Welcome:

The faculty in the University of Maryland School Counseling Masters Program welcomes you. You represent the future of the school counseling profession and possess the characteristics necessary to succeed in the increasingly competitive field of school counseling. While here, the students and faculty will assist you in this process of personal and academic growth.

Mission:

The School Counseling Masters Program at the University of Maryland prepares counselors to work professionally with children from the kindergarten level through high school. Counselor-trainees are prepared to work in elementary, middle, intermediate and high school settings. The hallmark of the program is its primary focus on preparing professional school counselors who can promote human growth and development in urban educational settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse student populations. A major emphasis of the training is on clinical experiences in partnership with local school districts. These partnerships foster an understanding of multicultural and diverse student populations and mastering counseling techniques that promote their educational empowerment in urban school settings. Consistent with the belief that counseling is for all children, the program has a focus on access, equity and social justice in the delivery of counseling services in culturally diverse urban settings. The program aims to develop professional school counselors who are educational leaders and advocates for systemic change.
Program Objectives:

Graduates of the program will:

1. demonstrate the ability to facilitate student development in the three broad areas described in the American School Counselor Association's (ASCA) National Standards: academic development, career development, and personal/social development;

2. demonstrate knowledge of the role and function of the professional counselor and how it relates to the mission of urban schools;

3. demonstrate leadership ability and advocacy skills in schools and communities to remove barriers to student learning;

4. demonstrate the ability to build collaborative partnerships with parents, agencies and community stakeholders for promoting access, equity and social justice in urban school settings;

5. demonstrate expertise in working individually with culturally diverse students on educational, career, social, emotional, or personal issues that impact upon student achievement;

6. demonstrate expertise in group work with culturally diverse students on educational, career, social, emotional, or personal issues that impact upon student achievement;

7. demonstrate the ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse students;

8. demonstrate skills in developing a data-driven counseling program to meet the unique needs of an urban school;

9. demonstrate skills in assessing the influence of urban social context and policy variables on lifespan development with a primary focus on childhood and adolescence;

10. demonstrate the ability to conduct research in urban educational settings;

11. demonstrate comprehension of ethical and legal issues relative to school counseling in urban environments;

12. understand school counseling as a profession and develop a critical attitude towards its practice in urban settings;

13. demonstrate increased sensitivity and clinical skills that represent awareness of the diversity of race, gender, religion, ethnicity, ability status, nationality, and sexual orientation as relevant to professional school counselors working in contemporary urban environments.
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Accreditation Information:
The School Counseling Master's Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in career counseling, college counseling, community counseling, marital, couple, and family counseling/therapy, mental health counseling, school counseling, student affairs, doctoral degree programs, counselor education and supervision.

Program Description:
Students in the school counseling program have the option to earn either a Masters of Education (M.Ed) consisting of 51 credits or a Masters of Arts in school counseling (M.A.) consisting of 63 credits. The M.A. option requires students to complete a master's thesis and take additional courses to assist them in their research.
M.Ed. Program Planning Guide

In order to register each semester, please go to www.umd.edu/registrar.

Name__________________________________  Advisor__________________________________

The following courses are required for the M.Ed. program. They are listed sequentially by semester. You should consult with your academic advisor before you register for each semester. Some courses may not be offered in the semester shown below. Class schedule changes and additions before the beginning of each semester are common. Students are advised to remain flexible up to the first day of classes for each term.

**Year 1 - Fall Semester (13 Credits)**

- EDCP 610S - Introduction to School Counseling 3 Credits ___
- EDCP 616 - Counseling I: Counseling Theories 3 Credits ___
- EDCP 618 - Counseling Lab 1 1 Credit ___
- EDCP 789X - Critical Issues in Lifespan Dev. 3 Credits ___
- EDSP 470* - Introduction to Special Education 3 Credits ___

EDSP470 may alternately be taken in the summer prior to year 1, during a winter term, or during the summer between year 1 and 2.

**Year 1 – Spring Semester (12 Credits)**

- EDCP 615 - Appraisal 3 Credits ___
- EDCP 619S - Practicum 3 Credits ___
- EDCP 635S-School Consultation I 3 Credits ___
- EDCP 612 - Multicultural Counseling 3 Credits ___

**Summer Session (6 Credits)**

- EDCP 789Y - Research in Counseling 3 Credits ___
- EDCP 611 - Career Development: Theory & Programs 3 Credits ___

**Year 2 – Fall Semester (11 Credits)**

- EDCP 651 - Group Counseling in the Schools 3 Credits ___
- EDCP 656 - Ethical/Legal Issues in School Counseling 2 Credits ___
- EDCP 665 - Family and Social Support Systems 3 Credits ___
- EDCP 888G-Counseling Internship 3 Credits ___

**Year 2 – Spring Semester (9 Credits)**

- EDCP 625 - Counseling the Chemically Dependent 3 Credits ___
- EDCP 789T - Program Planning 3 Credits ___
- EDCP 888G-Counseling Internship 3 Credits ___
### M.A. Program Planning Guide

The following courses are required for the M.A. program. They are listed sequentially by semester. You should consult with your academic advisor before you register for each semester. Some courses may not be offered in the semester shown below. Class schedule changes and additions before the beginning of each semester are common. Students are advised to remain flexible up to the first day of classes for each term.

#### Year 1 - Fall Semester (13 Credits)

- EDCP 610S – Introduction to School Counseling 3 Credits
- EDCP 616 – Counseling I: Counseling Theories 3 Credits
- EDCP 618 – Counseling Lab I 1 Credit
- EDCP789X – Critical Issues in Lifespan Dev. 3 Credits
- EDSP 470* – Introduction to Special Education 3 Credits

*EDSP470 may alternately be taken in the summer prior to year 1, during a winter term, or during the summer between year 1 and 2.*

#### Year 1 – Spring Semester (12 Credits)

- EDCP 615 – Appraisal 3 Credits
- EDCP 619S – Practicum 3 Credits
- EDCP 635S-School Consultation I 3 Credits
- EDCP 612 – Multicultural Counseling 3 Credits

#### Summer Session (6 Credits)

- EDCP 789Y Research in Counseling 3 Credits
- EDCP 611 – Career Development: Theory & Programs 3 Credits

#### Year 2 – Fall Semester (14 Credits)

- EDCP 651 – Group Counseling in the Schools 3 Credits
- EDCP 656 – Ethical/Legal Issues in School Counseling 2 Credits
- EDCP 665 – Family and Social Support Systems 3 Credits
- EDCP 888G-Counseling Internship 3 Credits
- EDMS 646 – Quantitative Methods II 3 Credits
  - Or
- EDMS 647 – Introduction to Program Evaluation 3 Credits

#### Year 2 – Spring Semester (12 Credits)

- EDCP 625 – Counseling the Chemically Dependent 3 Credits
- EDCP 789T – Program Planning 3 Credits
- EDCP 888G - Counseling Internship
- EDCP 778 - Research Proposal Seminar

**Summer Session/Year 3 (6 Credits)**

- EDCP 799 - Masters Thesis Research

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3 Credits

3 Credits

6 Credits
Maryland State Counselor Certification Requirements:

Master's Degree in school counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Orientation:

Once you have been admitted, you will be asked to attend an orientation. You will learn about the program, be assigned to your advisor, and be introduced to your classmates and professors.

Advisement:

Once admitted into the school counseling program, students are assigned an academic advisor. Each student should contact her/his advisor soon after acceptance. Advisors will be happy to meet with incoming students and will have important information for them. Students should also meet with their advisors before scheduling courses for each semester. In addition, students are also encouraged to meet with their advisors during office hours or by appointment whenever they have questions or encounter issues concerning their academic program. Although advisors are often very busy with their many responsibilities in the program and the department, they welcome these opportunities to foster the development of strong academic and professional relationships.

Student Assistantship Information:

A number of graduate assistantships are available for full-time graduate students in good academic standing during the regular academic year. However, it is very important that you begin to search for assistantships shortly after you are admitted into the program. There are several websites which detail the positions that are available and the requirements for obtaining the job. Students can visit the University Human Resources website at www.uhr.umd.edu but will also be provided with a website and password to access an assistantship database maintained by the CAPS department. Your advisors will also pass on information regarding assistantships. There are two types of assistantships:

1) Full-time Assistantship- 20 hours per week of work, which covers 10 credits of tuition and provides approximately $550.00 every two weeks. Health-care coverage is also offered.

2) Part-time Assistantship- 10 hours per week of work, which covers 5 credits of tuition and provides approximately $250.00 every two weeks. Health-care coverage is also offered.
Professional Associations:

**Chi-Sigma Iota:** Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established in 1985. Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. For more information visit [www.csi-net.org](http://www.csi-net.org). The Alpha Delta Chapter at the University of Maryland, College Park accepts new members each year. In order to become a member students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. The application for membership can be found at the website listed above.

**The American School Counselor Association (ASCA):** ASCA supports school counselors’ efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 18,000 professional school counselors around the globe. [www.schoolcounselor.org](http://www.schoolcounselor.org)

**The American Counseling Association (ACA):** The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. [www.counseling.org](http://www.counseling.org).

The School Counseling program strongly encourages students to become members of professional organizations and associations. To become a member of ASCA or ACA please look on the websites, or visit the Counseling and Personnel Services (CAPS) department.
Department Policies:

Endorsement Policy:

The School Counseling Program and its faculty are concerned that our graduates select positions for which their training and/or competence qualify them. The program and faculty offer endorsements of students accordingly.

Sexual Relationships and Professional Conduct:

The CAPS faculty are concerned that students and faculty operate in an environment free from sexual harassment. As such, the CAPS Department expects faculty and students to be aware of and in compliance with the "Campus Policy and Procedures on Sexual Harassment" (see Appendix C). Students who believe they are victims of sexual harassment are urged to bring the matter to the attention of the CAPS department and may find the checklist for Sexual Harassment Complainants (see Appendix A) useful for this purpose.

Academic Integrity Code:

All graduate students are bound by the University's code of Academic Integrity as described in the Graduate School Catalog. All members of the University community (students, faculty, and staff) share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. All questions regarding academic integrity are handled by the University's Office of Judicial Affairs. For more information see "Academic Integrity at Maryland" (Appendix B).

Students Needing Accommodations:

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the department would like to work with you if you have a disability that is relevant to your work in this department. If you have a documented disability and wish to discuss academic accommodations, please contact your advisor as soon as possible.

Transfer of Credit:
A Master's student (with an advisor's approval) may request that up to six (6) hours of graduate coursework which was taken at another institution or as an Advanced Special Student at this university be accepted as part of his/her program. The Master's degree cannot be awarded until the Graduate School has the official transcript for the credit transfer; therefore, the student should obtain approval at the earliest possible time. If the transfer work was completed prior to matriculation at this institution, the credit must have been taken within the five year limit for completing the Master's degree here, and must be approved by the advisor, the department chair, the Graduate Studies Office in Education, and the Graduate School. If the credit is taken after matriculation, permission to take the course must receive prior approval from the advisor, the department chair, and the Graduate Studies Office in order to recommend transfer to the Graduate School. In either case, the advisor must be assured that the course(s) is appropriate to the student's program. A grade of B or better must have been earned in the work taken, and all work taken at that institution must average B or better. Regardless of grades earned, transfer credits are not calculated in the UMCP grade point average. In no circumstance will transfer credit be allowed for any courses which have been used in
fulfillment of the requirements of any other degree. No credit is granted for correspondence courses or for "credit-by-examination" courses.

Waiver of Course:

Students enrolled in any EDCP program may request waiver of a required course from the Program Director. Waiver of a required course does not mean credit is given for the course that has been waived, but the course requirement has been met.

Dismissal from the Program:

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

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

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

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

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

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

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

**Grade Policy:**

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. In general terms, a cumulative GPA of less than 3.0 after the completion of nine credits will result in automatic probation by the Graduate School; a second, successive semester of such grades requires close consultation with one's advisor regarding a remedial plan; three consecutive semesters of such grades will result in academic termination.

**Ethical Behavior:**

Ethical behavior in our graduate learning community and in school counseling is a shared responsibility. Students, faculty, staff, and site supervisors are expected to embrace principles of professional ethics and to engage in meaningful ongoing dialogue that supports the development of ethical practices through:

- Striving to be people of character and integrity who practice and promote ethical practices in our individual lives and in our communities of practice.

- Respecting differences among people, and acknowledging the complexities within ourselves and others.

- Understanding one’s power as it relates to developmentally appropriate leadership, accountability, counseling, consultation, use of data, and collaboration.

- Representing oneself authentically and ethically in all interactions with others in all locations of professional practice.

- Maintaining policies and practices that are implemented in a manner congruent with original intent.

- Using ethical research practices protecting the use of human subjects in assessment and research.

- Encouraging one another to develop ethical decision making skills through case studies, modeling, and ongoing dialogue.

- Challenging colleagues when practices become inconsistent with ethical principles.

- Modeling and promoting ethical practices as multi-dimensional in nature, including; following practice conduct rules, promoting good and celebratory behavior, and being faithful to social justice.

- Advancing one’s practice skills and synthesizing current research literature while contributing to the good of our profession.
• Following professional standards for practice as set forth by national associations including American School Counselor Association (ASCA), and the American Counseling Association (ACA).

Adapted from www.education.umd.edu/EDCP/CSP

The Ethical Standards for School Counselors may be found at www.schoolcounselor.org under Legal and Ethical Practices. Ethical standards for professional counselors can be found at www.counseling.org. All students in the School Counseling program are expected to become members of the American School Counselor Association (ASCA).

The Ethical Standards for School Counselors Preamble:

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.

From www.schoolcounselor.org

Student Email:

All school counseling students are given an email account after admission into the program. Further information will be provided by your University Advisor.

Leave of Absence:

Application for a leave of absence may be made on a one- or two-semester basis. A leave of absence ordinarily shall not be granted for more than one academic year. Leaves requested for a longer period are approved only in exceptional circumstances. An approved leave for one semester shall be extended to two semesters as needed, if so requested by the applicant prior to the expiration of the approved one- semester leave of absence. Students should speak to the program director, Dr. Courtland Lee, to discuss issues on an individual basis.
Field Experience:

Community Volunteer Assignment

In order to better understand the role of the urban school counselor as advocate and leader, students are required in EDCP 610: Introduction to School Counseling, to do volunteer work in a local urban community agency, preferably one that focuses on youth issues. Volunteer activities may take place at a school but may not occur during school hours and must be affiliated with an outside organization. Students are expected to volunteer at least 5 hours per week at the agency for a minimum of 50 hours before the end of the fall semester. Students will maintain a reflective journal including weekly entries with the day/time that the volunteering occurred, activities participated in and any thoughts or ideas that come to mind. At the end of the semester, students will submit their journal as well as a final paper detailing the outcome of their experiences. More information on this assignment is provided on the first day of class but, students are encouraged to begin looking for a volunteer site before the semester begins as many places require a background check or application process (volunteering however cannot begin until classes have begun).

Below are examples of places where students have previously volunteered:
  • Educational Talent Search (Located in Turner Hall on campus)
  • Turning the Page (a program in Washington DC through AmeriCorps)
  • En Camino (off campus program through the Lutheran Student Association on Campus)
  • Lakeland Stars (a program through the College Park Scholars program on campus)
  • Special Olympics (opportunities exist in various counties in MD)

Pre-practicum (EDCP 618; 1 credit course)

The pre-practicum is the first applied experience at the Master's level. It is taken in conjunction with the Master's core courses. In general, this experience consists of interpersonal, facilitative and explorative skill building. Students will practice their basic counseling skills through approximately three voice recorded sessions with a volunteer undergraduate client. Supervision for this process will be provided through individual formal meetings with a doctoral counseling student.

Practicum Assignment (EDCP 619)

Each student registering for practical experience must have professional liability insurance. Insurance is automatically included with student membership with the American Counseling Association (ACA). To apply for membership, go to www.counseling.org. More information will be given about insurance during the pre-practicum course. Proof of purchase will be required prior to the start of the semester in which the practicum experience will occur. Membership/insurance will need to be renewed yearly.

The practicum experience is 100 hours. Professors will provide guidelines on how these hours should be spent. Students will meet with University Supervisors; usually Doctoral students once per week to discuss the practicum experience, requirements for supervision will be given to you by your supervisor. The practicum experience is a time to build knowledge through observation and provides for the development of individual
counseling and group work skills. It is designed to orient the student to the role and responsibilities of the professional school counselor. Before beginning the practicum assignment, each student will fill out an application for the school system in which the practicum will be completed. Application deadlines are generally during the semester prior to the practical experience. Students will be expected to maintain documentation regarding their hours, usually in log format which will be signed by both University and Practicum Site Supervisors. See your program advisor for specific formats.

**Internship Placement (EDCP 888G)**

Each student will complete two internship placements for a total of 600 hours. Students complete internships during the third and fourth semesters of the program. The internship is an opportunity to perform all of the activities that a regularly employed professional school counselor would be expected to perform. Before beginning the internship assignment, each student will fill out an application for the school system in which the internship will be completed. Application deadlines are generally during the semester prior to the practical experience. Students will be expected to maintain documentation regarding their hours, usually in log format which will be signed by both University and Practicum Site Supervisors. See your program advisor for specific formats.

**Advocacy Project**

Each student is expected to complete an Advocacy Project in each internship experience. This is an opportunity to gather and analyze data in order to identify a school area of need, to identify and meet with stakeholders to address the need, and to develop and implement an action plan to address the need.
Seminar Paper:

School Counseling students are required to complete a seminar paper as part of their graduation experience. The seminar paper requirement is fulfilled as part of coursework in EDCP 789T Program Planning. Students will be given more information about the seminar paper requirement as part of that course. All students in degree programs in the College of Education are required to complete a seminar paper before graduation.

Basic University Graduation Requirements*:

Masters non-thesis students need:
- 30 hours.
- 15 credits above the 600 level.
- 3.0 graduate level GPA.
- Transfer credits brought in from other schools must be approved by the Director of the program.
- Needed Forms can be found at [http://www.gradschool.umd.edu/gss/forms/](http://www.gradschool.umd.edu/gss/forms/).
  Students will need to complete the Application for Graduation and a Masters Approved Program Form.
- Student will be notified of and asked to complete an exit survey.

Masters Thesis students need in addition:
- 6 hours of thesis credit 799, half of students remaining credits must be at or above the 600 level.
- Submit the application for human subjects review (IRB). Once this is approved then thesis students may complete their study.
- Submit Nomination of Thesis Committee Form with IRB approval letter attached.
- Submit the thesis electronically to the Registrar’s office.
- Student will be notified of and asked to complete an exit survey.

*These requirements reflect the university’s basic requirements for graduation with a Master’s degree. The above listed requirements do not cover those specific to the school counseling program which include the courses/experiences listed on pages 6-9 and 15-16 of this handbook.