Student Affairs Concentration Handbook Table of Contents

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the 1996 calendar year. New cohorts up to this era typically enrolled 16-20 master's

Equity and Justice for All Students

We seek to advance equity and justice for all students. The inequality t
students get to college does not end when they enroll. As a community,

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

Moving Forward: 2020 to Present

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

In March 2022, the CSP alumni established the Susan Komives & Marylu McEwen Endowed Fund, which would focus on funding students engaged in unpaid practica, teaching assistantships, and apprenticeships. That spring we also instituted a seminar project, which

would be a third option for the Master's comprehensive exam. In Summer 2022, Kimberly Griffin was appointed Dean of the College of Educ372.B0792ppoin(m.)] TJETQq0.00000912 0 612 792 reW* n

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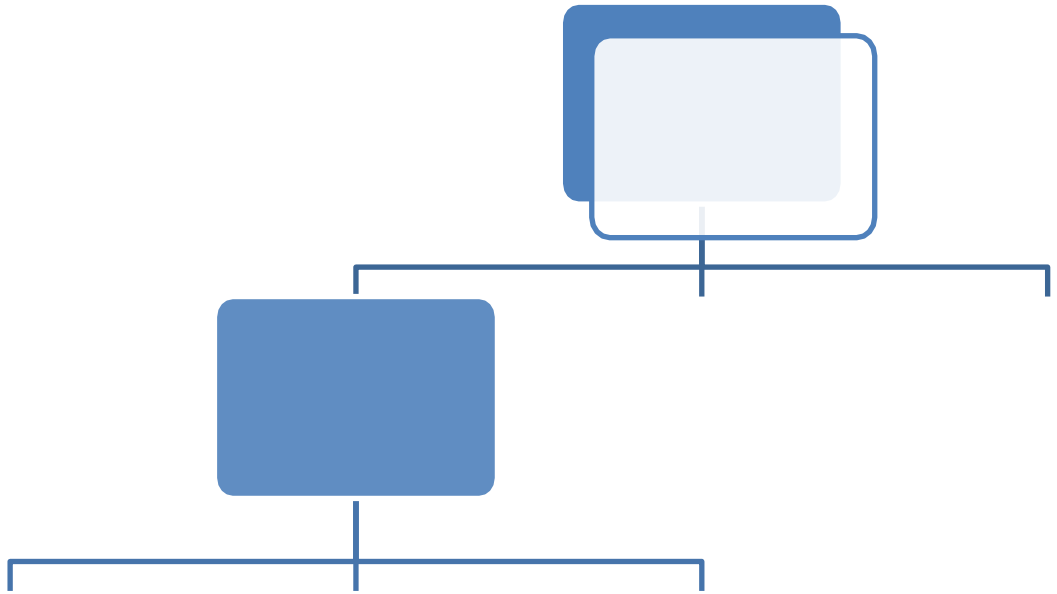
research, translates these elements to practice, and engages students, educators, and professionals in the advancement of education.

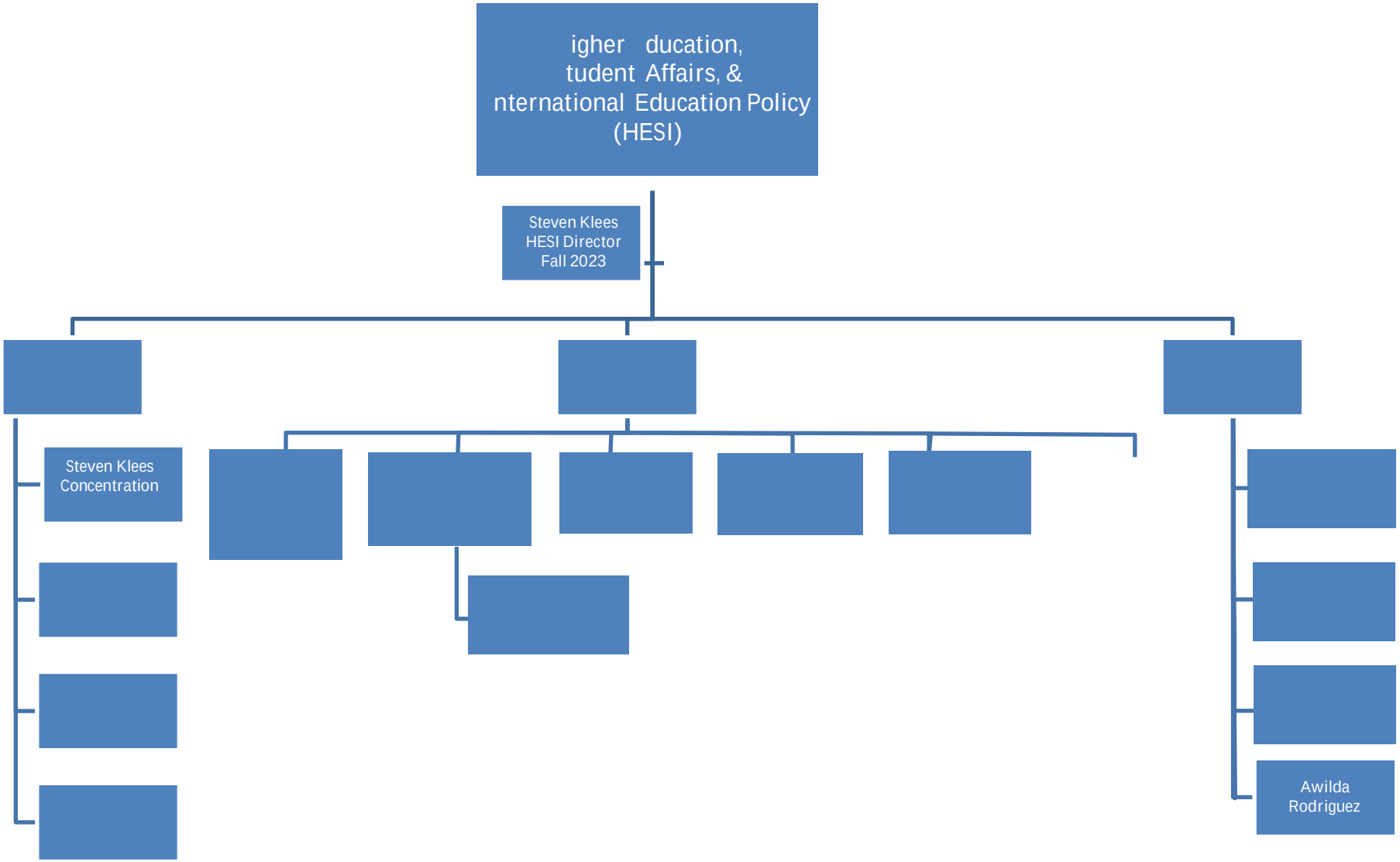
Important People to Know:

Dr. William Liu (He/Him), Full

College of Education Organizational Chart



HESI 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

- Provide feedback on professional behavior concerns, ethical issues, and appropriate demeanor as well as on academic progress.

Student Affairs as a Profession and Changing Roles

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

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

Community Engagement

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

1. SAC Steering Committee Student Representatives: Each year, and **two doctoral students** are selected to serve as student representatives on the SAC Steering Committee, composed of the core faculty, affiliate faculty representative, and the SAC Graduate Assistant. The SAC Steering Committee meets monthly. The responsibilities include:

    a. Gathering feedback from all students across the Concentration on a regular basis pertaining to Concentration, Program, Department, and College goals, policies, and practices;
    b. Attending steering 404.76 Tm0 g0 G2 reW912 0 612 792 reW* n5 0 1 156.07 239.11 Tm0 g0 G[( )] TJE

Committee	Description	Committee Members	Commitment
Admissions	Review Master's and Doctoral applications to the Student Affairs Concentration.	Core Faculty Affiliate Faculty	January-February
Awards	Selects the recipients of the annual Thomas and Magoon Awards. Established by the College Student Personnel (CSP) graduate program in 2003, the Thomas Award honors excellence in mentoring between higher education professionals and graduate college student personnel students in the spirit of Bud Thomas. The Magoon Distinguished Alumni Award is given to a graduate of the CSP/SAC Concentration who exemplifies the best of being a scholar/practitioner in the spirit of Tom Magoon.	SAC Director Doctoral Students	January-March
Community Events	Plans social events for our community. They are responsible for planning **1 event** in the Fall semester and **1 event** in the Spring, as well as summer social events to welcome new members of the SAC community. Additional events, social gatherings, and professional development opportunities within the Concentration and across		

Preview	Plans all aspects of Preview (our welcome to admitted students).	Core Faculty Master's Students Doctoral Students	October-March
Black Liberation in Higher Education Speaker Series	The Black Liberation in Higher Education Speaker Series Committee focuses on creating pathways for centering Black liberation within our learning in SAC and within the field of higher education. Speakers will be invited to campus throughout the year. All are welcomed to join. As we move forward, our collective will need a variety of skill sets.	Master's Students Doctoral Students	Throughout the year

3. Ad Hoc Committees: These are short-term committees that are designated by the Core Faculty or Steering Commit

General Policies and Procedures

Credit for Previous Coursework

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

Ph.D. students may receive credit for up to 9 credit hours of doctoral-level coursework[3] if the course(s) were completed at the University of Maryland, College Park as an advanced special student prior to admission to the SAC Ph.D. program. The total number

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

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

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

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

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

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 (having less than a 3.0 cumulative GPA over the course of 3 consecutive semesters) will be initiated by the Graduate School with notification to the student and the faculty advisor. Students will receive written notice of such dismissal decisions from the Graduate School. Questions or concerns about such decisions should be referred to the HESI program director or the Graduate School.

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

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

Withdrawing from Courses

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

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

Advising

All students who enter the SAC program will be assigned an academic advisor who is a member

each semester, and 12 credit hours of tuition remission. Fellows can seek external fellowship support past the first year of study. Additional

Name	Title/Department	Graduate Faculty Status	Email Address

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

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

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

Degree Options

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

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

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

Completing the Curriculum

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

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

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 614	Counseling Skills: Intro. to Practicum	3 credits
HESI 655	Organizational Dimensions of Student Affairs (Capstone)	3 credits
HESI 672	Individual and Organizational Assessment in Student Affairs	3 credits
EDCP 741	Multicultural Practice in Student Affairs: Self, Education, and Society	3 credits
HESI 771	The College Student (Student Development Theories)	3 credits
EDCP 798A/799A	Research Design & Proposal Writing Seminar	3 credits (Fall)
	Thesis students register for 3 credits of EDCP 799A Seminar Paper / Project students register for 3 credits of EDCP 798A	
EDCP 888	Internship/Practicum in Student Affairs Research/ TfET 09	

M.A. (Thesis)

EDCP 742	Campus Environments[6] (Quantitative Research Design)	3 credits

Multiple times per academic year:
EDMS 645 (subject to enrollment availability), EDMS 646 (subject to enrollment availability), EDCP 798A, EDCP 799A, EDCP 888 (for additional practica/internship experiences).

A Note About Sequencing of Courses:
Students are encouraged to note prerequisites and important sequences for some courses:

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

Methods Courses
While EDMS 645 or HESI 773 can fulfill the methods requirement, students can take methods courses in other departments across campus. Students are encouraged to talk with

Sample Concentration Plans

Full-time Students

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

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

Fall 1st

Comprehensive Examination

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

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

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

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.

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

Seminar Project Option

The goal of the seminar project is to facilitate the development of a scholar-practitioner identity, which is defined as a student affairs professional who draws from research and theory to guide their practice. Students will write a proposal for a *program*[8] grounded in the appropriate literature, drawing from research and theory.

A seminar project is guided by a 2-person committee: the professional advisor and a faculty member or student affairs professional chosen by the student. The course instructor serves as the initial reviewer. Examples of the faculty member or student affairs professional include but are not limited to:

a. A member of the SAC core faculty whose research interests align with the student's project.
b. A GAship, practicum, or apprenticeship supervisor not currently affiliated with the SAC program (*see p. 24 for a listing of current affiliate faculty*)
c. A mentor in the student affairs profession

The Seminar Project is comprised of 3 parts:

Part I **Paper 1** (**max 30 pages**) is a proposal that explains the scholarly significance of the issue; existing literature on the issue; theory(ies) that will guide the approach; an overview of a planned "program"; assessment plan, including learning outcomes; budget (if applicable),[9] and timeline.

Paper 1 will be completed in the fall semester and presented to the committee for review. The committee will offer feedback and either approve the proposal or ask the student to revise and resubmit. Once Paper 1 is approved, the student will implement the program.

Part II Program Implementation & Assessment

Student will implement the program and

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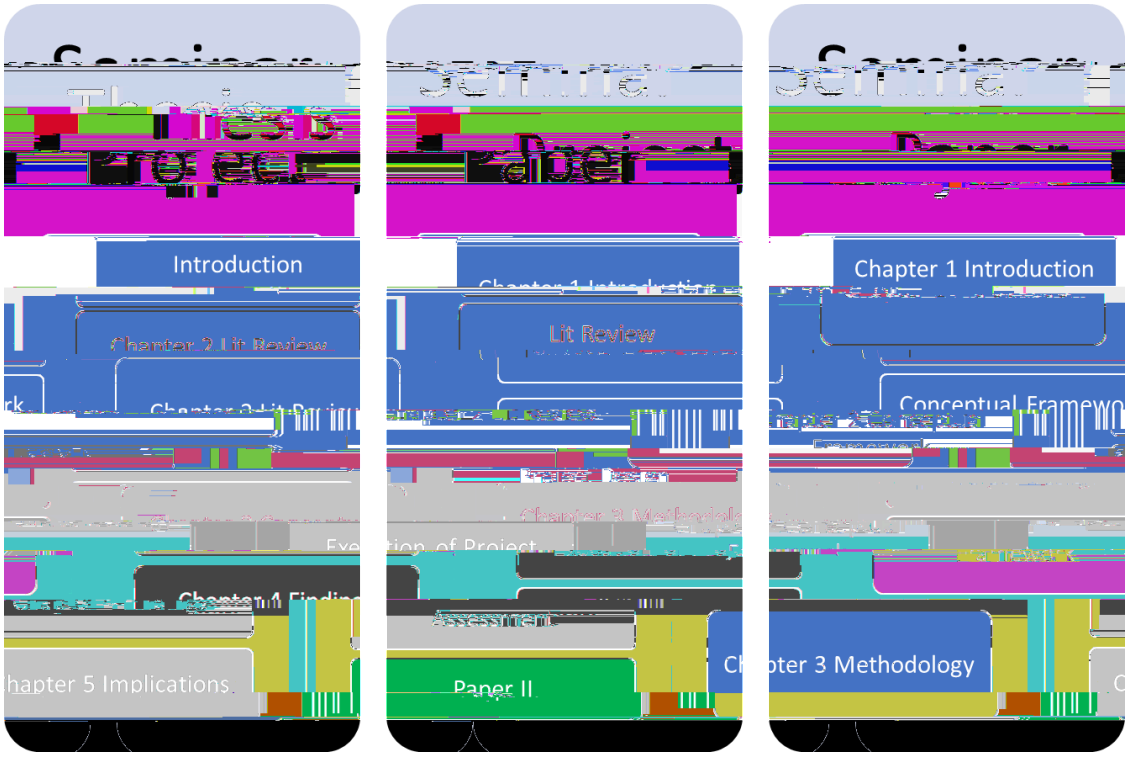
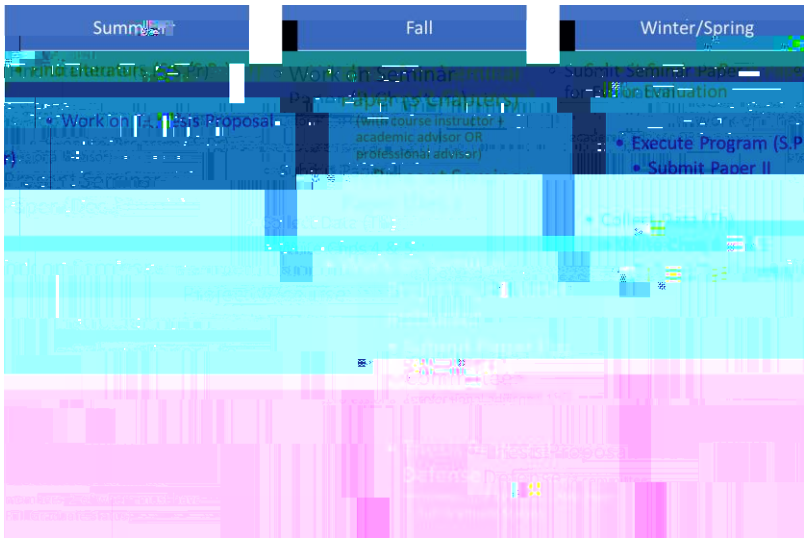
Part III Paper II (max 10 pages)

After completing the program and gathering data from the assessment, the student will write a paper offering an overview of the project, their experience conducting the program, assessment results, lessons learned, and implications for research and practice. The Paper is due to the Project Committee is **March 1st** in order to be evaluated as the Comprehensive Exam and meet May graduation requirements.





PH.D. DEGREE, STUDENT AFFAIRS

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

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

<u>Research and Evaluation</u> (18 credits plus 12 credits of dissertation)

These requirements encompass coursework in qualitative and quantitative methods and methodologies, as well as research design, and a doctoral dissertation. Work in this area is predicated upon previous graduate-level coursework in research methodologies. Students are encouraged to enroll in an advanced methods course that can be applied in the student's dissertation. Advanced methods courses are often offered through the TLPL and HDQM departments within the College of Education, as well as other departments across campus.

EDHI 672	Modes of Inquiry in Education Research	3 credits
EDCP 742	Examining College Environments and Outcomes (Student Level Quantitative Research Design)[14]	3 credits
EDCP 772	Research in Student Affairs (Dissertation Proposal Writing Class)	3 credits
HESI 773	Designing Qualitative Research in Counseling and Student Affairs Contexts	3 credits
TBD	One course in Quantitative Methods*	3 credits
TBD	One Advanced Research Methods/ Methodology Course*	3 credits
EDCP 899	Dissertation	12 credits

* Note: These courses may have

are required. Students are encouraged to explore courses outside of the department and college that may supplement their learning experience.

CURRICULUM SCHEDULE FOR FULL-T

Fall #3	EDCP 871* Capstone **and** Concentration **or** Elective** **or** Advanced Methods
Spring #3	Concentration **and** Elective** **or** Advanced Methods
Summer #3	Comprehensive Examination
Academic Term 2025-2026	**Course Number**
Fall #4	EDCP 772 Proposal Writing **and** Concentration **or** Elective** **or** Advanced Methods
Spring #4	Potentially Defend Proposal and Advance to Candidacy EDCP 899 Dissertation

CURRICULUM SCHEDULE FOR PART-TIME STUDENTS THAT BEGIN IN ODD YEARS (2023, 2025)

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

Winter Term #2	Concentration **or** Elective**
Spring #2	HESI 773 Qualitative Research **and/or** Concentration **and/or** Elective **and/or** Advanced Methods

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

diversity, and social justice; b) student development theory; and c) the broader context of higher

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

The chair of the comprehensive examination committee will notify all students of the results; evaluation

SAC DISSERTATION COMMITTEE REQUIREMENTS

Begin by familiarizing yourself with the required Graduate Student Forms for both

To be completed after the dissertation proposal is successfully defended (and before the formal appointment of the dissertation committee): https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/graduate-studies-forms#dispro

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

RESOURCES

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

EDUCATIONAL TECHNOLOGY SERVICES (ETS)

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

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

GRADUATE SCHOOL

Following students' admission, the UMD Graduate School provides ongoing support and information to and for graduate students. From financial to professional and

UMD Libraries

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

UMD Health Center

Be sure to have your immunization form (https://health.umd.edu/immunizations) completed, including the COVID-19 vaccinations, and turned into the Health Center before school begins your first semester in the HESI program. The Health Center will not notify you if you do not have your completed immunization form on file until mid-way through your first semester. You will

have advanced to candidacy are eligible to apply. Only research that has been approved by the student's advisor will be supported. A doctoral student may receive only one award. Application deadlines vary by term; for more information on deadline and submission information, please check the website : https://education.umd.edu/sparc-support-program-advancing-research-and-collaboration.

Travel Support

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

Disseminating scholarly work is essential to advance practice, promote additional research, and to begin establishing students as scholars in their field. The CHSE Department, therefore, seeks to provide partial support for professional travel. Toward that end, the Department provides travel support for doctoral students who are presenting research at a national conference. Maximum funding level depends on the location of the conference to which the student is traveling. Maximum travel award amounts are: $250 for travel east of the Mississippi, $400 for travel west of the Mississippi, including Canada or Mexico; and $600 for international travel outside of North America and Mexico. For more information, visit: https://education.umd.edu/academics/departments/chse/resources/forms-and-handbooks and scroll down to the Travel Section.