1. COURSE INSTRUCTOR

Paul B. Gold, Ph.D.
Department of Counseling, Higher Education, & Special Education
3214 Benjamin Building
University of Maryland at College Park
Email: pgold@umd.edu
Mailbox: (3214 Benjamin Building)

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Thursdays, 4:15-7:00

Office Hours: before & after class; by appointment

3. COURSE GOALS/OBJECTIVES

EDCP652 Research in Counseling is a curricular requirement for the School Counseling Master’s of Education Program Specialty Area at the University of Maryland Department of Counseling, Higher, Education, & Special Education. In the present day, understanding how different research designs (e.g., experiments, program evaluations, action research protocols) improve quality of education in general, and School Counseling practices in particular, is absolutely essential for becoming a transformational School Counselor. Capacity to design and carry out such research places School Counselors at the forefront on implementing and sustaining evidence-based practices in K-12 settings.

Course Goals/Priorities

1. Language/principles of research in peer-reviewed journal articles & research proposals
2. How different parts of research process are interrelated
3. Judging overall credibility of research findings
4. Designing program evaluations/action research protocols on topics relevant to School Counselors

Course Objectives

1. Understand research principles in counseling
   - Framing research questions using inductive/deductive logic
   - Maximizing objectivity in observation, data collection, & reporting of results
   - Preventing personal prejudices, beliefs, & desires from distorting interpretations of results
   - Precisely defining & describing all constructs & procedures
• Interpreting research findings with parsimony: most straightforward & least complicated explanations
• Wording interpretations in tentative language to ensure they may need to be modified
• Verifying findings through replication of studies
• Ensuring findings/interpretations can be scrutinized by researchers, practitioners, administrators, policy makers

2. Recognize/accept uncertainty in knowledge claims about educational practice generated through research

3. Develop healthy skepticism about "studies" claiming to advance our knowledge

4. Demonstrate how different parts of research process are interrelated

5. Carefully weigh relative contributions between research & professional judgment

6. Describe types of quantitative & qualitative research & their methods (design, measurement, & statistics)

7. Identify & classify components of research studies
   • Research goals
   • Research designs
     ▪ Quantitative/Qualitative
     ▪ Experimental/Non-experimental
   • Selection of subjects
   • Types of data collected & techniques used to collect data
   • Nature of data analyses
   • Relationships between researchers & subjects
   • Interpretations of results: Are they credible/reasonable?

8. Judge overall credibility of findings by reading & critiquing published peer-reviewed journal articles

9. Design program evaluations & action research protocols

10. Develop assessment instruments appropriate to school counseling activities

11. Explore how experimental designs can be used to investigate school-based problems as emphasized in recent US Department of Education funding priorities

12. Examine how research can inform highly controversial policies such as high-stakes standards-based assessment

13. Apply ethical & legal principles in designing research studies to minimize harm & maximize benefits to persons under study
4. REQUIRED TEXTBOOK & READINGS

Textbooks

Direct link to textbook e-version
http://www.coursesmart.com/9780132698450


Optional

5. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>STD</th>
<th>CACREP GENERAL STANDARDS</th>
<th>PROG REQ’S</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>SECTION II PROFESSIONAL IDENTITY</strong></td>
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<tr>
<td></td>
<td><strong>COMMON CORE CURRICULAR</strong></td>
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<tr>
<td></td>
<td>Experiences &amp; demonstrated knowledge in each of the eight common core curricular areas</td>
<td></td>
</tr>
<tr>
<td>II.G</td>
<td>RESEARCH &amp; PROGRAM EVALUATION</td>
<td></td>
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</tbody>
</table>
| II.G.8.a | Importance of research in advancing the counseling profession | • Group discussion  
| | | • Group activities  
| | | Program Planning Manual |
| II.G.8.b | Research methods such as qualitative, quantitative, single-case designs, action research, & outcome-based research | • Research proposal  
| | | • Literature review  
| | | NCE Exam |
### CACREP SCHOOL COUNSELING (SC) SPECIFIC STANDARDS

#### RESEARCH & EVALUATION

| II.G.8.e | Statistical methods used in conducting research & program evaluation | • Research design  
• Peer critiques | NCE Exam |
| --- | --- | --- | --- |
| II.G.8.d | Principles, models, & applications of needs assessment, program evaluation, & the use of findings to effect program modifications | • Research proposal 
• Literature review 
• Research design  
• Peer critiques | NCE Exam  
Comprehensive Exit Portfolio |
| II.G.8.e | Use of research to inform evidence-based practice | • Group discussion 
• Group activities | NCE Exam |
| II.G.8.f | Ethical & culturally relevant strategies for interpreting & reporting the results of research &/or program evaluation studies | • Group discussion 
• Group activities | NCE Exam |

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#### I. Foundations: Knowledge

| SC 1.1 | Understands how to critically evaluate research relevant to the practice of school counseling | • Group discussion 
• Group activities | NCE Exam |
| SC 1.2 | Knows models of program evaluation for school counseling programs | • Research proposal 
• Literature review 
• Research design | NCE Exam |
| SC 1.3 | Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) | • Research proposal 
• Literature review 
• Research design | NCE Exam |
| SC 1.4 | Knows current methods of using data to inform decision-making & accountability (e.g., school improvement plan, school report card) | • Research proposal 
• Literature review 
• Research design | NCE Exam |
| SC 1.5 | Understands the outcome research data & best practices identified in the school counseling research literature. | • Research proposal 
• Literature review 
• Research design | NCE Exam |

#### J. Skills & Practices

| SC J.1 | Applies relevant research findings to inform the practice of school counseling. | • Research proposal 
• Literature review 
• Research design  
• Peer critiques | Program Planning Manual |
| SC J.2 | Develops measurable outcomes for school counseling programs, activities, interventions, & experiences. | • Group discussion 
• Peer critiques | Program Planning Manual |
| SC J.3 | Analyzes & uses data to enhance school counseling programs. | • Group discussion 
• Group activities 
• Research design  
• Peer critiques | Program Planning Manual |

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#### COUNSELING, PREVENTION, & INTERVENTION

<table>
<thead>
<tr>
<th>C. Knowledge</th>
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<tr>
<td>SC C.4</td>
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transition programs, including school-to-work, postsecondary planning, & college admissions counseling.

EDCP652 Course Space Access: Canvas: https://myelms.umd.edu/ 

6. COURSE FORMAT

1. **Lectures**: I will draft and post my presentations prior to class meetings. We can address any issues in my presentations during class meetings that students wish. Otherwise, we will spend most of class time discussing research principles, and critiquing published research articles/proposals.

2. **Discussions**: critiquing peer-reviewed journal articles, grant proposals

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>01</td>
<td>09/05/2013</td>
<td>• Course Introduction</td>
<td>Chapters 1</td>
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<tr>
<td></td>
<td></td>
<td>• Exploring your research interests</td>
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<tr>
<td>02</td>
<td>09/12/2013</td>
<td>• Research Article Format</td>
<td>Chapter 14</td>
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<td></td>
<td>• Research Proposal Format</td>
<td><strong>DUE: Journal Article Critique</strong></td>
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<tr>
<td>03</td>
<td>09/19/2013</td>
<td>• Research Problems</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative &amp; Qualitative Research Problems, Variables, &amp; Hypotheses</td>
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<tr>
<td>04</td>
<td>09/26/2013</td>
<td>• Action Research</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>05</td>
<td>10/03/2013</td>
<td>• Steps to Locating &amp; Selecting Literature to Review</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td></td>
<td>• Using Internet for Research</td>
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<td></td>
<td></td>
<td>• Writing literature reviews</td>
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<tr>
<td>06</td>
<td>10/10/2013</td>
<td>• Participants &amp; Sampling</td>
<td>Chapter 4</td>
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<tr>
<td></td>
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<td>• Describing Samples</td>
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<td>• Research Ethics/Informed Consent</td>
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<tr>
<td>07</td>
<td>10/17/2013</td>
<td>• Measurement, Descriptive Statistics</td>
<td>Chapter 5</td>
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<tr>
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<td></td>
<td>• Validity &amp; Reliability</td>
<td><strong>DUE: Action Research Proposal:</strong></td>
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<td></td>
<td></td>
<td>• Statement of Problem &amp; Introduction</td>
<td>Statement of Problem &amp; Introduction</td>
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<tr>
<td>08</td>
<td>10/24/2013</td>
<td>• Data Collection Techniques/Measures</td>
<td>Chapter 6</td>
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<td></td>
<td></td>
<td>• Survey Research</td>
<td></td>
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<tr>
<td>09</td>
<td>10/31/2013</td>
<td>• Experimental Research Designs</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td></td>
<td>• <em>Wilkerson, Pérusse, &amp; Hughes (2013)</em></td>
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<tr>
<td>10</td>
<td>11/07/2013</td>
<td>• Non-Experimental Quantitative Research Designs</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Data Analysis</td>
<td><strong>Gruman, Marston, &amp; Koon (2013)</strong></td>
</tr>
</tbody>
</table>
8. ASSIGNMENTS

1. Critiques of Peer-Reviewed Journal Articles (1 page)
2. Research Proposal
   • Statement of Problem & Introduction
   • Literature Review
   • Research Design & Methods
   • Protection of Human Subjects

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SUBMITTING ASSIGNMENTS

- **Transmitting**: Please transmit papers to all instructors in electronic format (as MSWord document attachments to emails).
- **Student Honor Pledge**: on title page, please sign the Pledge (see Section #14 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language), & either:
  - Turn in a paper copy of this page, OR
  - Scan this page into a pdf & send to me by email
- **Naming Files**: Please name e-files with:
  - Course number (EDCP652)
  - Your last name
  - Paper number or topic (#01, 02, 03)
  - Date submitted
  - Example: “EDCP652_Your Name_Paper01_09_29_2013”

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9. GRADING PHILOSOPHY & PROCEDURES
Grading Philosophy

Instructors: need to believe grade assigned measures achievement

Class members: need to believe grading system is fair

Criterion-Referenced Grading” = competency-based evaluation

1. The performance of each class member, taken individually, is most important. The instructors would be delighted to give everyone an “A” for the course, if you earn it.
2. Because you have been accepted into the UMCP graduate programs, you have already achieved much—We want to contribute to your becoming expert counselors
3. Revising & Resubmitting Papers to Improve Grade: The standing policy in this class is that written assignments can be revised & then resubmitted. Improvement in the quality of the work improves the grade. The three reasons for this are:
   a. To encourage students to work harder, & to not be satisfied with work that is simply “good enough”
   b. To give students a glimpse of the “real world,” where any piece of work almost always must be revised multiple times in order to, for example, be published, win grant awards, impress supervisors leading to promotions
   c. So that students will have the greatest potential to earn a solid grade, which will hopefully expand future educational & professional goals

SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>Journal Article Critique</td>
<td>09/12/2013</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Action Research Proposal</td>
<td>Statement of Problem &amp; Introduction</td>
<td>10/17/2013</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Literature Review</td>
<td>11/17/2013</td>
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<tr>
<td>4</td>
<td></td>
<td>Design &amp; Methods</td>
<td>12/05/2013</td>
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<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
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10. INSTRUCTOR’S RESPONSIBILITIES

For additional information, see
http://www.faculty.umd.edu/teach/reasonable.html
http://www.faculty.umd.edu/teach/classclimate.html
http://www.oohrp.umd.edu/compliance/hrc/intro.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 &/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 and/or American Counseling Association, & licensure as Psychologists or Professional School Counselors
- 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-faculty 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

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### 11. STUDENT EVALUATION OF INSTRUCTORS

#### 1. Formal Evaluation

**CourseEvalUM** Fall 2013

(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](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** redesign & improve their course goals, objectives, content, & assignments
• **Deans & department chairs** decide on faculty renewal of contracts, & faculty promotion & tenure decisions
• **Current & future students** decide on classes’

### 2. Informal Mini-Evaluations

• The instructors may periodically ask for verbal or written feedback from students on
  - Instruction goals—questions about whether they are being met
  - Assignments, discussions, experiential activities or online climate
• Constructive feedback provided to the instructors is valued and will not negatively affect assessment of class participation
• Class members return forms anonymously

### 12. CLASS MEMBERS’ RESPONSIBILITIES

#### Course environment
Students and the instructors share the responsibility to provide a safe online environment where individuals feel free to openly express their thoughts, feelings and reactions. Therefore, all individuals in this course will:

- Use appropriate written language that does not demean or dehumanize any individual or groups, whether or not such individuals are present in the virtual classroom.
- Respect to others by responding with thoughtfulness and sensitivity.
- Stay current with assigned readings, and turn in papers and projects on time.

**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 instructors about difficulties completing assignments prior to class assignment due dates
- Inform the instructors about reasonable accommodations necessary for class participation & completion of assignments (see Section #14 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 beginning survey of counseling ethics and professional issues, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of ethical standards and laws; everyone, including the instructors, have 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 keep up-to-date with readings** - required readings should be completed prior to each week’s class meeting.

- **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. ATTENDANCE POLICY (quoted verbatim from UMD documents)

**Attendance Policies**

[http://faculty.umd.edu/teach/attendance.html](http://faculty.umd.edu/teach/attendance.html)

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**General Policies**

“University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities & compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. Course syllabi should specify the nature of the in-class participation expected & the effects of absences on students' grades. For more information, see University Policy V-1.00G on Medically Necessary Absence.”

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**Medically Necessary Absences**

“Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, & upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student's failure to provide an accurate statement is a violation of the Honor Code… Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.”

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**Inclement Weather**
“Official closures & delays are announced on the campus website at umd.edu & snow phone line (301-405-SNOW), as well as on local radio & TV stations. If inclement weather conditions force a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance. Students must also be notified through procedures outlined in the syllabus.”

Religious Observances
(http://faculty.umd.edu/teach/attend_student.html#religious)

“The University's policy on religious observance and classroom assignments and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Faculty should describe this policy in the syllabus. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. Instructors should take the validity of these requests at face value.”

“The policy also requires that tests and major assignments not be scheduled on certain holiday dates.” These are listed below. An extensive list of religious holidays can be found at: http://www.interfaithcalendar.org

“Faculty should remind students in advance, preferably on the syllabus, that it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise when final exams are scheduled on Saturdays. Your failure to understand and adhere to this policy may result in a false perception that the campus is insensitive to the religious diversity on campus. Accordingly, please make every feasible effort to accommodate students' requests based on attendance of religious observances.”

“The university specifically requires that no assignments &/or tests are to be completed & submitted during the following two holidays during the Fall 2013 semester.”

<table>
<thead>
<tr>
<th>Jewish</th>
<th>Rosh Hashanah</th>
<th>Wednesday, Sept. 04-Friday, Sept. 06, 2013</th>
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<tbody>
<tr>
<td></td>
<td>Yom Kippur</td>
<td>Friday, Sept. 13-Saturday, Sept. 14, 2013</td>
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<tr>
<td>Islam</td>
<td>Eid al Adha</td>
<td>Tuesday, Oct. 15-Friday, Oct. 18, 2013</td>
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• Other Excused Absences (instructors & class member will handle on a case-by-case basis)

14. ACADEMIC INTEGRITY & HONORS PLEDGE

Student Honor Council
http://www.shc.umd.edu/
Using the Honor Pledge: Frequently Asked Questions
http://shc.umd.edu/SHC/HonorPledgeUse.aspx

1. **Student Honor Code**: “The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.”

2. **The University of Maryland Honor Pledge reads**: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

3. **Student Written Pledge Statement Policy**: “Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.”

4. **Compliance with the code is administered by the Student Honor Council**, “which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct” at: http://osc.umd.edu/OSC/Default.aspx

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American School Counselor Association (ASCA)
ASCA's Ethical Standards for School Counselors
http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136

<table>
<thead>
<tr>
<th>15. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES</th>
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Disability Support Services
http://www.counseling.umd.edu/DSS/index.html

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**Students with Disabilities**
“The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for
presenting this letter to their instructors by the end of the drop/add period.”

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**Students in Distress**

“Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available. Faculty who wish to consult with professionals may call 4-7651 for immediate assistance. For non-emergency issues, faculty can call the Warmline (4-7653). A therapist will respond within a few hours. In addition, a resource guide is available to assist faculty in identifying and responding to students who may be having problems related to depression, test anxiety, future career plans and more.”

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**Threatening Behavior from Students**

“In the event of an emergency, faculty should contact Campus Police (5-3333 or 911). In cases involving individuals who are perceived as threatening, disruptive, or otherwise problematic, faculty should contact the Behavior Evaluation and Threat Assessment Resource Group. BETA provides resources to faculty and makes referrals to appropriate University or off-campus entities.” See: [http://beta.umd.edu/](http://beta.umd.edu/)

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### 16. OTHER HELPFUL SERVICES

**Writing Center for Graduate Students**


- Provide trained peers.
- Work with students one-on-one.
- Work with drafts at all stages of the writing process, including invention, or brainstorming.
- Work with both grammatical & structural concerns. That is, we can help you with comma splices & thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops

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**University Counseling Center**

[http://www.counseling.umd.edu/](http://www.counseling.umd.edu/)

- Counseling/Psychotherapy
- Career Counseling
- Emergency Services
- Academic Services
- Disability Services
- Parent & Child Services
- Testing Services
- Research Services

**Family Care Resource & Referral Service**
