1. COURSE INSTRUCTORS

Paul B. Gold, Ph.D., Assistant Professor  
3214D Benjamin Building  
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Jungnam Kim, Ph.D., Visiting Assistant Professor  
3234A Benjamin Building  
Phone: 301.405.0687; kjn08@umd.edu

Department of Counseling, Higher Education, & Special Education  
University of Maryland at College Park  
College Park, MD 20742

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time (Group Supervision): Tuesdays, 7:00 – 8:30 pm @ Benjamin 3233  
Office Hours: by Appointment  
Individual Supervision: Weekly with internship site supervisor (1 hour)

3. COURSE GOALS/OBJECTIVES

This apprenticeship/internship is the capstone training experience of the School Counseling Program, which prepares students to fulfill all of the responsibilities of a regularly employed school counselor. The course prerequisite is successful completion of the school counseling practicum (EDCP 619). The primary goal of the internship is to equip students to translate didactic knowledge & counseling skills into practice, & develop an understanding of the mission & operations of elementary, middle, and high schools.

Resources Used in This Course:

- ACA Code of Ethics & Standards of Practice  
- ASCA Ethical Standards  
- Articles from professional journals or books as assigned

Each class will begin with a brief “check in” when all students briefly share their achievements & struggles of the previous week’s internship activities. Next, students will meet in two subgroups, each led by one of the two course co-instructors (identified forthwith as “university supervisors”), to (a) brainstorm & problem-solve challenges emerging at internship sites, (b) conceptualize problems & raise questions, (c) discuss their growth as a professional school counselor, & (d) explore how organizational systems & dynamics at their sites impact day-to-day ethical practices of school counselors. Each student will also present best practice examples from their sites to enrich the experience of each other.
### 4. CACREP STUDENT LEARNING OUTCOMES (Drawn verbatim from CACREP (2009) standards)

#### DEFINITIONS

**SUPERVISION CACREP** — a tutorial & mentoring form of instruction in which a supervisor monitors the student’s activities in practicum & internship, & facilitates the associated learning & skill development experiences. The supervisor monitors & evaluates the clinical work of the student while monitoring the quality of services offered to clients.

<table>
<thead>
<tr>
<th>Supervision Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Individual supervision</td>
<td>A tutorial &amp; mentoring relationship between a member of the counseling profession &amp; a counseling student</td>
</tr>
<tr>
<td>Triadic supervision</td>
<td>A tutorial &amp; mentoring relationship between a member of the counseling profession &amp; two counseling students</td>
</tr>
<tr>
<td>Group supervision</td>
<td>A tutorial &amp; mentoring relationship between a member of the counseling profession &amp; more than two counseling students</td>
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</tbody>
</table>

#### SECTION I: THE LEARNING ENVIRONMENT: STRUCTURE & EVALUATION - THE ACADEMIC UNIT

1.Q. The practicum & internship experiences are tutorial forms of instruction; therefore, when individual &/or triadic supervision is provided by program faculty, the ratio of 6 students to 1 faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

1.R. Group supervision for practicum & internship should not exceed 12 students.

#### SECTION III: PROFESSIONAL PRACTICE

III.G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

- **III.G.1.** At least 240 clock hours of direct service, including experience leading groups.
- **III.G.2.** Weekly interaction that averages one hour per week of individual &/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
- **III.G.3.** An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship & performed by a program faculty member.
III.G.4. The opportunity for the student to become familiar with a variety of professional activities & resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information & referral, in-service & staff meetings).

III.G.5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

III.G.6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

SCHOOL COUNSELING STANDARDS

<table>
<thead>
<tr>
<th>CACREP STANDARD</th>
<th>COURSE REQUIREMENT</th>
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<tbody>
<tr>
<td>FOUNDATIONS</td>
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<tr>
<td>B. Skills &amp; Practices</td>
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</tr>
<tr>
<td>1. Demonstrates the ability to apply &amp; adhere to ethical &amp; legal standards in school counseling.</td>
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<tr>
<td>2. Demonstrates the ability to articulate, model, &amp; advocate for an appropriate school counselor identity &amp; program.</td>
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<tr>
<td>• Internship Site Activities</td>
<td></td>
</tr>
<tr>
<td>• Individual/Group Supervision</td>
<td></td>
</tr>
<tr>
<td>COUNSELING, PREVENTION, &amp; INTERVENTION</td>
<td></td>
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<tr>
<td>D. Skills &amp; Practices</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates self-awareness, sensitivity to others, &amp; the skills needed to relate to diverse individuals, groups, &amp; classrooms.</td>
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<tr>
<td>2. Provides individual &amp; group counseling &amp; classroom guidance to promote the academic, career, &amp; personal/social development of students.</td>
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<tr>
<td>3. Designs &amp; implements prevention &amp; intervention plans related to the effects of (a) atypical growth &amp; development, (b) health &amp; wellness, (c) language, (d) ability level, (e) multicultural issues, &amp; (f) factors of resiliency on student learning &amp; development.</td>
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<td>4. Demonstrates the ability to use procedures for assessing &amp; managing suicide risk.</td>
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<td>5. Demonstrates the ability to recognize his or her limitations as a school counselor &amp; to seek supervision or refer clients when appropriate.</td>
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<tr>
<td>• Internship Site Activities</td>
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<td>• Individual/Group Supervision</td>
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<tr>
<td>CACREP STANDARD</td>
<td>COURSE REQUIREMENT</td>
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<tr>
<td><strong>DIVERSITY &amp; ADVOCACY</strong></td>
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</table>
| **F. Skills & Practices** | • Internship Site Activities  
• Advocacy Project |
| 1. Demonstrates multicultural competencies in relation to diversity, equity, & opportunity in student learning & development. | |
| 2. Advocates for the learning & academic experiences necessary to promote the academic, career, & personal/social development of students. | |
| 3. Advocates for school policies, programs, & services that enhance a positive school climate & are equitable & responsive to multicultural student populations. | |
| 4. Engages parents, guardians, & families to promote the academic, career, & personal/social development of students. | |
| **ASSESSMENT** | | |
| **H. Skills & Practices** | • Internship Site Activities  
• Individual Supervision |
| 1. Assesses & interprets students’ strengths & needs, recognizing uniqueness in cultures, languages, values, backgrounds, & abilities. | |
| 2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, & personal/social development. | |
| 3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students & assessing the effectiveness of educational programs. | |
| 4. Makes appropriate referrals to school &/or community resources. | |
| 5. Assesses barriers that impede students’ academic, career, & personal/social development. | |
| **RESEARCH & EVALUATION** | | |
| **J. Skills & Practices** | • Group Supervision  
• Advocacy Project |
| 1. Applies relevant research findings to inform the practice of school counseling. | |
| 2. Develops measurable outcomes for school counseling programs, activities, interventions, & experiences. | |
| 3. Analyzes & uses data to enhance school counseling programs. | |
| **ACADEMIC DEVELOPMENT** | | |
### L. Skills & Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies & activities to prepare students for a full range of postsecondary options & opportunities.
3. Implements differentiated instructional strategies that draw on subject matter & pedagogical content knowledge & skills to promote student achievement.

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<th></th>
<th>Internship Site Activities</th>
<th>Individual Supervision</th>
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### COLLABORATION & CONSULTATION

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<th>Internship Site Activities</th>
<th>Individual Supervision</th>
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### N. Skills & Practices

1. Works with parents, guardians, & families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement & success.
3. Consults with teachers, staff, & community-based organizations to promote student academic, career, & personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students & their families.

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<tr>
<th></th>
<th>Internship Site Activities</th>
<th>Individual Supervision</th>
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### LEADERSHIP

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<th></th>
<th>Internship Site Activities</th>
<th>Individual Supervision</th>
<th>Advocacy Project</th>
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</table>

### P. Skills & Practices

1. Participates in the design, implementation, management, & evaluation of a comprehensive developmental school counseling program.
2. Plans & presents school-counseling-related educational programs for use with parents & teachers (e.g., parent education programs, materials used in classroom guidance & advisor/advisee programs for teachers).
5. STUDENT RESPONSIBILITIES

A. AGREEMENTS, SUPERVISION, & SERVICE DELIVERY

1. Class Attendance. The highly collaborative and experiential nature of this course requires that students attend all classes. We ask that students:

   - Be prepared for each class meeting and to actively take part in providing as well as receiving feedback from peers
   - 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
   - Contact the instructors about difficulties completing assignments prior to class assignment due dates
   - Inform instructors about reasonable accommodations necessary for class participation and completion of assignments
   - Come to class with an open mind and a willingness to take risks

2. Field Site Attendance: students should accrue approximately 20-30 hours per week at their internship sites.

3. Internship Agreement: a formal written agreement between the participating Prince Georges County (PGC) and the University of Maryland at College Park (UMCP) must be signed by the student, site supervisor, and university supervisor, documenting that the school internship site will offer each student an array of learning experiences meeting the goals and objectives of the UMCP School Counseling M.Ed. Program curriculum. Appendix A contains the Agreement form (pp. 13-16).

4. Internship Prospectus: each student should develop an Internship Prospectus with his or her assigned site supervisor. The prospectus should include the student’s goals and objectives for the internship. The university supervisors may require negotiation and modification. The student, site supervisor, and one of the university supervisors must sign the Prospectus. Appendix B contains the Prospectus form (p. 17).

5. Advocacy Project: to start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, each student will propose an advocacy project focused on a social justice issue that each observes at his/her internship site. See Appendix C for the (a) description of project components, (b) specific CACREP standards met by the successful completion of the Advocacy Project, (c) rubric for evaluating the quality of the completed project (pp. 18-25).

6. Site Supervisor Meetings: each student must meet individually with his/her site supervisor weekly for a minimum of nine (9) individual sessions through the internship experience.

7. Service Delivery Logs: each student must maintain a log describing internship services delivered (direct, indirect, and total), the date and amount of time devoted for each service
delivered. Logs must be submitted weekly for review and signature by the site supervisor, and then submitted for review and signature by one of the university supervisor (i.e. course co-instructor).

B. RELEVANT ASCA ETHICAL STANDARDS on CONFIDENTIALITY
http://www.schoolcounselor.org/school-counselors-members/legal-ethical

ASCA Ethical Standard A.2.h Confidentiality
“Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records.”

ASCA Ethical Standard A.10.c Technology
“Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.”

C. GRADING FORMAT
Two grades are awarded for internship performance. Satisfactory (S) indicates acceptable & timely performance of all site & university requirements. Unsatisfactory (U) reflects substandard &/or unnecessarily tardy performance of one or more site or university requirements.

D. PROFESSIONAL DEMEANOR
Interns represent the University of Maryland’s Department of Counseling, Higher Education and Special Education. Therefore, intern behavior must conform to high standards of professionalism at all times at the internship site. Intern interactions with school site students, and intern examination and production of students’ school site documents, must be kept confidential, except under extraordinary circumstances (and, then, only at the direction of site and university supervisors; see ASCA standards in general, and A.2.h, A.10.c above). Thus, interactions and documentary information should not be discussed with anyone other than with site supervisors, teachers, school principals, university supervisors, or with fellow interns during weekly group supervisory meetings at the University of Maryland at College Park.

6. INSTRUCTOR’S RESPONSIBILITIES
For additional information, see http://www.faculty.umd.edu/teach/reasonable.html http://www.faculty.umd.edu/teach/classclimate.html
The Instructors (Paul B. Gold, Ph.D. & Jungnam Kim, Ph.D.) will:

- Ensure students are treated equitably & not discouraged/devalued based on their differences
- Be especially sensitive to equitably offering opportunities to students to answer questions, contribute their own ideas, & participate fully in projects
- Not devalue students 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
- Provide reasonable notice of major papers in the course, & meet with students to permit evaluation of student progress throughout the course
- Guarantee availability to meet 1:1 upon student request as soon as possible
- Assign materials to which all students can reasonably expect to have access
- Uphold reasonable confidentiality of information gained through student-university supervisor 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 will promptly be provided

7. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

CourseEvalUM Spring 2014
(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 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”

8. ATTENDANCE POLICY (quoted verbatim from UMD documents)

Attendance Policies
http://faculty.umd.edu/teach/attendance.html

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.”

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.”

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 Spring 2014 semester.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Apr. 18, 2014</td>
<td>Good Friday</td>
<td>Christian</td>
</tr>
</tbody>
</table>

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

9. 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


10. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities

Disability Support Services
http://www.counseling.umd.edu/DSS/index.html

“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.”

Students in Distress
Services for students in various forms of distress are offered by:

(1) Counseling Center
http://www.counseling.umd.edu/?t=print.php

(2) Mental Health Service in the Health Center
http://www.health.umd.edu/mentalhealth

(3) Peer-Counseling Hotline
http://www.umdhelpcenter.org/

During evenings and weekends, the student (4-HELP or 4-4357) is available.
(4) Faculty-Staff Warm Line
http://www.counseling.umd.edu/Services/fswarmline.htm

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.

(5) Helping Students Distress: A Faculty & Staff Guide for Assisting Students in Need
http://www.counseling.umd.edu/

(Click “Online Resources” & Select “Helping Students in Distress” Assistance for faculty in identifying and responding to students who may be having problems related to depression, test anxiety, future career plans and more.

Threatening Behavior from Students
Office of Student Conduct/ Classroom Disruption Advisory
http://osc.umd.edu/OSC/GeneralFacultyDisruption.aspx

“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.” https://www.studentaffairs.umd.edu/betateam/

11. OTHER HELPFUL SERVICES

Writing Center for Graduate Students
http://www.english.umd.edu/writing-center/twc-grad-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

University Counseling Center
http://www.counseling.umd.edu/

- Counseling/Psychotherapy
- Career Counseling
- Emergency Services
- Academic Services
Spring 2014
Appendix A
Internship Agreement

between
University of Maryland at College Park
and

Host School

Host School Address

Host City, State, and Zip Code

General Provisions

This agreement, dated _____________________, confirms the arrangements mutually agreed upon between _______________________________ and the University of Maryland at College Park, through representatives of the Department of Counseling, Higher Education, and Special Education of the College of Education.

Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences for graduate students in the school which are consistent with the goals and objectives of the curriculum of the School Counseling Program. The University has determined that student placements are consistent with the goals and objectives of the curriculum and will enhance the program of study. The purpose of this Agreement is to provide these learning experiences in the school for the specified number of graduate students who are enrolled during the academic year in EDCP 888G (Internship) at the University.

Term

A. Effective date for this Agreement shall be the date indicated above. It shall run continuously without necessity for renewal.
B. This Agreement may be terminated by either party upon written notice of at least ninety days, provided that such termination cannot occur during the middle of a regular semester and provided further that in the determination of the University, termination will not negatively affect students currently placed in the school.

Compliance with University and Agency Policies
Students working in schools will be subject to University’s Academic Honor Policy and the Student Disciplinary Code, copies of which will be provided to the school by the Internship Coordinator. If alleged violations occur, the school should notify the Internship Coordinator. Schools will require student participating in school activities to comply with its own operational policies and procedures. In the case of inconsistencies, however, University policies will supersede unless the Internship Coordinator and the school agree on alternate provisions. The school will provide copies of such policies and procedures to the Internship Coordinator and to students assigned to work in the school.

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<th>General Responsibilities of the Parties</th>
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**A. The University will have the following responsibilities:**

1. Notify students of appropriate placement activities for the internship
2. Approve placement site and learning objective
3. Award university credit to students, where appropriate, at the end of the placement.
4. Participate in planning and evaluation regarding learning activities.
5. Inform school of the University calendar and initiate discussions of students’ obligations to report to school whenever classes are not in session.
6. Provide a University supervisor to assist the student in completing the “Field Experience Prospectus.”
7. Conduct individual and group supervision.
8. Critique audio and videotapes of the student’s counseling experiences.
9. Consult with the site supervisor about the student’s progress.
10. Assure that all required field experience forms are submitted,
11. Assure that all internship requirements are completed.
12. Submit a grade for the student.
14. Provide school with evaluation forms and deadlines.
15. Confer with site supervisor if student experiences need to be changed or altered.

**B. Schools shall have the following general responsibilities:**

1. Provide opportunity for student observation and/or participation on school premises.
2. Provide a safe environment in compliance with all federal and state laws and inform University and student hazardous conditions and
3. Unusual circumstances that may create unsafe conditions.
4. Provide to Internship Coordinator and students written policies and operational procedures to which students are expected to adhere while they are in school setting.
5. Participate in planning or evaluation sessions with students and, where appropriate, with University faculty.
6. Identify for Internship Coordinator the school personnel primarily responsible for supervising learning activity in school.
7. Provide timely final evaluation of student performance in the manner specified by University.
8. Conduct exit interviews with students that will include discussion of school’s final evaluation.
9. Notify Internship Coordinator of unsatisfactory performance or misconduct of a student and provide documentation of any change to Internship Coordinator for handling under University policies regulation student behavior and/or academic conduct. If the notice of an incident involving a student suggests that a student may be an imminent danger to the safety or property of others, the school may dismiss the student with immediate notice to Internship Coordinator. An appropriate hearing will be held for the student as soon as practical.
10. Orient the student to the mission, goals, and objectives of the school, as well as to internal operating procedures.
11. Allow the student to obtain audio and videotapes for use in supervision of the student’s interactions with clientele.
12. Provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research.
13. Assist the student in completing the final “Internship Prospectus.”
14. Facilitate the student’s accomplishment of the prospectus,
15. Meet with the student weekly to discuss progress.
16. Participate in a midterm and final evaluation of the student.
17. Consult with the university supervisor about the student’s progress.
18. Provide adequate workspace, access to telephone, and necessary supplies and equipment for the students.
19. School retains the primary responsibility for the care of all clients to the extent provided by law, each party is responsible for the negligent and/or intentional acts of only its own employees.

C. The Student will have the following responsibilities:

1. Attend orientation sessions regarding the internship.
2. Adhere to the policies and operational procedures of the School.
3. Negotiate a set of learning objectives with the School and University and provide to each a written statement of objectives (Field Experience Prospectus).
4. Give prior notice of necessary absence to appropriate University and School personnel.
5. Participate in all individual and group meetings associated with the internship.
6. Provide personal transportation to and from the internship.
7. Complete a minimum of 600 clock hours of supervised experience (300 hours each of two semesters) including a minimum of 240 hours in direct service work and 360 hours in other activities compatible with a professional’s role for an internship.
8. Complete a “Field Experience Prospectus” by the first week of the semester.
9. Keep a log describing field experiences, the date of the experience, the amount of time spent at it and the student’s reactions to the experience.
10. Complete a “Field Experience Prospectus” form, a “Field Experience Site Evaluation” form, and a “Field Experience Supervisor Evaluation” form by the start of final examination week.
11. Attend individual and group supervisory meetings with the University supervisor.
12. Attend meetings with the site supervisor.
13. Arrange a schedule of field experience hours with a designated School staff member.
14. Comply with School and University supervision requirements.
15. Maintain professional standards of confidentiality of client and school information.
16. Maintain professional liability insurance.
17. Seek prior written approval for research of any kind to be performed.

### Nondiscrimination

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, and handicap. Reasonable accommodation for participation by disabled persons will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans Disabilities Act of 1990.

### University of Maryland at College Park Approval Section

In witness whereof, the parties have caused this Agreement to be signed by their respective administrative officers:

For and on behalf of The University of Maryland at College Park:

<table>
<thead>
<tr>
<th>Internship Coordinator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Counseling, Higher Education, and Special Education</td>
<td></td>
</tr>
</tbody>
</table>

### School Site Approval Section

For and on behalf of the Host School:

<table>
<thead>
<tr>
<th>Site Supervisor</th>
<th>Date</th>
</tr>
</thead>
</table>

### Proposed Internship Agreement

I have read the contractual agreement between the University of Maryland at College Park and agree to abide by the Student Responsibilities section.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>University Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix B  
Internship Prospectus  
EDCP888G Spring 2014  
University of Maryland at College Park  
School Counseling Program

Name: ________________________________________________________________________

Internship Starting Date: _________________________________________________________

Anticipated Ending Date: _________________________________________________________

Host School: ___________________________________________________________________

Site Supervisor: ________________________________________________________________

Site Supervisor Phone: _________________________________ Email: ___________________

Highest Degree: ___________________ Field of Study: _____________________________

The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your site supervisor and University supervisor. The prospectus should cover:

1. **Time**: indicate dates (months, years) and hours per week
2. **Site Supervisor**: indicate name, position, and a brief background of the school counselor involved in the supervision and the approximate weekly time to be devoted to supervision.
3. **Experience**: List the various duties you will perform. Indicate approximate time devoted to each. An intern should engage in all the activities performed by a full-time school counselor.
4. **Personal Objectives**: List at least three learning objectives that you would like to work on during the semester.

**Signatures**: The prospectus must be completed, signed by the student, site supervisor, and university supervisor. The prospectus should be submitted no later than Friday of the first week in which classes are held.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>University Supervisor Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix C

Advocacy Project

1. Advocacy Project Content

A. A Brief Description of the Assessment and its Use in the Program. The Advocacy Project requires school counseling interns to plan, implement, and evaluate a data-based intervention for addressing an educational challenge in their assigned school. Key questions might take the form of, for example, “How have students benefitted from my intervention on promoting access, equity and social justice in closing some aspect of the achievement gap and promoting student academic development?” Interns collect, analyze, and disaggregate school data to identify the challenge. Types of data include, for example, achievement, attendance, retention, behavior, school belonging, graduation rates, and college-going. They then develop a comprehensive intervention to address the identified challenge. The intervention must involve collaboration with key stakeholders (e.g., students, teachers, parents, administrators, and community resources). In addition, as part of the project the intervention must identify policies that contribute to the ongoing nature of the identified challenge. After implementation of the initiative, interns must assess the intervention and provide data to show its effectiveness in addressing the identified challenge.

B. Alignment with CACREP standards. See Alignment Template Below (see pp. 20-21).

C. Brief Analysis of Data Findings. Students must receive ratings of at least three (3) (“acceptable”) or better on the individual items and the overall scale (see Rubric, pp. 22-25).

D. Interpretation of How the Data provide evidence for meeting CACREP standards.

E. Assessment Tool Itself. Table below; include full-text form (see pp. 20-21).

F. Scoring Guide for the Assessment. Students must receive ratings of at least three (3) (“acceptable”) on each aspect of the project as well as the overall score for the complete project (see Rubric, pp. 22-25).

2. Advocacy Project Competencies
   (note: CACREP Standards in parentheses)

Knowledge

- Demonstrates an understanding of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (E1)
- Identifies community, environmental, and institutional opportunities that enhance-as well as barriers that impede – student academic, career and personal-social development (E2)
- Demonstrates understanding of the ways in which educational policies, programs, and practices can be developed and adapted to be culturally congruent with the needs of students and their families (E3)
• Demonstrates understanding of multicultural counseling issues as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement (E4)
• Demonstrates knowledge of current methods of using data to inform decision-making and accountability (I4)
• Demonstrates knowledge of strategies to promote, develop, and enhance effective teamwork within the school and larger community (M2)
• Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote student academic, career and personal-social development (M3)
• Demonstrates understanding of systems theory, models, and processes of consultation in school system settings (M4)
• Demonstrates knowledge of strategies and methods for working with parents/guardians, families and communities to help empower them to act on behalf of their children (M5)
• Demonstrates understanding of the role of school counselor as systemic change agent (O4)

Skills

• Advocates for the learning and academic experiences necessary to promote the academic, career, and personal-social development of students (F2)
• Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (F3)
• Identifies various forms of needs assessments for academic, career, and personal-social development (G3)
• Analyzes assessment information in a manner that produces valid inferences when evaluating students or the effectiveness of educational programs (H3)
• Assesses barriers that impede student academic, career, and personal-social development (H5)
• Applies relevant research findings to inform the practice of school counseling (J1)
• Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (J2)
• Analyzes and uses data to enhance school counseling programs (J3)
• Conducts programs designed to enhance student academic development (L1)
• Works with parents/guardians and families to act on behalf of their children to address problems that affect student success in schools (N1)
• Locates resources in the community that can be used in the school to improve student achievement (N2)
• Consults with teacher, staff, and community-based organizations to promote student academic, career and personal-social development (N3)
• Uses referral procedures with community helping agents to secure assistance for students and their families (N5)
• Plans and presents school-counseling-related educational programs for use with parents and teachers (P2)
### 3. Advocacy Project Alignment to CACREP School Counseling Standards

<table>
<thead>
<tr>
<th>Advocacy Project Components</th>
<th>Competencies Assessed</th>
<th>Alignment to CACREP School Counseling Standards</th>
</tr>
</thead>
</table>
| I. Data Analysis and Problem Identification | - Identifies various forms of needs assessments for academic, career, and personal-social development  
- Analyzes assessment information in a manner that produces valid inferences when evaluating students or the effectiveness of educational programs  
- Demonstrates knowledge of current methods of using data to inform decision-making and accountability  
- Analyzes and uses data to enhance school counseling programs | G.3, H.3, I.4, J.3 |
| II. Intervention Strategy | - Applies relevant research findings to inform the practice of school counseling  
- Conducts programs designed to enhance student academic development  
- Works with parents/guardians and families to act on behalf of their children to address problems that affect student success in schools  
- Locates resources in the community that can be used in the school to improve student achievement  
- Plans and presents school-counseling-related educational programs for use with parents and teachers | J.1, L.1, N.1, N.2, P.2 |
| III. Multicultural/Diversity Competency and Social Justice Advocacy | - Demonstrates an understanding of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning  
- Identifies community, environmental, and institutional opportunities that enhance-as well as barriers that impede – student academic, career and personal-social development  
- Demonstrates understanding of the ways in which educational policies, programs, and practices can be developed and adapted to be culturally congruent with the needs of students and their families | E.1, E.2, E.3, E.4, F.2, F.3 |
### IV. Ability to Team and Consult/Collaborate with Educational Stakeholders

- Demonstrates knowledge of strategies to promote, develop, and enhance effective teamwork within the school and larger community
- Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote student academic, career, and personal-social development
- Demonstrates understanding of systems theory, models, and processes of consultation in school system settings
- Demonstrates knowledge of strategies and methods for working with parents/guardians, families and communities to help empower them to act on behalf of their children
- Consults with teacher, staff, and community-based organizations to promote student academic, career and personal-social development
- Uses referral procedures with community helping agents to secure assistance for students and their families

| M.2, M.3, M.4, M.5, N.3, N.5 |

### V. Ability to Analyze and Promote Policies for Educational Success

- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
- Assesses barriers that impede student academic, career, and personal-social development
- Demonstrates understanding of the role of school counselor as systemic change agent

| F.3, H.5, O.4 |

### VI. Measurable Outcomes for the Intervention

- Develops measurable outcomes for school counseling programs, activities, interventions, and experiences

| J.2 |
3. Advocacy Project Scoring Rubrics

I. Data Analysis and Problem Identification (SC G.3, H.3, I.4, J.3)

- Analyzes assessment information in a manner that produces valid inferences when evaluating students or the effectiveness of educational programs
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Identifies various forms of needs assessments for academic, career, and personal-social development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Demonstrates knowledge of current methods of using data to inform decision-making and accountability
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Analyzes and uses data to enhance school counseling programs
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

II. Intervention Strategy (SC J.1, L.1, N.1, N.2, P.2)

- Applies relevant research findings to inform the practice of school counseling
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Conducts programs designed to enhance student academic development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Works with parents/guardians and families to act on behalf of their children to address problems that affect student success in schools
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional
• Locates resources in the community that can be used in the school to improve student achievement
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Plans and presents school-counseling-related educational programs for use with parents and teachers
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

III. Multicultural/Diversity Competency and Social Justice Advocacy (SC E.1-E.4, F.2, F.3)

• Demonstrates an understanding of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede – student academic, career and personal-social development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Demonstrates understanding of the ways in which educational policies, programs, and practices can be developed and adapted to be culturally congruent with the needs of students and their families
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Demonstrates understanding of multicultural counseling issues as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Advocates for the learning and academic experiences necessary to promote the academic, career, and personal-social development of students
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional
• Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

IV. Ability to Team and Consult/Collaborate with Educational Stakeholders (SC M.2, M.3, M.4, M.5, N.3, N.5)

• Demonstrates knowledge of strategies to promote, develop, and enhance effective teamwork within the school and larger community
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote student academic, career and personal-social development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Demonstrates understanding of systems theory, models, and processes of consultation in school system settings
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Demonstrates knowledge of strategies and methods for working with parents/guardians, families and communities to help empower them to act on behalf of their children
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Consults with teacher, staff, and community-based organizations to promote student academic, career and personal-social development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

• Uses referral procedures with community helping agents to secure assistance for students and their families
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional
V. Ability to Analyze and Promote Policies for Educational Success (SC F.3, H.5, O.4)

- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Assesses barriers that impede student academic, career, and personal-social development
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

- Demonstrates understanding of the role of school counselor as systemic change agent
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

VI. Measurable Outcomes for the Intervention (SC J.2)

- Develops measurable outcomes for school counseling programs, activities, interventions, and experiences
  1 = Inadequate and needs marked improvement to be acceptable in the training program
  2 = Acceptable and expected for student’s level
  3 = Exceptional and expected of a seasoned master’s level professional

Overall Advocacy Project Assessment

1 = Inadequate and needs marked improvement to be acceptable in the training program
2 = Acceptable and expected for student’s level
3 = Exceptional and expected of a seasoned master’s level professional