. Last year more than 100 Masters applications and about 25 Doctoral applications were received. We screen applications for those who seem to be a good match with our program and offer an interview to help in our selection. Your interviewer will be a member of the admissions committee. Doctoral interviews must be done in person. Master's interviews are conducted either in person or by phone. If you have been offered an interview, contact via phone or email the admissions committee member indicated in your email letter to make arrangements.

Your "Buddy"

Each year, CSP students volunteer to be a student contact, or buddy, to each applicant. If you are screened to continue in our process, you will be assigned a current student to be your buddy. Some buddies have limited phone access, so it is great if you initiate a call or email contact.

Your buddy will candidly answer questions, refer you to offices for your specific inquiries, and meet with you if you come to campus. Some buddies are able to offer a spare bed or sofa during your visits, but some cannot and will at least assist you in finding a place to stay.

We have found that one of the most significant benefits of the buddy program is that if you are admitted and you enroll, your buddy becomes an important link to our program, offering advice and support during your transition to Maryland.

Which graduate program is best for you?

Determine if we are the right program for you by studying our curriculum, talking to current students, and reviewing materials from other programs. Know yourself and your personal goals.

The Spring PREVIEW PROGRAM March 11-13, 2007

Admitted students will be invited to attend the Preview Program designed to create a supportive community among classmates, acquaint you with the curriculum, and help you interview for assistantships. The program will begin Sunday afternoon followed by assistantship interviews on Monday and Tuesday. During the Preview Program, you will also meet your faculty advisor and attend a professional seminar with current program students and faculty. Lots of fun and orientation, campus tours, and time in Washington D.C. are also possible!

Campus employers participate annually in interviewing our students for their openings.

Detailed job descriptions of participating employer positions will be available online to each admitted student in late February. Students will be asked to rank their preferences. In addition, we will send students' resumes to employers, and employers will be asked to forward a list to us of the students that they would most like to interview. Through a careful matching process, the Preview Program Committee will arrange a series of interviews for each admitted student, to take place during Preview.

Transferring Credits

Most graduate work is done here. If you have a chance to take a course for graduate credit at another institution, we can let you know if it will meet any requirement in our program. All core courses must be taken at the University of Maryland. Up to 6 credits can transfer in the Master's program. Doctoral students can request a waiver of requirements, based on previous coursework, and generally do not transfer credits unless taken while enrolled here.

Assistantships, Fellowships, and Other Forms of Aid

Information is prepared each February identifying offices with graduate assistantships. Those persons admitted to the program will receive this material online after the admissions decisions are made. Although an assistantship is not guaranteed, all of our students who desired an assistantship, both for the experience and the support, have been hired.

You do not need to begin the process of considering and applying for assistantships until you are notified of the admissions decision.

A very small number of fellowships are available, and these are limited to doctoral students. The program nominates persons for fellowships – ones does not apply.

Loans are obtained through the usual financial aid processes.

Important Telephone Numbers

Area code (301)

CAPS Department	405-2858
Financial Aid Office	314-9000
Graduate Admissions	405-4198
Graduate Admissions In College of Education	405-2364
Graduate Housing	422-0147
Graduate School	405-0376
Off-Campus Housing	314-3645
Visitor Center	314-7777

Important E-Mail Addresses

Dr. Marylu McEwen
mmcewen@umd.edu
Dr. Susan Komives
komives@umd.edu
Dr. Karen Inkelas
kinkelas@umd.edu
Dr. Susan Jones
sjones4@umd.edu

Jen Edwards
cspga@umd.edu

How many students are currently enrolled in the program?
Masters – 34 Ph.D. -41

How many will be accepted for 2007?
Masters – 12-15; Ph.D. – 4-6

Faculty Advisors

Master's students may be advised by any of the CSP faculty. Doctoral students are advised by full-time faculty. Advisors are assigned around your interest areas for research or practice and may be changed if desired after you enroll. Faculty Advisors strive to serve in a mentoring role for CSP students.

Coming to campus for a visit?

If you know that you will be in the area this winter, let your buddy know as soon as possible. With enough advance planning, we can attempt to arrange for a current student to talk with you. Also, we might be able to conduct an admissions interview at that time. If you have any questions or if you are having a difficult time reaching your buddy, contact Jen Edwards at cspga@umd.edu

University of Maryland College Student Personnel Program
Multicultural Mission

Our shared goal and responsibility is to inspire hope that our greatest human potential will emerge through the understanding and living of multiculturalism, as described through:

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

July 1998

U.S. News and World Report Ranking

For the 6th consecutive year, the University of Maryland received notice that our CAPS department has ranked #1 in the Counseling/Personnel Services category in the U.S. News and World Report's ranking of specialty programs in college of education around the country. The Counseling Psychology specialty (a joint doctoral program between CAPS and Psychology) also rated #1 in their category. The University of Maryland College of Education is currently ranked 22nd in the nation according to the 2006 U.S. News and World Report Survey of Best Graduate Schools.



Although there are important questions to raise about the methodology of these rankings, we are proud that so many of our peers think our department is worthy of such merit.

Department of Counseling and Personnel Service Honored
(from The College Bulletin, May 1993)

The College Student Personnel Program in the Counseling and Personnel Services Department in 1993 was awarded the Academic Unity Minority Achievement Award from the President's Commission on Ethnic and Minority Affairs. The award honors a sustained commitment to integrate multicultural awareness in the curriculum, to support research in multicultural arenas, and to use creative recruiting and retention strategies. Special note was made of the CSP program admissions newsletter, assistantships, and staff enrolled in CSP from all over the campus. This program serves a professional development role and has aided in the campus multicultural effort.

