1. COURSE INSTRUCTOR/FACULTY SUPERVISOR

Paul B. Gold, Ph.D., Assistant Professor, Licensed Psychologist
3214D Benjamin Building
Phone: 301.405.8414
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

*Monday, 1:00-3:45 pm, Room 2124 Shoemaker Building*

Office Hours: by Appointment

3. COURSE PURPOSE & GOALS

To develop a higher level functioning in the role of “professional counselor” (skills, knowledge, & behaviors)

4. COURSE OBJECTIVES

By the completion of this course you should be better able to:

1. Develop Counseling Skills

   - Conduct individual counseling sessions with University of Maryland Counseling Center clients
   - Develop & sustain a helpful relationship with clients characterized by respect, trust, warmth, & regard for the client as a person
   - Focus on central concerns of clients, while avoiding distraction by client’s peripheral issues
   - Establish, in collaboration with clients, specific counseling goals & objectives
   - Develop multicultural sensitivity, adjust counseling approaches or styles, & facilitate clients’ decision-making & personal responsibility consistent with clients’ culture & beliefs
   - Recommend strategies to assist clients in solving identified problems that may impede the counseling process
   - Terminate counseling relationships in ways that enhance clients’ functioning
   - Recognize clients who demonstrate psychological problems (e.g., depression, suicidal ideation) & consult with UCC staff to determine next steps (e.g., referral to other providers)
   - Assist clients to successfully deal with situations involving conflict resolution & behavior
management
• Locate & use appropriate sources of information (e.g., test information, referral sources) to further assist clients, if necessary

2. Understand Ethical & Legal Actions Guiding Counseling

• Identify & resolve ethical & legal problems in counseling
• Become familiar with referral procedures to local organizations
• Protect confidentiality & identify legal & clinical circumstances under which you may be ethically and legally obligated to break confidentiality (e.g., imminent danger to self, others)

3. Enhance Self-Understanding, Personal Growth, & Professional Confidence

• Become aware of & describe personal reactions to clients & their impact on counseling relationships
• Share personal reactions & experiences with clients for enhancing the counseling relationship
• Practice self-reflection & pursue personal growth as a counselor
• Appreciate your own dynamics as a counselor & be able to tease apart clients’ needs from your own needs

4. Integrate & Apply Counseling Theory

• Conceptualize process & direction for a given counseling session, as well as the overall direction of counseling work with clients
• Give & receive constructive comments from fellow students & the instructor

5. TRAINING SITE

University of Maryland Counseling Center Mission
http://www.counseling.umd.edu/About%20Us/mission.htm

“The University of Maryland Counseling Center provides comprehensive psychological & counseling services to meet the mental health & developmental needs of students & others in the campus community. To help foster academic, personal, & career development in students, a wide range of counseling, consultation, & educational services are offered. We support the academic goals of the University through consultation with faculty, staff & campus organizations.”

University of Maryland Counseling Center Goals
(10 Goals—Highlighted in Blue are the 2 of relevance to EDCP619B Practicum)
http://www.counseling.umd.edu/About%20Us/mis_goal.htm

1. “Remediation/Rehabilitation for Individuals with Problems”: The bulk of our individual & group counseling activities span emotional-social & educational-career concerns, learning
skills problems, & difficulties with disability access. This goal is concerned with the provision of services that enable students to overcome learning blocks, anxieties, confusion or indecision which, if left unattended, would inhibit learning & personal development.”

2. Promoting Psychological Development Through Outreach & Prevention

3. Development & Implementation of Non-traditional Modes

4. Provision of Campus Consultation

5. Development of New Personnel Sources


7. Improvement of Campus Ecology

8. “Provision of Instruction, Training & Supervision: This goal addresses our responsibility for contributing to undergraduate & graduate education on campus. This contribution takes many forms, including teaching undergraduate & particularly, graduate courses by our department-affiliated staff members; advising graduate students, maintaining our APA accredited internship program; using the Counseling Center as an on-campus practicum facility for the departments of Counseling & Personnel Services & Psychology; & supervising students selected for Counseling Center graduate assistantships.”

9. Extension of Research Knowledge

10. Maintenance of the Center's Administrative & Professional Development Functions

11. Development & Implementation of Support Services for Students with Disabilities

12. Provision of Off-Campus Professional Services

____________________________________________________

University of Maryland Counseling Center Services
6 Major Services (Highlighted in Blue are the 2 of relevance to EDCP619B Practicum)

1. Intake Counseling: An intake appointment is the first meeting between the client & a member of the Counseling Service. During this appointment the client's issues are explored & background information is sought. The primary purposes of the intake are to determine the nature & impact of the issues, & to provide an understanding of the situation to the counselor assigned to the case. The intake counselor (with the client) determines what the most effective mode of treatment would be. Sometimes the intake session is sufficient to help the client think about new ways to address their problems.
2. Emergency Counseling

3. Individual Counseling/Psychotherapy is the most common form of treatment provided

   - The Counseling Service utilizes a short-term model for counseling, meaning that issues usually are addressed in a more focused manner.
   - Clients are eligible for up to 12 sessions during a 12-month span (starting with the date of intake).
   - Once assigned, the client will see the same counselor for the complete course of treatment.
   - Each counselor has their own style of therapy, so each counseling experience will be different.
   - Counseling is available for a wide range of personal issues (e.g., anxiety, depression, stress, low self-esteem), interpersonal problems (e.g., shyness, anger management, feelings of isolation), & career/major issues (choosing a major, determining career direction).

4. General Therapy Groups …Unlike individual counseling, there is no limit to the number of group therapy sessions you can have. Most groups are co-led & have 5-10 group members. In order to be part of a therapy group, you must have an intake session first.

5. Structured & Theme-Oriented Groups

6. Couples Counseling

6. COURSE FORMAT

   A. TRAINING EXPERIENCE

   1. Class Meeting Purpose: shared learning experience, in which students’ constructive, assessment, and critique of each other is encouraged

   2. Class Meeting Elements: three (3) elements

      - Listening to recordings and discussion of counseling sessions with clients
      - Discussion of topics listed on semester schedule (see Section #7)
      - Discussion of questions & concerns students have about their cases & counseling sessions

   3. Weekly Individual Supervision: with Instructor

      - Listen to your recorded sessions of each client prior to individual supervision sessions
      - Identify points in sessions where, upon reflection, you believe more appropriate interventions might have been made
      - Develop self-supervision skills as you critically listen to session recordings
4. **Case Presentations by Class Members**: see Section #9 (Training Requirements) below

* As much as possible seminar topics are linked to actual client dynamics reflected in cases assigned to students

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**B. UCC “Procedures”—Brief Synopsis**

For Complete Information, see

UCC “TRAINING PROGRAM GUIDELINES & POLICIES Rev 09/2009, &

“Things you will want to know about being a Practicum Counselor”

1. **Audio-Recordings**
   - Acquire a Standard cassette tape recorder or digital recorder
     - Micro-cassette tape recorders not sufficient
     - Recorders not available in Practicum Rooms
   - Crucial that your audio recordings be audible
     - Supervisor needs to hear & critique session
     - Some tape recorders may need an external microphone to minimize background noise
       (e.g., increase distance between microphone & recorder motor)
   - Prior to a client session, identify yourself, client’s first name (or initials), & session number & date on audio-recording

2. **Client Consent to be Audio-Recorded**
   - Document consent on UCC’s “Consent to Audio/Video Tape” Form

3. **Progress Notes for Each Client**
   - Ideally should be written immediately following sessions, but no later than 24 hours after client contact
   - Format & content of progress notes will be provided by Instructor

4. **Confidentiality**
   - *Clients Folders & Audio-Recordings must never be removed* from the UCC
   - In the event of accidental breaches of confidentiality (e.g., notes, recordings), please inform your supervisor/instructor, & UCC staff, immediately to determine protocol to minimize harm from breach

5. **Emergencies—UCC Professional Back-Up for Practicum Students**
   - First, contact your supervisor
• If not available, then contact UCC’s “Emergency Duty Staff Member” AND/OR the Behavioral Evaluation & Threat Assessment (BETA) Team at 301-314-7658
• Follow-up: document events & your decisions/actions in the client’s file, inform supervisor/instructor to request review & sign-off on documentation

7. Referrals to Community Health & Human Service Providers

• Some clients reaching their UCC 12-session annual limit, and/or require emergency treatment, may need a referral(s) to off-campus therapists/health care providers for ongoing counseling & other treatment
• All such referrals suggested by practicum students must be developed & monitored by the instructor, & UCC Staff

8. External Inquiries for Client Information

• In the event that individuals outside the University of Maryland at College Park (e.g., parents, faculty, staff, or potential employers) request information on clients seen at the UCC, practicum students’ response should be determined by the instructor
• Consultation with the UCC senior staff may be necessary (e.g., UCC Director, Assistant Director, Practicum Training Coordinator)

7. REQUIRED READINGS

Required Readings:

1. Chapters from:


2. Other topical readings jointly selected by class members & instructor.

8. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>W #</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>01/24/2011</td>
<td>• Introduction to Course / Counseling Center</td>
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<tr>
<td></td>
<td></td>
<td>• Meet with Yvonne Oslin, Ph.D., UCC Practicum Coordinator; Margie Gibbs, UCC Scheduler, Administrative Assistant</td>
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<tr>
<td>2</td>
<td>01/31/2011</td>
<td>• Class Members’ Preferences/Content/Emphasis of Course Content/Process</td>
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<td>• Supervision Process</td>
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<tr>
<td></td>
<td></td>
<td>• Working with Students with Behavior Problems</td>
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<tr>
<td>3</td>
<td>02/07/2011</td>
<td>• Managing First Session with New Clients</td>
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<td></td>
<td>• Voluntary Informed Consent &amp; Confidentiality</td>
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<tr>
<td>4</td>
<td>02/14/2011</td>
<td>• Setting Goals/Agreeing on Tasks</td>
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<td></td>
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<td>• Self-Disclosure - Personal/Professional Boundaries</td>
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</tbody>
</table>
## EDCP619B Spring 2011 Syllabus
### Practicum in Counseling: College Student Personnel

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
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</table>
| 5    | 02/21/2011 | - Counseling Process: Reflective Listening, Open-Ended Questions, Affirmations, & Summaries  
- Review & Discuss Audio-recordings of Counseling Sessions  
  o Miller & Rollnick (2002) Chp #4: “What is Motivational Interviewing” (pp. 33-42)  
- Paper #1: Position on Counseling—Beginning of Semester |
| 6    | 02/28/2011 | - Recognizing & Enhancing Client Readiness to Change  
  o Miller & Rollnick (2002) Chp #5: “Change & Resistance: Opposite Sides of Same Coin” (pp. 43-51)  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 7    | 03/07/2011 | - Building a Working Alliance  
  o Miller & Rollnick (2002) Chp #6: “Building Motivation to Change” (pp. 52-83)  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 8    | 03/14/2011 | - Recognizing, Reinforcing, & Eliciting “Change Talk”  
  o Miller & Rollnick (2002) Chp #7: “Responding to Change Talk” (pp. 85-97)  
- Working with Client Ambivalence  
  o Miller & Rollnick (2002) Chp #8: “Responding to Resistance” (pp. 98-110)  
- Review & Discuss Audio-recordings of Counseling Sessions |

### BREAK
- NO CLASS

<table>
<thead>
<tr>
<th>9</th>
<th>03/28/2011</th>
<th>NO CLASS: American College Student Personnel Association Annual Meeting</th>
</tr>
</thead>
</table>
| 10   | 04/04/2011 | - Client Self-Efficacy  
  o Miller & Rollnick (2002) Chp #9: “Enhancing Confidence” (pp. 111-125)  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 11   | 04/11/2011 | - Commitment to Change: During Counseling & After Termination  
  o Miller & Rollnick (2002) Chp #10: “Strengthening Commitment to Change” (pp. 126-139)  
- Case Presentation  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 12   | 04/18/2011 | - Preparing for Terminating Counseling Relationship  
  o Miller & Rollnick (2002) Chp #11: “Practical Case Example” (pp. 140-160)  
- Case Presentation  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 13   | 04/25/2011 | - Ethical Decision-Making/Resolving Ethical Dilemmas  
  o Miller & Rollnick (2002) Chp #12: “Ethical Considerations” (pp. 161-178)  
- Case Presentation  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 14   | 05/02/2011 | - Case Presentation  
- Review & Discuss Audio-recordings of Counseling Sessions |
| 15   | 05/09/2011 | - Course Wrap-Up  
- Paper #2: Position on Counseling—Beginning of Semester |

### Exam Week

**Note:** Instructor reserves the right to modify this syllabus as needed.
9. TRAINING REQUIREMENTS

1. Counseling Competencies (50% Grade: Pass/Fail [Pass = A])
   - Tape record every session with every client
   - Write case notes for UCC clients’ file within 24 hours of each session
   - Attend weekly class meetings (i.e. group supervision)
   - Discuss client cases at weekly seminar meetings

2. Professional & Personal Development as a Counselor (10% Grade: Pass/Fail [Pass = A])
   - Weekly Log of personal reactions & questions related to client work & the counseling process
   - Logs help facilitate group supervision sessions
   - Issues to Address in your First Log (due 3rd class meeting 02/07/2011):
     1. What are your personal goals for this practicum?
     2. What expectations do you have for this practicum?
     3. What specific interests, issues & topics would you like to see addressed in this practicum?
     4. What type of feedback is most useful for you?
     5. How can your instructor/supervisor help you best to develop as a counselor?

3. Paper #1: Position on Counseling—Beginning of Semester (15% Grade)
   Due by: 4th Class Meeting (02/14/2011)
   Purpose
   A. Describe your positions, perspectives, & expectations as counselors at the beginning of this practicum
   B. Expand upon what you specifically learned in the EDCP618 Pre-Practicum Lab
   C. Length: 3-5 double-spaced pages
   D. Counseling Strategies--Please considering the following questions:
     - What have been your previous counseling experiences & how do you plan to draw on these in this counseling practicum?
     - What is your theoretical orientation to helping? What theories & perspectives do you feel comfortable with? And why?
     - How do you define adaptive & maladaptive behavior?
     - How do you believe people change?
     - As a counselor, how will you help clients identify what behaviors to change, enhance their motivation to change, & develop action plans to make change a reality in everyday life?
     - What personal qualities enhance your effectiveness as a counselor? What might detract from your effectiveness?
4. **Case Presentation** (10% Grade)
   - Each student will present one of his/her client’s counseling experience to the class
   - Ideally, the student will have learned a great deal about the process of counseling through this exercise
   - Guidelines for the written protocol will be distributed during the semester
   - Presentations enable students to comprehend at a deeper level how change occurs in counseling
   - Case presentations will take place toward the end of the semester

5. **Paper #2: Position on Counseling—End of Semester** (15% Grade)
   **Due:** One Week After Final Class Meeting (05/16/2011)

   **Purpose**
   
   A. Describe your positions, perspectives, & expectations as counselors at the end of this practicum: assessing your learning over the semester
   B. **Length:** 3-5 double-spaced pages
   C. **Counseling Strategies**—Please considering the following questions:
      - How has your theoretical orientation to helping changed over the semester? What theories & perspectives do you now feel comfortable with? And why?
      - How do you now define adaptive & maladaptive behavior?
      - How do you now believe people change?
      - As a counselor, how will you now help clients identify what behaviors to change, enhance their motivation to change, & develop action plans to make change a reality in everyday life?
      - What are three most important things that you have learned about counseling as a result of taking this class?
      - What are the three most important things that you have learned about yourself as a result of taking this class

   **Procedures for Submission of Papers**
   1. Please send your assignments to me as email attachments
   2. To adhere to the University of Maryland’s “Student Honor Pledge” requirement, please draft a face sheet for the assignment with a block for your signature (see Section #16 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language)

10. **GRADING PHILOSOPHY & PROCEDURES**

   **Rationale for My Grading Philosophy**
   
   - Instructors: need to believe grade assigned measures achievement
• **Class members:** need to believe grading system is fair
• **Submission of Assignments:** please transmit the papers to me in electronic format (as MSWord document attachments to emails). Please sign the Student Honor Pledge on title page, & either (a) turn in a paper copy of this page, or (b) scan this page into a pdf & send by email.
• “**Criterion-referenced grading**” = competency-based evaluation. **Revising & Resubmitting Papers to Improve Grade:** I have a standing policy in all of my classes that written assignments can be revised & then resubmitted. Improvement in the quality of the work improves the grade.

**SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE**

<table>
<thead>
<tr>
<th>#</th>
<th>Tasks</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Counseling Competencies (Pass/Fail [Pass = A])</td>
<td>N/A</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Professional/Personal Development as a Counselor (Pass/Fail [Pass = A])</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Paper #1: Position on Counseling—<strong>Beginning</strong> of Semester</td>
<td>Week #04 02/14</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Case Presentation</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Paper #2: Position on Counseling—<strong>End</strong> of Semester</td>
<td>Exam Week 05/16</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td>100%</td>
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</tbody>
</table>

**10. INSTRUCTOR’S RESPONSIBILITIES**

For additional information, see
- [http://www.faculty.umd.edu/teach/reasonable.html](http://www.faculty.umd.edu/teach/reasonable.html)
- [http://www.faculty.umd.edu/teach/classclimate.html](http://www.faculty.umd.edu/teach/classclimate.html)

**The Instructor** (Paul B. Gold, Ph.D.) will:

• Ensure that **class members** are treated equitably & not discouraged or devalued based on their differences
• Be especially sensitive to equitably offering opportunities to **class members** to answer questions in class, to contribute their own ideas, & to participate fully in projects in & outside of the classroom
• Not devalue **class members** by stereotyping any group and/or overlooking the contributions of a particular group to the topic under discussion
• Behave in a professional manner consistent with University policies, with the ethical principles of the American Psychological Association, & his licensure as a Psychologist
• Provide reasonable notice of major papers in the course, & meet with **class members** to
permit evaluation of student progress throughout the course
• Available for meetings during regular office hours or by appointment
• Be present at all class meetings except when prevented by circumstances beyond the control of the faculty member (e.g., jury duty, illness)
• Assign materials to which all class members can reasonably expect to have access
• Promise to uphold reasonable confidentiality of information gained through class member-instructor contact

The Syllabus will describe in general terms:

1. Content & nature of assignments, examination procedures, & the basis for determining final grades
2. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay & the basis for any course adjustments

11. STUDENT EVALUATION OF INSTRUCTORS

CourseEvalUM Spring 2011
(www.CourseEvalUM.umd.edu)

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential & important to the improvement of teaching & learning at the University as well as to the tenure & promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

CourseEvalUM - Frequently Asked Questions
“Why should I fill out the evaluations?”
https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

“If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations. Your evaluations will help:

• Instructors improve their courses
• Deans & Department Chairs decide on merit pay for faculty, renewal of contracts, & support tenure & promotion decisions
• Current & Future Students decide on classes
12. CLASS MEMBERS’ RESPONSIBILITIES

Class members will be expected to:

- Attend all lecture & discussion sessions
- Arrive on time for class meetings & inform the instructor in advance of absences & lateness
- Respect the confidentiality of any personal & sensitive information shared in class meetings
- Ask questions, raise issues, & express opinions about “topics on the table” for discussion

Class members will also:

- Contact the instructor about difficulties completing assignments prior to class assignment due dates
- Inform the instructor about reasonable accommodations necessary for class participation & completion of assignments (see Section #16 below).

Suggestions for Class Participation

- Please come to class with an open mind & a willingness to take risks. Because this course is designed as a PRACTICUM, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of counseling theories & practice; everyone, including me, has felt lost at times. As you challenge any fears you might have about the “personal” nature of counseling for both counselors & clients, & as you push yourself to be an active & involved participant, you will be surprised how quickly you will be comfortable with many of the inevitably awkward facets of this profession.

- Please protect the confidentiality of both our classroom discussions & any meetings about this course held outside of class! Being actively involved in class & small group activities requires some personal self-disclosure. Because of the nature of the vulnerability, trust, & openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions & understanding & avoid using names or identifying features of your classmates.

13. UCC PRACTICUM TRAINING COORDINATOR’S RESPONSIBILITIES

Yvonne Oslin, Ph.D.

1. Orienting practica classes
2. Arranging for Intake observations
3. Maintaining communications with practica faculty & supervisors
4. Working with the Training Director to arrange special supervision of trainees by Interns
5. Ensuring appropriate termination & evaluation procedures by practica students at end of semester

**14. ATTENDANCE POLICY**

**Attendance Guidelines**
http://www.faculty.umd.edu/teach/attendance.html

- **General Policies**

  “It is the policy of the University to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family & medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; & compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing & furnish documentary support for their assertion that absence resulted from one of these causes.”

  “In some courses, attendance & in-class participation are ongoing requirements & an integral part of the work of the course. In other courses, occasional in-class assessments may occur, sometimes without advance notice. It is the responsibility of the instructor to inform each class at the beginning of the semester of the nature of in-class participation expected & the effect of absences on the evaluation of the student's work in the course.”

- **Inclement Weather**

  “Faculty should clarify their policy on handling official schedule adjustments (closings & delays) including associated rescheduling of examinations & assignments due to inclement weather & campus emergencies. If necessary, they should make arrangements to communicate with students directly if weather conditions preclude meeting with students for a normally scheduled class. Official closures & delays are announced on the campus website & snow phone line (301-405-SNOW) as well as local radio & TV stations. If bad weather forces a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance.”

- **Religious Observances**

  “The University of Maryland policy on religious observance states that students should not be penalized in any way for participation in religious observances & that, whenever feasible, they should be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally h& the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For your reference, an extensive list of religious holidays appears at http://www.interfaithcalendar.org.”
“The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should make every feasible effort to accommodate students’ requests based on attendance of religious observances.”

The university specifically requires that no assignments and/or tests are to be completed & submitted during the following two holidays during the Fall 2011 semester."

- Other Important Religious Holidays
- Other Excused Absences (instructor & class member will handle on a case-by-case basis)

### 15. ACADEMIC INTEGRITY & HONORS PLEDGE

**Student Honor Council**  
[http://www.shc.umd.edu/](http://www.shc.umd.edu/)

1. **Student Honor Code**: “The University of Maryland, College Park has a nationally recognized [Code of Academic Integrity, administered by the Student Honor Council](http://www.shc.umd.edu/). This Code sets standards for academic integrity at Maryland for all undergraduate & graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, & plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu/](http://www.shc.umd.edu/).”

2. **Student Honor Pledge**: “To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations & assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

3. **Student Written Pledge Statement**: “The Pledge statement should be handwritten & signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course.”

### 16. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**Disability Support Services**  
[http://www.counseling.umd.edu/DSS/index.html](http://www.counseling.umd.edu/DSS/index.html)

“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair & Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine & implement appropriate academic accommodations.
In addition, sometimes students will encounter psychological problems that hamper their life on campus & you may wish to refer them to the Counseling Center (301-314-7651) or the Mental Health Service in the Health Center (301-314-8106). In cases of violent or potentially violent behavior, you should contact the Campus Police (301-405-3333) or Dr. Jonathan Kandell (301.314-7658) or other members of the BETA group.”