School Counseling Handbook

School Counseling Program
Department of Counseling, Higher Education, and Special Education
University of Maryland at College Park
<table>
<thead>
<tr>
<th>Welcome</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>3</td>
</tr>
<tr>
<td>Program Objectives</td>
<td>4</td>
</tr>
<tr>
<td>Program Faculty</td>
<td>6</td>
</tr>
<tr>
<td>Program Faculty Bios</td>
<td>7</td>
</tr>
<tr>
<td>Accreditation Information</td>
<td>9</td>
</tr>
<tr>
<td>M.Ed. Program Planning Guide</td>
<td>10</td>
</tr>
<tr>
<td>M.A. Program Planning Guide</td>
<td>11</td>
</tr>
<tr>
<td>Maryland State Counselor Certification Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Professional Associations</td>
<td>14</td>
</tr>
<tr>
<td>Department Policies</td>
<td>15</td>
</tr>
<tr>
<td>Evaluation of Students</td>
<td>21</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>24</td>
</tr>
<tr>
<td>National Counselor Exam (NCE)</td>
<td>27</td>
</tr>
<tr>
<td>Comprehensive Exit ePortfolio</td>
<td>28</td>
</tr>
<tr>
<td>ePortfolio Artifact Reflection and Documentation Form</td>
<td>29</td>
</tr>
<tr>
<td>ePortfolio Rubric</td>
<td>31</td>
</tr>
<tr>
<td>Seminar Paper</td>
<td>33</td>
</tr>
<tr>
<td>Basic University Graduation Requirements</td>
<td>34</td>
</tr>
</tbody>
</table>
Welcome

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

Mission

The University of Maryland prepares school counselors who will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students with particular emphasis on urban school settings. The program emphasizes access, equity and social justice in the delivery of counseling services in culturally diverse urban settings. The program aims to develop professional school counselors who are educational leaders and advocates for systemic change.
Program Objectives

Graduates of the program will:

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

• Demonstrate knowledge of the role and function of the professional counselor and how it relates to the mission of urban schools.

• Demonstrate comprehension of ethical and legal issues relative to school counseling in urban environments.

• Demonstrate expertise working individually and in group and classroom settings with culturally diverse students on educational, career, social, emotional, or personal issues that impact student achievement.

• Understand and demonstrate increased sensitivity and clinical skills that represent awareness of the diversity of race, gender, religion, ethnicity, socioeconomic status, ability status, nationality, and sexual orientation as relevant to professional school counselors working in contemporary urban environments.

• Understand and assess the influence of multiple factors that affect the personal, social, career, and academic functioning of students within a cultural context.

• Demonstrate the ability to conduct, evaluate, and design school counseling outcomes research including current models of program evaluation and methods of using data to inform decision-making and accountability.

• Understand the relationship of the school counseling program to the academic mission of the school.

• Understand principles, strategies, programs, and practices to close the achievement gap and promote student success within an urban school context.

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

• Demonstrate the ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse students.

• Demonstrate leadership ability and advocacy skills in schools and communities to remove barriers to student learning.
• Demonstrate skills in developing a data-driven counseling program to meet the unique needs of an urban school.
School Counseling/Counselor Education Program Faculty

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Dr. Richard Shin is an associate professor in the Department. His scholarly interests are primarily focused on the identification of academic resiliency factors among youth of color living in underresourced neighborhoods, improving counseling services for lesbian, gay, bisexual, transgender, and queer clients, and the integration of social justice principles in the fields of counseling and counseling psychology. Dr. Shin has served in various leadership roles in the counseling and psychology fields, including executive committee member of the Asian American Psychological Association, and editorial board member of Counselor Education and Supervision and the Journal of Multicultural Counseling and Development. Dr. Shin’s teaching, research and consulting are guided by a commitment to creating a more just and equitable society for devalued and marginalized groups.

Dr. Ellen Fabian is a certified counselor, certified rehabilitation counselor, and professor in the Counseling Psychology, School Psychology and Counselor Education Program. Dr. Fabian’s research background focuses on adolescents and adults with disabilities. Specifically, she has been awarded many federal grants to design and evaluate best practices for assisting these populations to maintain successful lives in the community. She has been in various leadership positions in the field, including President of the American Rehabilitation Counseling Association and the Maryland Rehabilitation Association, and associate editor of the flagship Journal of Counseling & Development. Dr. Fabian’s articles have been published in a number of journals, including Journal of Counseling & Development, Rehabilitation Psychology, Rehabilitation Counseling Bulletin, and Career Development for Exceptional Individuals. Her book chapters have dealt with conceptual and theoretical issues in career development, transitioning youth, psychology of working, transcultural counseling, and quality of life for persons with disabilities. Dr. Fabian has received awards for her disability advocacy from the UMD President’s Commission on Disability Issues, and awards for her research from the American Rehabilitation Counseling Association and the National Rehabilitation Counseling Association. She has travelled internationally consulting on and developing programs for youth with disabilities.

Dr. Courtland Lee has attained international recognition as an expert in the field of counseling. He is the author, editor, or co-editor of six books on multicultural counseling and two books on counseling and social justice. He is also the author of three books on counseling African American males. In addition, he has published numerous book chapters and articles on counseling across cultures. Dr. Lee is the President of the International Association for Counselling. He is also a past President of the Association for Multicultural Counseling and Development and a Fellow and Past President of the American Counseling Association. In addition, Dr. Lee is a past President of Chi Sigma Iota, the international counseling honor society. He is also a Fellow of the British Association for Counselling and Psychotherapy. Dr. Lee is the former editor of the Journal of Multicultural Counseling and Development and the Journal of African American Men. He currently serves on the editorial board of the International Journal for the Advancement of Counselling and has also served as a Senior Associate Editor of the Journal of Counseling and Development. Dr. Lee has held faculty positions as a counselor educator at the University of North Carolina at Chapel Hill and the University of Virginia. A former teacher and school counselor, Dr. Lee has served as an educational consultant both in the United States and abroad.
Dr. Julia Bryan writes extensively on the role of school counselors in school-family-community partnerships and on urban school counseling issues. She has developed a process model of school-family-community partnerships and has authored 12 peer-reviewed articles on school-family-community partnerships. Dr. Bryan also leads research teams in studying the impact of school counselors and school counseling programs on student academic outcomes and college decisions using large national longitudinal datasets (e.g., Educational Longitudinal Study 2002); she has published six articles using datasets. Dr. Bryan is a reviewer on the editorial board of the flagship counseling journal, Journal of Counseling and Development, and has served on the editorial board of the premier school counseling journal, Professional School Counseling. She co-edited a special issue of Professional School Counseling journal on Collaboration and Partnerships with Families and Communities. Dr. Bryan was a pioneer school counselor for 10 years at the Lodge School, a secondary school in Barbados.

Dr. Paul Gold is a licensed psychologist and a counselor educator whose primary areas of interest and funded research are team- and community-based rehabilitation approaches for helping persons with severe mental disorders, addictions, and work disabilities to regain capacities to enter the competitive labor market. Other interests include methodological innovations; research ethics; strategies that large organizations use to create and sustain cultures of innovation; and use of social and other media by young activists to foster social and political change in the Arab Awakening of 2011 to present.

Dr. Lucas is a licensed psychologist, an Assistant Director of the University of Maryland Counseling Center heading the Testing and Research Unit, and an Associate Professor in the Department. Dr. Lucas conducts research in the area of college student career development, adolescent identity development, and effectiveness of psychotherapy for college students. She has presented her research nationally and internationally, and published her work in counseling and psychology journals. She is active in Division 17 of the American Psychological Association, and is member of several editorial boards, including the Journal of Career Development and the Journal of College Student Development.
Accreditation Information

The School Counseling Master's Program has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1999. Currently, the program is conditionally accredited. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in career counseling, college counseling, community counseling, marital, couple, and family counseling/therapy, mental health counseling, school counseling, student affairs, doctoral degree programs, counselor education and supervision.

Program Description

Students in the School Counseling program have the option to earn either a Masters of Education (M.Ed) in School Counseling consisting of 52 credits or a Masters of Arts (M.A.) in School Counseling consisting of 64 credits. The M.A. option requires students to complete a master’s thesis and take additional courses to assist them in their research. The M.Ed. program typically takes two years full-time and the M.A. program typically takes three years full-time.
In order to register each semester, please go to www.umd.edu/registrar.

Name__________________________ Advisor________________________

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

**Year 1 - Fall Semester (13 Credits)**
- EDCP 610S – Introduction to School Counseling 3 Credits √
- EDCP 616 – Counseling I: Counseling Theories 3 Credits ___
- EDCP 618 – Counseling Lab 1 1 Credit ___
- EDCP 789X – Critical Issues in Lifespan Dev. 3 Credits ___
- EDSP 470* – Introduction to Special Education 3 Credits ___

*EDSP470 may alternately be taken in the summer prior to year 1, during a winter term, or during the summer between year 1 and 2. You may substitute another approved special education course for EDSP 470, e.g., EDSP 600.*

**Year 1 – Spring Semester (12 Credits)**
- EDCP 615 – Appraisal 3 Credits ___
- EDCP 619S – Practicum 3 Credits ___
- EDCP 870 – Professional Issues Seminar 3 Credits ___
- EDCP 612 – Multicultural Counseling 3 Credits ___

**Summer Session (6 Credits)**
- EDCP 635S – School Consultation I 3 Credits ___
- EDCP 611 – Career Development: Theory & Programs 3 Credits ___

**Year 2 – Fall Semester (12 Credits)**
- EDCP 651 – Group Counseling in the Schools 3 Credits ___
- EDCP 652 – Research in Counseling 3 Credits ___
- EDCP 665 – Family and Social Support Systems 3 Credits ___
- EDCP 888G – Counseling Internship 3 Credits ___

**Year 2 – Spring Semester (9 Credits)**
- EDCP 625 – Counseling the Chemically Dependent 3 Credits ___
- EDCP 789T – Program Planning 3 Credits ___
- EDCP 888G – Counseling Internship 3 Credits ___
The following courses are required for the M.A. program. They are listed sequentially by semester. You should consult with your academic advisor before you register for each semester. Some courses may not be offered in the semester shown below. Class schedule changes and additions before the beginning of each semester are common. Students are advised to remain flexible up to the first day of classes for each term.

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

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

*EDSP 470 may alternately be taken in the summer prior to year 1, during a winter term, or during the summer between year 1 and 2. You may substitute another approved special education course for EDSP 470, e.g., EDSP 600.*

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

- **EDCP 615 – Appraisal** 3 Credits ___
- **EDCP 619S – Practicum** 3 Credits ___
- **EDCP 612 – Multicultural Counseling** 3 Credits ___
- **EDCP 870 – Professional Issues in School Counseling** 3 Credits ___

### Summer Session (6 Credits)

- **EDCP 635S – School Consultation I** 3 Credits ___
- **EDCP 611 – Career Development: Theory & Programs** 3 Credits ___

### Year 2 – Fall Semester (15 Credits)

- **EDCP 651 – Group Counseling in the Schools** 3 Credits ___
- **EDCP 652 – Research in Counseling** 3 Credits ___
- **EDCP 665 – Family and Social Support Systems** 3 Credits ___
- **EDCP 888G – Counseling Internship** 3 Credits ___
- **EDMS 646 – Quantitative Methods II** 3 Credits ___
  
  Or

- **EDMS 647 – Introduction to Program Evaluation** 3 Credits ___

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

- **EDCP 625 – Counseling the Chemically Dependent** 3 Credits ___
- **EDCP 789T – Program Planning** 3 Credits ___
- **EDCP 888G – Counseling Internship** 3 Credits ___
- **EDCP 778 – Research Proposal Seminar** 3 Credits ___
**Summer Session/Year 3 (6 Credits)**

- EDCP 799 – Masters Thesis Research

6 Credits ___
Maryland State Counselor Certification Requirements

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

Orientation

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

Advisement

Once admitted into the school counseling program, students are assigned an academic advisor. Each student should contact her/his advisor soon after acceptance. Advisors will be happy to meet with incoming students and will have important information for them. Students should also meet with their advisors before scheduling courses for each semester. In addition, students are also encouraged to meet with their advisors during office hours or by appointment whenever they have questions or encounter issues concerning their academic program.

Student Assistantship Information

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

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

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

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

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

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

The School Counseling program strongly encourages students to become members of professional organizations and associations. To become a member of ASCA or ACA please look on the websites.
Department Policies

Endorsement Policy:

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

Sexual Relationships and Professional Conduct:

The CHSE faculty are concerned that students and faculty operate in an environment free from sexual harassment. As such, the CHSE Department expects faculty and students to be aware of and in compliance with the "Campus Policy and Procedures on Sexual Harassment" (http://www.president.umd.edu/policies/vi120a.html) Students who believe they are victims of sexual harassment are urged to bring the matter to the attention of the CHSE department.

Academic Integrity Code:

All graduate students are bound by the University's code of Academic Integrity as described in the Graduate School Catalog. All members of the University community (students, faculty, and staff) share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. All questions regarding academic integrity are handled by the University's Office of Judicial Affairs. For more information see the “University of Maryland Code of Academic Integrity” (http://www.president.umd.edu/policies/iii100a.html)

Students Needing Accommodations:

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

Transfer of Credit:

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

Please see the transfer of credit policy at http://www.gradschool.umd.edu/catalog/academic_record.htm#10

Waiver of Course:

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

UMD Academic Appeals Policy:

A. INFORMAL PROCEDURE

1. A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution.

2. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to attempt to solve the problem.

B. FORMAL APPEAL

A formal appeal is available only upon a showing that the informal process has been exhausted.

1. General Requirements

   a. An appeal must be made in writing, addressed to the Graduate Dean and contain:

      (i) the course title and number;
      (ii) the instructor's name,
      (iii)a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and providing all relevant supporting evidence.

   b. An appeal must be received in the Dean's Office within twenty (20) days of the first day of instruction of the next semester (excluding summer).

2. Procedures

   a. Each academic unit shall have a standing committee of two tenured professors and two graduate level students to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the Department Chairperson.

   b. Each written appeal is to be reviewed by the entire committee for a decision by the majority. The committee shall either dismiss the appeal, or move it forward.

   c. Grounds for dismissal are:

      (i) The student has submitted the same complaint to any other grievance procedure;
      (ii) The allegations, if true, would not constitute arbitrary and capricious grading;
      (iii)The appeal was not timely;
Handbook – Page 17

(iv) The informal process has not be exhausted.

d. If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.

e. If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.

f. If, based on the instructor's reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.

g. If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal; with neither party represented by an advocate. Witnesses may be asked to make statements to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.

h. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believe the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt. (i) The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting.

Dismissal from the Program:

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

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

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

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

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

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

5. **Poor performance in “non-academic” criteria or dispositions:** see evaluation of students below (p. 20) for further explanation of student performance on non-academic criteria.

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

**Grade Policy:**

According to University policy, each graduate student must maintain a GPA of at least **3.0** for all graduate courses taken since enrollment in the degree program. In general terms, a cumulative GPA of **less than 3.0** after the completion of nine credits will result in automatic probation by the Graduate School; a second, successive semester of such grades requires close consultation with one's advisor regarding a remedial plan; three consecutive semesters of such grades will result in academic termination.

As of Fall 2012, plus/minus grading is the University’s new official grading policy. Under the policy, quality points for each letter grade from A through D reflect plus and minus components of the grade. See the new grading policy at [http://www.testudo.umd.edu/plusminusimplementation.html](http://www.testudo.umd.edu/plusminusimplementation.html)

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<thead>
<tr>
<th>Grade</th>
<th>Plus/Minus Grade Policy</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
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<tr>
<td>A</td>
<td>4.0</td>
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<td>A-</td>
<td>3.7</td>
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<td>B+</td>
<td>3.3</td>
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<td>D+</td>
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<td>D</td>
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Note: The grades of D+, D, and D- receive no quality points in graduate courses.

Ethical Behavior:

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

- Striving to be people of character and integrity who practice and promote ethical practices in our individual lives and in our communities of practice.
- Respecting differences among people, and acknowledging the complexities within ourselves and others.
- Understanding one's power as it relates to developmentally appropriate leadership, accountability, counseling, consultation, use of data, and collaboration.
- Representing oneself authentically and ethically in all interactions with others in all locations of professional practice.
- Maintaining policies and practices that are implemented in a manner congruent with original intent.
- Using ethical research practices protecting the use of human subjects in assessment and research.
- Encouraging one another to develop ethical decision making skills through case studies, modeling, and ongoing dialogue.
- Challenging colleagues when practices become inconsistent with ethical principles.
- Modeling and promoting ethical practices as multi-dimensional in nature, including; following practice conduct rules, promoting good and celebratory behavior, and being faithful to social justice.
- Advancing one's practice skills and synthesizing current research literature while contributing to the good of our profession.
- Following professional standards for practice as set forth by national associations including American School Counselor Association (ASCA), and the American Counseling Association (ACA).

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

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

The Ethical Standards for School Counselors Preamble:

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

From www.schoolcounselor.org

Student Email:

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

Leave of Absence:

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

**Criteria:**
As is stated in our Admissions Criteria, both academic and what might be referred to as “non-academic” criteria (referred to as “dispositions” by NCATE) are used to evaluate the progress of students. Students are accustomed to being evaluated on academic criteria (e.g., clarity of thinking, understanding and remembering important material, writing ability, etc.) What we are referring to as the “non-academic” criteria or dispositions are the unique set of skills relevant to the profession of counseling. While we are calling them non-academic, we are not saying that they exist outside of your coursework. In fact, these skills are essential in order for you to be successful in key courses within your program of study.

All professions require above average skills in some area. For entrance into the counseling profession, students must be able to demonstrate above average interpersonal and intrapersonal skill. (Daniel Goleman refers to Emotional Intelligence; William Menninger used the term Emotional Maturity.) Whatever global term you prefer, the following are some of the skills that will be assessed by the faculty on a regular basis:

- Ability to be both positive and cooperative
- Ability to empathize with others
- Ability to be aware of one’s impact on others
- Ability to be flexible
- Ability to accept and use feedback
- Ability to motivate oneself
- Ability to learn from experience
- Ability to deal with frustration
- Ability to deal with conflict
- Ability to express feelings effectively and appropriately
- Ability to take responsibility for oneself
- Ability to demonstrate self-knowledge, self-acceptance, and emotional stability
- Ability to be culturally sensitive
- Ability to demonstrate professional ethical behavior at all times

In addition to the above, incoming students must realize that they will be challenged to grow personally as they move through the counseling training program. Ours is a profession that utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Though we plan that personal growth will occur throughout the program, courses such as Group Counseling, Multicultural Counseling, Prepracticum, and both Practicum and Internship are especially likely to stimulate personal reflection. Because of this, these are often referenced as particularly rewarding curricular experiences by students.

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1 Adapted from Syracuse University Department of Counseling and Human Services’ master’s handbook.
NCATE Dispositions:

NCATE requires that all persons seeking teacher certification (including those seeking certification in school counseling) demonstrate certain “dispositions.” There are five such dispositions. Note: While NCATE dispositions were developed with K-12 settings in mind, our Department views them as appropriate in spirit for all counseling master’s programs. Therefore, these are added as areas for assessment by the faculty.

Disposition 1: Understanding diversity in order to address social injustices and inequities related to race, class, gender, ethnicity, sexual orientation, language, religion, family, disability, and so on.

Disposition 2: Enacting the belief that all children can learn and commitment to ensuring their success. (Our program interprets this disposition within the counseling context, that is, the student’s posture toward children/clients that they are capable of development toward agreed upon goals that ensure their success.)

Disposition 3: Engaging in personal and professional behaviors that promote self-growth and student learning, including intellectual curiosity, enthusiasm, reflection, and responsible behavior.

Disposition 4: Developing interpersonal behaviors that promote and foster collaborations with students, peers, university and school staff, parents, and community members.

Disposition 5: Demonstrating ethical behavior suitable to the profession, including the university, schools, and the community.

Department Student Evaluation Process:

The School Counseling faculty meets after every semester (or as necessary) to evaluate the program progress of each matriculated student. Input is obtained from faculty (including clinical and adjunct faculty, as well as doctoral students who have worked with master’s students) concerning each student’s academic and clinical performance, along with the student’s demonstration of professionalism and ethical conduct. Each student’s progress is rated on a scale from 1 to 5:

1. No Concerns. Student is progressing in her/his program.

2. Minor Concerns. Potential issues will be monitored by faculty over the subsequent semester. The advisor may meet with the student to discuss faculty concerns, and the student’s progress will be reviewed during the next end of semester meeting.

3. Moderate Concerns. A Student Evaluation form will be completed and the student’s advisor, and other faculty as appropriate, will schedule an appointment with the student to discuss faculty concerns. Subsequent to meeting with their advisor, students will be asked to send an email to their advisor indicating their understanding of the concerns. The advisor will respond to the student’s email
confirming and/or clarifying the student’s response to ensure that the student clearly understood the faculty’s concerns. The student’s improvement (or lack of such) will be evaluated during the next end of semester meeting.

4. Major Concerns. Faculty will clearly identify problematic areas that need to be addressed by the student. The student will work with their advisor, and as appropriate other faculty members, to develop a remediation plan. The written remediation plan needs to be approved by the entire fulltime faculty and signed by the student. The remediation plan will include specific target behaviors that the student needs to address, specific activities in which the student will engage to address those behaviors, an evaluation plan, consequences for not completing the plan, and a timeline. The remediation plan will also indicate any course restrictions that the student may have during the remediation period. (For example the remediation plan may restrict the student from enrolling in specific classes such as practicum or internship.)

5. Program Suspension or Termination. If the faculty determines that the student has committed a serious ethical or professional violation, or the student is impaired, the student may be immediately suspended or terminated from the program. Faculty representatives will meet with the student to outline the issues. Faculty concerns along with the decision to suspend or terminate the student will be provided to the student in writing. In this situation the student retains their right to appeal the faculty decision using the standard procedures within the College of Education and University. The appeal process would be initiated by the student sending a letter to Chair of the CHSE Department and Associate Dean of Graduate Education in the College of Education outlining her/his reasons for disagreeing with the faculty decision and requesting to be reinstated.

Adapted from Syracuse University Department of Counseling and Human Services’ master’s handbook
Field Experiences

Community Volunteer Assignment

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

Below are some examples of places where students have previously volunteered or could potentially volunteer:

- America Reads*, America Counts (AR*AC is a partnership between the University of Maryland and Prince George's County Public Schools, is to provide a high quality mentoring program that enriches learning opportunities for both college and elementary school students)
- Educational Talent Search (targets youth in families in which neither parent graduated from college to increase their access to college; located in Turner Hall on campus)
- Turning the Page (a program in Washington DC through AmeriCorps; http://www.turningthepage.org)
- En Camino (off campus tutoring and mentoring program to Latino children through the Lutheran Student Association on Campus; http://www.terpconnect.umd.edu/~eplatz/EnCamino.html)
- Lakeland Stars (an academic enrichment program that serves 1st - 6th grade children from Paint Branch Elementary School through the College Park Scholars program on campus)
- Special Olympics (opportunities exist in various counties in MD)
- A Wider Circle (a nonprofit organization dedicated to helping children and adults lift themselves out of poverty. http://www.awidercircle.org)
- For the Love of Children (provides educational services beyond the classroom to help low-income students succeed from first grade through college and career. http://www.floc.org)
- SOME (So Others Might Eat) is an interfaith, community-based organization that exists to help the poor and homeless of DC
- Homeless Children Playtime Project (volunteers provide weekly activities, healthy snacks, and opportunities to play and learn for the children at emergency shelter and transitional housing sites in DC)
- Martha’s Table (helps 1100 people deal with the long-term effects of poverty through education, nutrition, & family support programs)
• Family Crisis Center of Prince George’s County (provides safe, emergency shelter and comprehensive wrap-around services, and crisis intervention to battered women and their children; http://familycrisiscenter-pgco.org/index.php?q=node/1)
• Greenbelt Cares (offers counseling and support services to families in need; http://www.greenbeltmd.gov/CARES/index.htm)
• Casa de Maryland (provides emergency clothing, food, immigration assistance, and English instruction to Latino immigrants; http://www.casademaryland.org/home)
• Spanish Catholic Center (offers medical and dental clinics, job training programs, English classes, a food pantry and case management services in four locations to immigrants from around the world; http://www.catholiccharitiesdc.org/page.aspx?pid=357)
• Pregnancy Aid Center, College Park, MD (provides culturally sensitive medical and mental health care to low-income and uninsured women, adolescents, and newborns; http://pregnancyaidcenter.org/about.shtml)

Pre-practicum (EDCP 618; 1 credit course)

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

Practicum Assignment (EDCP 619)

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

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

Internship Placement (EDCP 888G)

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

**Advocacy Project**

Each student is expected to complete an Advocacy Project in each internship experience (EDCP 888G). This is an opportunity to gather and analyze data in order to identify a school area of need, to identify and meet with stakeholders to address the need, and to develop and implement an action plan to address the need.
National Counselor Exam (NCE)

Students are required to take and pass the National Counselor Exam for Counselor and Certification (NCE®) in the Spring of their second year. The NCE is used for two purposes: national counselor certification and state counselor licensure. Satisfactory performance on the NCE is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC).

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge, which should be known by all counselors regardless of their individual professional specialties. The NCE aligns with the eight CACREP Common core curricular experiences: Professional Orientation & Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. The NCE is comprised of 200 multiple choice questions and is scheduled for a four-hour period.

NBCC will mail examination results to examinees within eight weeks of the date of the examination. NBCC's score report contains: (1) your number of correct responses for 13 domains on the NCE and your TOTAL SCORE, which is the sum of the correct responses; (2) the group mean and standard deviation for each domain and the total exam; (3) the minimum criterion (passing) score for that form of the NCE. If your TOTAL SCORE meets or exceeds the minimum criterion score, you have passed the NCE.

Further information on the NCE can be found at the following website: http://www.nbcc.org/NCE
Comprehensive Exit ePortfolio

School Counseling ePortfolio Description and Rubric

Introduction

The Comprehensive Exit ePortfolio represents a culmination of evidence documenting development and competencies in the CACREP Core Area Standards, CACREP School Counseling Standards, and relevant NCATE standards. Students provide such evidence through exhibits or artifacts (i.e., projects, papers, assignments, experiences, etc.). The ePortfolio should be a well-organized, attractive electronic presentation of professional materials. The ePortfolio is fast replacing the paper-bound résumé or curriculum vitae and is a hallmark of professionals who take advantage of the technological advances that allow them to present their accomplishments and skills in the most progressive and efficient medium available.

Successful completion of the assessment components of the portfolio process serves as benchmarks in students’ course of graduate study. The portfolio provides program faculty, university administration, and accrediting bodies with student information regarding program quality and learning processes. More importantly, the portfolio assists with the professional school counselor’s job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

School Counseling Competency e-Portfolio

A portfolio is defined as “a purposeful collection of student work that tells the story of the student’s efforts, progress or achievement in a given area” (Christy & Lima, 1998, p. 143). An electronic portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counseling student’s work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to your development.

The development of the professional school counselor portfolio begins when the graduate student enters the counseling program, and continues through his/her program of study. A session will be held with all graduate students during their first semester of coursework to review the process of portfolio preparation. And, at the end of the program of study (internship), students will have an opportunity to share their portfolios with their peers and faculty.

Throughout the program, your purpose is to learn about the school counseling profession, school counseling programs, counseling with children and adolescents, and yourself. This knowledge will help you identify your personal and professional goals. You will document this process of your path toward a greater understanding of yourself as a professional school counselor in the comprehensive exit portfolio. Creating a portfolio will also assist you in preparing for employment as a school counselor and for the expectations and requirements of the state of Maryland. All courses and clinical experiences completed during your program of study provide exceptional opportunities for you to document CACREP competencies.
E-Portfolio Design and Access through Livetext.com

Your e-portfolio will be created, updated and accessed using livetext.com. At the beginning of your first semester, you will be required to purchase livetext access either through the University bookstore or online (https://www.livetext.com/misk5/c1/activate). You will create an individual student account after you purchase the software. Your e-portfolio, as well as other School Counseling Masters Program critical student learning outcome artifacts, will be uploaded, stored, and available for access on livetext.

Structure of the ePortfolio

Your Comprehensive ePortfolio introduction should include: your resume, copy of insurance, any certification or licensure etc. In addition, specific assignments and artifacts consistent with the following CACREP School Counseling (SC) standards should be included:

- **Foundational content** – Artifacts demonstrating an understanding of the history of the profession of counseling, roles and functions of the school counselor, professional identity, and an understanding of the ethics of the profession.
- **Counseling prevention practice and intervention** – Artifacts demonstrating effective individual and group counseling interventions, working with families and coordination of programs, projects, and resources.
- **Advocacy and Diversity** - Artifacts demonstrating ability to effect social change and advocate for all students from diverse backgrounds, including, but not limited to, race, gender identity, ethnicity, disability, language, religion. Artifacts demonstrating skills to empower students and families to remove barriers to academic achievement and career success.
- **Assessment** – Artifacts demonstrating skills in assessing student needs.
- **Research and Evaluation** – Artifacts demonstrating an understanding of current research in the field and a demonstrated ability to conduct action research. Artifacts which demonstrate an understanding and use of outcome research in the field.
- **Academic Development** – Artifacts demonstrating an understanding of the relationship of school counseling programs to the academic mission of schools. Artifacts demonstrating an understanding of curriculum design, classroom management strategies, and differentiated instructional strategies.
- **Leadership** - Artifacts to demonstrate school counselor leadership roles - planning, organizing, coordinating, presenting, and delivering programs generating systemic changes
- **Collaboration and Consultation** – Artifacts demonstrating ability to locate resources and work with others to improve student achievement and success - learning about resources and cooperation with others to benefit student learning

You will identify artifacts from your coursework, practicum, and internship experiences that specifically relate to and document CACREP competencies for inclusion in the ePortfolio. Keep in mind that artifacts may reflect multiple competencies.
You are encouraged to refer to the attached Comprehensive ePortfolio Rubric as you compile your portfolio. Each artifact should be accompanied by a portfolio artifact reflection and documentation (see below).
Completed portfolios are due at the end of the following courses: practicum EDCP 619, the fall internship EDCP 888G, and the spring internship EDCP 888G. Your Comprehensive ePortfolio will be reviewed and evaluated by program faculty using the Comprehensive Portfolio Rubric (See p. 24-25).

**ePortfolio Artifact Reflection and Documentation**

Students should write a brief reflection on each artifact they include in the ePortfolio to indicate which CACREP core and school counseling standards the artifact meets and how. They should reflect on how the artifact impact their growth and development as a school counselor *(see below for format to be used in reflecting on and documenting each artifact)*.

<table>
<thead>
<tr>
<th>ePortfolio Artifact Reflection and Documentation Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Artifact:</strong></td>
</tr>
<tr>
<td><strong>Description of Artifact:</strong></td>
</tr>
<tr>
<td><strong>CACREP Core Area Standards documented:</strong></td>
</tr>
<tr>
<td><strong>CACREP School Counseling Standards documented:</strong></td>
</tr>
<tr>
<td><strong>How does this Artifact demonstrate competence in the standards and guidelines listed above?</strong></td>
</tr>
<tr>
<td><strong>Reflect on what you learned by participating or completing this Artifact. Include insights and awareness gained, knowledge and skills acquired, and areas for continued growth and development.</strong></td>
</tr>
</tbody>
</table>
# Comprehensive Exit ePortfolio Rubric

**Assessment Rating Scale**  
1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Evidence</th>
<th>Possible Courses</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Introduction** | • Resume  
• Copy of insurance  
• Professional membership  
• Any certification, licensure documents (if applicable) | | | |
| **Foundational Content A.1-6 (SC)** | • Ethical case study  
• School Counselor Role and Function Paper  
• Developmental Life Analysis Paper  
• Other representative examples of foundational content | • EDCP 656  
• EDCP 610  
• EDCP 789X | | |
| **Counseling, Prevention & Intervention C.1, 3, 5(SC)** | • Individual Case study theory/practice analysis  
• Task Group Proposal  
• Group Leadership Paper  
• Practicum and Internship Logs  
• Classroom Guidance Lesson Plans  
• Philosophy of counseling/Theory of Helping paper  
• Other representative examples of counseling prevention and intervention | • EDCP 616  
• EDCP 651  
• EDCP 615  
• EDCP 619S  
• EDCP 888G | | |
| **Advocacy & Diversity E.4, F.1 (SC)** | • Cultural Diversity Plan  
• Multicultural Competency Portfolio  
• Other representative examples of advocacy and diversity | • EDCP 612  
• EDCP 651 | | |
| **Assessment G.1-3, H.2** | • Appropriate signature assignment and other artifacts relevant to standards | • EDCP 611  
• EDCP 615  
• EDCP 625 | | |
| Research & Evaluation I.1, 2, & 5 | • Research Proposal  
  • Appropriate signature assignment and other artifacts relevant to standards | • EDCP 652 |   |
| Academic Development K.1-3, L.1 | • School Counselor Role and Function Paper  
  • Classroom guidance lesson and management plans  
  • Practicum & Internship Logs  
  • Other representative examples of programs that enhance academic development | • EDCP 610  
  • EDCP 619  
  • EDCP 789T  
  • EDCP 888G |   |
| Leadership O.1-2 | • Presentations at conferences and workshops  
  • Appropriate signature assignments and other artifacts relevant to standards | • EDCP 610  
  • EDCP 612  
  • EDCP 635  
  • EDCP 619  
  • EDCP 651  
  • EDCP 888G |   |
| Collaboration & Consultation M.1-5 & 7 | • Appropriate signature assignments and other artifacts relevant to standards | • EDCP 610  
  • EDCP 651  
  • EDCP 619  
  • EDCP 635  
  • EDCP 789T  
  • EDCP 888G |   |
Seminar Paper

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

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

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

*These requirements reflect the university’s basic requirements for graduation with a Master’s degree. The above listed requirements do not cover those specific to the school counseling program, which include the courses/experiences, listed on pages 7-9 and 18-26 of this handbook.