Masters Program in School Counseling Handbook

Department of Counseling, Higher Education, and Special Education
University of Maryland at College Park

Revised 09/15/2013
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Welcome

The faculty of the School Counseling Masters Program at the University of Maryland at College Park welcomes you. The 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. Program faculty and students will help you develop into a transformational professional school counselor.

Program Mission

The University of Maryland prepares professional school counselors with the professional knowledge, skills, and practices essential for promoting the academic, career, and personal/social development of all K-12 students. The program emphasizes access, equity, and social justice in the delivery of counseling services. The program aims to develop by professional school counselors who will become educational leaders and advocates for transforming culturally diverse urban schools.

Program Objectives

Graduates of the program will:

- 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.

- Know how the multiple roles and functions of professional school counselors relate to missions of urban schools.

- Appreciate ethical and legal challenges that school counselors commonly confront in urban schools within their local communities.

- Intervene with culturally diverse students in one-to-one meetings, and in group/classroom settings on educational, career, social, emotional, or personal factors affecting academic achievement and social integration.

- Develop clinical skills for competently addressing diversity among students in urban schools according to race, gender, religion, ethnicity, socioeconomic status, ability status, nationality, and sexual orientation.

- Assess influences of multiple factors affecting the personal, social, career, and academic functioning of students within urban cultural contexts.
• Conduct, evaluate, and design school counseling outcomes research using data-driven program evaluation models to inform school system decision-making and accountability.

• Understand how School Counseling graduate programs can enhance academic missions of urban schools.

• Apply principles, strategies, programs, and practices necessary for closing the achievement gap between students of privileged and disadvantaged backgrounds, and promoting student success in urban schools.

• Build collaborative partnerships with parents, agencies, and community stakeholders for promoting access, equity and social justice in urban schools.

• Consult with other professionals and administrators about how best to address developmental needs of culturally diverse students.

• Acquire leadership and advocacy skills for removing barriers to student learning in urban schools and within their local communities.

Program Faculty

Richard Q. Shin, Ph.D., Associate Professor, School Counseling Program Director and Director of Field Placement
Phone: 301.405.6509
Fax: 301.405.9995
Email: rqshin@umd.edu
Address: Room 3234 Benjamin Building
College Park, MD 20742

Ellen S. Fabian, Ph.D., Professor
Phone: 301.405.2872
Fax: 301.405.9995
Email: efabian@umd.edu
Address: Room 3214 Benjamin Building
College Park, MD 20742

Paul B. Gold, Ph.D., Assistant Professor
Phone: 301.405.8414
Fax: 301.405.9995
Email: pgold@umd.edu
Address: Room 3214 Benjamin Building
College Park, MD 20742
Jungnam Kim, Ph.D., Visiting Assistant Professor
   Phone:  301.405.0687
   Fax:    301.405.9995
   Email:  kjn08@umd.edu
   Address:  Room 3234 Benjamin Building
             College Park, MD 20742

Margaretha S. Lucas, Ph.D., Associate Professor
   Phone:  301.314.7660
   Email:  mlucas1@umd.edu
   Address:  Counseling Center, 1107 Shoemaker Building
             College Park, MD 20742

Richard Q. Shin, Ph.D., 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 under resourced 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.

Ellen S. Fabian, Ph.D., 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.
Paul B. Gold, Ph.D., 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.

Jungnam Kim, Ph.D., is a visiting assistant professor. Her primary research is centered on improving parents’ influence on students’ academic social and career development using a national educational longitudinal dataset. Other interests are intersectionality of race/ethnicity, language and income and school bonding. Dr. Kim was a teacher as well as adjunct school counselor for 10 years at elementary school settings in Korea.

Margaretha S. Lucas, Ph.D., 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.

Program of Study

Orientation: Prior to the first day of classes, students attend an orientation reviewing the School Counseling Program, assignments to academic advisors, and procedures for quickly assimilating into the program, departmental, and college communities of practice.

Academic Advisement: After admission to the School Counseling program, each student is assigned an academic advisor, whom he/she should contact as soon as possible. Each subsequent semester, students should also meet with their advisors before selecting and registering for courses, and meet on an as-needed basis for addressing other important matters as they arise.

M.Ed. and M.A. Options: Students in the School Counseling program may elect 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 additional courses on research in counseling, and a master’s thesis. The M.Ed. program typically takes two years full-time, and the M.A. program typically takes three years full-time.
**M.Ed. Option**

Typical Course Sequence  
(52 credit hours)

<table>
<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>EDCP 610S: Introduction to School Counseling (3)</td>
<td>EDCP 612: Multicultural Counseling (3)</td>
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<tr>
<td>EDCP 616: Counseling I: Counseling Theories (3)</td>
<td>EDCP 615: Appraisal (3)</td>
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<tr>
<td>EDCP 618: Counseling Lab 1 (1)</td>
<td>EDCP 619S: Practicum (3)</td>
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<tr>
<td>EDCP 789X: Lifespan Development (3)</td>
<td>EDCP 870: Professional Issues (3)</td>
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<tr>
<td>EDSP 470*: Introduction to Special Education (3)</td>
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<th><strong>Summer</strong></th>
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<tr>
<td>EDCP 611: Career Development: Theory/Programs (3)</td>
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<td>EDCP 635S: School Consultation I (3)</td>
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<th>Second Year</th>
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<tbody>
<tr>
<td>EDCP 651: Group Counseling in Schools (3)</td>
<td>EDCP 625: Counseling the Chemically Dependent (3)</td>
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<tr>
<td>EDCP 652: Research in Counseling (3)</td>
<td>EDCP 789T: Program Planning (3)</td>
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<tr>
<td>EDCP 665: Family &amp; Social Support Systems (3)</td>
<td>EDCP 888G: Counseling Internship (3)</td>
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<td>EDCP 888G: Counseling Internship (3)</td>
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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. Students may substitute another approved special education course for EDSP 470, e.g., EDSP 600.

**M.A. Option**

Typical Course Sequence  
(64 credit hours)

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<tr>
<td>EDCP 618: Counseling Lab 1 (1)</td>
<td>EDCP 619S: Practicum (3)</td>
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<td>EDCP 870: Professional Issues (3)</td>
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<td>EDSP 470*: Introduction to Special Education (3)</td>
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<td>EDCP 635S: School Consultation I (3)</td>
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<tr>
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<td>EDCP 625: Counseling the Chemically Dependent (3)</td>
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<tr>
<td>EDCP 652: Research in Counseling (3)</td>
<td>EDCP 778: Research Proposal Seminar (3)</td>
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<td>EDCP 665: Family &amp; Social Support Systems (3)</td>
<td>EDCP 789T: Program Planning (3)</td>
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<td>EDCP 888G: Counseling Internship (3)</td>
<td>EDCP 888G: Counseling Internship (3)</td>
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<tr>
<td>EDMS 646: Quantitative Methods II (3)</td>
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<td><strong>OR</strong></td>
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<tr>
<td>EDMS 647: Introduction to Program Evaluation (3)</td>
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<tr>
<td>EDCP 799: Masters Thesis Research (6)</td>
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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. Students may substitute another approved special education course for EDSP 470, e.g., EDSP 600.
Field Experiences

Community Volunteer Assignment (EDCP 610S)

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 maintain a reflective journal, and 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).

Pre-Practicum (EDCP 618)

This laboratory experience is designed to provide basic training in helping skills, to provide a foundation for further specialized training and placements in counseling. Most class meetings are be divided between discussion of the weekly topic and participation in experiential activities, such as role playing and small group exercises. The co-requisite of this course is EDCP 616 (Counseling II: Theory & Practice). Each student must have professional liability insurance. Insurance is automatically included with student membership with the American Counseling Association (ACA). To apply for membership, go to the American Counseling Association website (www.counseling.org). Proof of purchase will be required prior to the start of the semester in which the practicum experience will occur. Membership and insurance will need to be renewed yearly.

Practicum (EDCP 619S)

The 100-hour practicum experience (40 direct service hours) is designed to orient the student to the role and responsibilities of the professional school counselor, especially for developing individual counseling and group work skills. Before beginning the practicum experience, 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 practicum experience. Students will log their hours, which both university and practicum Site Supervisors will co-sign. Students will meet with supervisors; usually doctoral students, once per week to discuss the practicum experience.

Internship Placement (EDCP 888G)
This apprenticeship/internship is designed as the capstone training experience of the School Counseling Program. All counselor-trainees complete it after successful completion of the counseling practicum (EDCP 619S). The primary goal of the internship is to enable the counselor trainee to translate into practice the didactic knowledge and counseling skills acquired earlier in the program. Also, counselor interns are expected to develop an understanding of the workings of a school and its mission. In essence, the intern is expected to fulfill all of the responsibilities of a regularly employed school counselor.

**Internship Requirements:** At least 600 clock hours, begun after successful completion of the practicum.

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

**Seminar Paper**

All students in degree programs in the College of Education are required to write one scholarly paper. Seminar papers are to be prepared outside regular coursework or seminars taken in fulfillment of the 30 credit hour requirement. Seminar and/or research papers must be approved and signed by the professor directing the paper and the student’s advisor. School Counseling students complete the seminar paper as part of coursework requirements in EDCP 789T Program Planning.

**University Graduation Requirements**

http://www.gradschool.umd.edu/catalog/masters_degree_policies.htm#3

A minimum of thirty semester hours in courses acceptable for credit towards a graduate degree is required (some degree programs require more than 30 credits). For a master's degree with the thesis option, six of the 30 semester hours must be thesis research credits (799). For the master's degree with the non-thesis option, a minimum of 18 credit hours in courses numbered 600 and above is required, as well as one or more scholarly papers, some portion of which must
be written. In many cases, successful completion of comprehensive examinations is required by the program. The graduate program must include at least 12 hours of course work at the 600 level or higher; no fewer than 12 hours of course work credit must be earned in the major subject approved by the graduate program in which the student is enrolled.

Nearly all graduate programs in The College of Education offer the Master of Education (M.Ed.) degree with the following requirements:

- A minimum of 30 semester hours in course work.
- A minimum of 15 hours in courses numbered 600-800 with the remainder in courses numbered 400 or higher. Some graduate programs require courses outside the College of Education.
- A comprehensive written examination taken at the end of course work.
- EDMS 645 or a College approved substitute.
- One seminar paper as determined by the advisor.

Graduate Assistantships

Department of Counseling, Higher Education, and Special Education

The department offers a limited number of Graduate Assistantships each year. Graduate assistantships provide full or partial tuition support and stipends with the requirement that students work for the department either 10 hours a week (for partial assistantships) or 20 hours a week (for full assistantships). Graduate assistants may be given teaching, research, or administrative assignments. A large number of assistantships are also available throughout the campus, and many students regularly find assistantships in other departments and offices on campus. For any assistantship outside of CHSE, students must apply directly to the unit offering the assistantship, as one would for a regular job.

Office of Student Financial Aid (http://www.financialaid.umd.edu/)
Information on student loans and more. The phone number is 301-314-9000.

Graduate School Fellowships (http://www.gradschool.umd.edu/prospective_students/assistantships.html)
Graduate student fellowships, travel grants, taxes, health insurance and other finance-related topics.

Graduate Assistant Job Postings (https://ejobs.umd.edu/postings/search?utf8=%E2%9C%93&query=&query_v0_posted_at_date=&801=&1950=4&803=&804=&805=&806=&commit=Search)
Academic Policies

Academic Integrity Code:

All graduate students are bound by the University of Maryland’s code of Academic Integrity “University of Maryland Code of Academic Integrity” (http://www.president.umd.edu/policies/iii100a.html). All members of the University community (faculty, staff, and students) share responsibility and authority to challenge and make known acts of apparent academic dishonesty. The Office of Student Conduct handles all questions regarding academic integrity.

Transfer Credit (http://www.gradschool.umd.edu/catalog/academic_record.htm#7)

All graduate study credits offered as transfer credit must meet the following criteria:

- No more than six credit hours of graduate work may be transferred from another institution, unless the program has special approval by the Graduate Council. When changing programs within the University of Maryland, the student may request inclusion of credits earned at the University of Maryland. When moving from non-degree to degree-seeking status, Advanced Special Students may transfer up to twelve (12) graduate credits to the degree program, subject to the approval of the Graduate Program.
- The advisor and Graduate Director will need to certify that transfer courses are applicable to the student's program and, for non-University of Maryland courses, that the courses have been revalidated.
- Credit must have been granted by a regionally accredited U.S. institution or foreign university. If the latter, evaluation by the staff of the International Education Services and the Graduate School is required.
- The courses must be graduate level and have been taken for graduate credit at the original institution.
- The student must have earned a grade of "B-" or better in the course.
- The credit must not have been used to satisfy the requirements for any other degree.
- The student must furnish an official transcript to the Graduate School.
- Transfer work satisfies only the 400-level requirements for the master's degree and does not apply to the upper-level requirements.

The transfer course work must have been taken within seven years of the award of a University of Maryland master's degree for which the student is currently enrolled (all other course work must be taken within five years of the award of master's degree.)

A student seeking acceptance of transfer credit is advised to submit the necessary transcripts and certification of program approval to the Graduate School as promptly as possible for its review and decision. It should be noted that programs may impose more stringent
requirements and time limitations concerning the transfer of credits. In such cases the Graduate School must be notified accordingly. A form for Transfer or Inclusion of Credit is available online on the Graduate School’s webpage:

**Credits for Waivers**

Coursework, fieldwork or research requirements for which a student obtains a waiver do not appear on the student’s University of Maryland transcript. Although credits do not appear on the student’s transcript, waivers of courses reduce the total number of credits earned at Maryland; it is not necessary for students to “make up” these credits with substitute courses.

**Endorsement Policy:**

The School Counseling Program and its faculty urge graduate students to select professional practice positions matching their training and competencies. The program and faculty offer endorsements of students as professional school counselors accordingly.

**Students Needing Reasonable Workplace Accommodations:**

“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.”

**Leave of Absence for Childbearing, Adoption, Illness or Dependent Care:**

http://www.gradschool.umd.edu/catalog/registration_policies.html

All students may apply to the Graduate School for a Leave of Absence for Graduate Students for Childbearing, Adoption, Illness and Dependent Care under appropriate. Graduate students who are new parents may postpone academic requirements for up to six weeks under the Graduate School’s Graduate Student Parental Accommodation Policy.

In recognition of the effects that childbirth, adoption, illness, and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence of up to two semesters during which time they do not intend to make academic progress toward the completion of their degree. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy. For the Graduate Student
Parental Accommodation Policy, which enables students to maintain full-time enrollment status rather than take a leave of absence, see the Parental Accommodation Policy

Due Process and Grievance Procedures

Decisions regarding the student’s academic program (e.g., waivers based on previous graduate work), assessment of the student’s progress and performance, and the student’s status in the program are made at several levels, specifically: the advisor, the program director, the program faculty (sitting in executive session of the Program Committee), the Department, the College, and the Graduate School. Unless a decision requires a waiver of policy above the level of the Program, decisions end at the Program faculty level. However, decisions may always be appealed to a higher level by requesting a review by the Department, College or Graduate School. Decisions by the Graduate School are final. Although the Graduate School does not have a generic procedure for appeals, several specific Graduate School policies and procedures are applicable to this issue. Please see below.

Graduate School Policy on Arbitrary and Capricious Grading and Grading of Qualifying Exams (www.gradschool.umd.edu/catalog/other_academic_policies.htm#3)

Graduate School Policy on Grievance Procedures for Graduate Assistants (www.gradschool.umd.edu/catalog/assistantship_policies.htm#8)

Graduate School academic policies (www.gradschool.umd.edu/catalog/academic_policies.htm)

Probation and Dismissal (www.gradschool.umd.edu/catalog/academic_record.htm#12)

University of Maryland Policies and Procedures on Sexual Harassment (www.ohrp.umd.edu/compliance/shpp.html)

University of Maryland Human Relations Code (www.ohrp.umd.edu/compliance/hrc/intro.html)

Graduate School Ombuds Office: The Graduate School maintains an Ombuds Office, which seeks to ensure that the graduate student voice is heard and that problems receive impartial attention. The Ombuds Office is available to all graduate students with questions or concerns related to their graduate experience. The Ombuds Office provides confidential, informal, and independent assistance to resolve conflicts, and promotes fair and equitable treatment within the University. The office can be reached at 2103 Lee Building, 301-405-3132, or on the web at: www.gradschool.umd.edu/ombuds.

Dismissal from the Program:
The dismissal of a student from the Department of Counseling, Higher Education, and Special Education 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 Department of Counseling, Higher Education, and Special Education.

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**: A student whose cumulative grade point average falls below 3.0 will be placed on academic probation by the Graduate School. When a student is placed on probation, the Graduate School will notify both the student and the Graduate Director of the student's program. Permission of the academic advisor and the Graduate Director will be required for a student on probation to register for courses. Probation will be lifted when the student achieves a cumulative GPA of 3.0. (http://www.gradschool.umd.edu/catalog/academic_record.htm#7)

A student whose cumulative grade point average falls below 3.0 will not be placed on probation until s/he completes 12 credits or two semesters, whichever comes first. A student on probation who has completed fewer than 15 credits must raise the GPA to 3.0 or above by the end of the semester in which the student completes 15 credit hours or be dismissed from the Graduate School. A student who has completed 16 or more hours of course work and whose cumulative GPA falls below 3.0 will be placed on probation and will have one semester in which to raise his or her GPA to a 3.0 or be dismissed from the Graduate School. (http://www.gradschool.umd.edu/catalog/academic_record.htm#7)

2. **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).

3. **Unethical clinical practices, unprofessional conduct, and/or behaviors that obstruct the training process**: Students must adhere to ASCA and ACA professional and ethical standards. Serious ethical breaches and unprofessional conduct - especially behaviors that impede the training process or that threaten client welfare - may constitute grounds for dismissal.
4. **Poor performance in “non-academic” criteria or dispositions**: see “Evaluation of Students” below (pp. 16-19) 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 above. Where this is the case, students will be informed of such standards via written program materials.

**Professional Conduct**

**Sexual Harassment:**

All personnel of the Department of Counseling, Higher Education, and Special Education foster an organizational climate and culture free from sexual harassment. The Department expects faculty, staff, and students to mindfully and fully comply with the University of Maryland’s “Sexual Misconduct Policy” [VI-1.20(A)] (http://www.president.umd.edu/policies/vi120a.html). Students who believe they are victims of sexual harassment, sexual assault, intimate partner violence/abuse, sexual exploitation and sexual intimidation are strongly urged to report such abuse to the Department of Counseling, Higher Education and Special Education.

**ASCA Ethical Standards for School Counselors Preamble:**

“The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. 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.” (Ethical Standards for School Counselors; Adopted 1984; revised 1992, 1998, 2004 and 2010. http://www.schoolcounselor.org/files/EthicalStandards2010.pdf)

**Evaluation of Students**

**Summary: Graduate Outcomes Assessment Plan**

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1 Adapted from Syracuse University Department of Counseling and Human Services’ master’s handbook (2013).
The Graduate Outcomes Assessment Plan for the School Counseling Masters’ Program includes eight separate assessments conducted at various points over the two-year span of the program. The various assessments include: faculty review of Student Dispositions (1); faculty review of Foundational Competencies (2); competency ratings by field-based supervisors (Practicum and Internship Supervisor Evaluations) (3, 7); end-of-program review of a Comprehensive Exit Portfolio (4); assessments of project-based learning (Advocacy Project, Program Planning Manual) (5, 6); and student performance on a standardized, national exam (National Counselor Exam) (8). Each assessment, other than the national exam, is either a performance rating scale (practicum and internship supervisor scales) or uses scoring rubrics for evaluation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type/Form</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Dispositional Reviews</td>
<td>Faculty review of student professional/personal dispositions</td>
<td>• Annually</td>
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<tr>
<td></td>
<td></td>
<td>• End of each semester</td>
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<tr>
<td>2. Foundational Competence</td>
<td>College of Education standardized assessment</td>
<td>• Annually</td>
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<tr>
<td></td>
<td></td>
<td>• End of each year</td>
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<tr>
<td>3. Practicum Supervisor Evaluations</td>
<td>Performance-based assessments</td>
<td>• Year 1: end of 2nd semester</td>
</tr>
<tr>
<td>4. Comprehensive Exit Portfolio</td>
<td>Assessment of foundational knowledge of school counselor roles &amp; functions</td>
<td>• Ongoing assessment</td>
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<td></td>
<td></td>
<td>• Final assessment: Year 2: 2nd semester</td>
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<tr>
<td>5. Advocacy Project</td>
<td>Cluster of key assessments - identifying, evaluating, planning &amp; implementing social justice policies &amp; practices in the schools</td>
<td>• Year 2: end of 1st &amp; 2nd semesters</td>
</tr>
<tr>
<td>6. Program Planning Manual</td>
<td>Cluster of key assessments - planning, implementing &amp; evaluating school-based counseling programs</td>
<td>• Year 2: end of 2nd semester</td>
</tr>
<tr>
<td>7. Internship Supervisor Evaluations</td>
<td>Performance-based assessments</td>
<td>• Year 2: end of 2nd semester</td>
</tr>
<tr>
<td>8. National Counselor Exam (NCE)</td>
<td>National standardized exam of 8 core CACREP domains</td>
<td>• Year 2: end of 2nd semester</td>
</tr>
</tbody>
</table>

1. Student Dispositional Reviews:

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 students to be successful in key courses within the 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 students prefer, the following are some of the skills that will be assessed by the faculty on a regular basis: Abilities to:

- Act both positive and cooperative
- Empathize with others
- Ensure awareness of one’s impact on others
- Manifest flexibility
- Accept and use feedback
- Motivate oneself
- Learn from experience
- Deal with frustration
- Deal with conflict
- Express feelings effectively and appropriately
- Take responsibility for oneself
- Demonstrate self-knowledge, self-acceptance, and emotional stability
- Seek cultural sensitivity
- 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, Pre-practicum, 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.

**NCATE Dispositions:** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.


**NCATE requires that all persons seeking teacher certification (including those seeking certification in School Counseling) demonstrate certain “dispositions.” There are five such**

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2 Adapted from Syracuse University Department of Counseling and Human Services’ master’s handbook http://soe.syr.edu/media/documents/2009/11/Handbook_MS_09_10.pdf
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.

2. Foundational Competence:

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 Department of Counseling, Higher Education, and Special Education 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.

3. **Practicum Supervisor Evaluations:** both university and practicum site supervisors will complete structured performance-based evaluations for each student.

4. **Comprehensive Exit ePortfolio**

**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.

**Definition**

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 students identify your personal and professional goals. Students 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 students 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 students to document CACREP competencies.

**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, students will be required to purchase livetext access either through the University bookstore or online (https://www.livetext.com/misk5/c1/activate). Students will create an individual student account after purchase of 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**
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

Students 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.

Students are encouraged to refer to the attached Comprehensive ePortfolio Rubric as students 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 pp. 22).

**Artifact Reflection and Documentation**
Students should write a brief reflection on each artifact they include in the ePortfolio to indicate which 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).

1. Title of Artifact:
2. Description of Artifact:
3. Core Area Standards documented:
4. School Counseling Standards documented:
5. How does this Artifact demonstrate competence in the standards and guidelines listed above?
6. 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.

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 610
• EDCP 656
• 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 | • EDCP 615
• EDCP 616
• EDCP 619S
• EDCP 651
• EDCP 888G |        |          |
5. **Advocacy Project**: To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, students will design, implement, and evaluate an advocacy project focused on a social justice issue at students’ internship sites.


7. **Internship Supervisor Evaluations**:

8. **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. (http://www.nbcc.org/NCE)

The NCE is used for two purposes: national counselor certification and state counselor licensure. 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. 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). (http://www.nbcc.org/Professional)

Professional Associations

Chi-Sigma Iota (CSI): CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. CSI’s mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The CSI membership application is located at www.csi-net.org. The CSI’s Alpha Delta Chapter at the University of Maryland, College Park accepts new members each year.

American School Counselor Association (ASCA): ASCA supports School Counselors' efforts to foster students’ academic, personal/social and career development essential for enhancing academic achievement and taking on valued adult roles in their communities. ASCA provides leadership training, publications, continuing education opportunities, and advocacy services to more than 18,000 professional school counselors internationally. www.schoolcounselor.org

American Counseling Association (ACA): Founded in 1952, the American Counseling Association is dedicated to the growth and enhancement of the counseling professions. ACA is the world’s largest association representing professional counselors in various practice settings, providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members. ACA has been instrumental in setting professional and ethical standards for the counseling professions. The association contributes substantively to updating and revising accreditation, licensure, and national certification policies, represents professional counselors’ interests before the US Congress and US federal executive agencies, and promotes recognition of professional counselors to the public and in the media. www.counseling.org

The School Counseling program strongly encourages students to become members of professional organizations and associations.
State of Maryland Counselor Certification Requirements

Code of Maryland Regulations (COMAR) 13A.12.03.02
http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.03.02.htm

**The requirements for certification as a School Counselor are:**

**A. Option I.** The applicant shall have:

1. A master's degree in school counseling or school guidance and counseling from an IHE;
2. A National Board of Certified Counselors (NBCC) certificate; and
3. Two years of satisfactory performance as a teacher or school counselor in a school setting.

**B. Option II.** The applicant shall have:

1. A master's degree in school counseling or school guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and
2. 2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

**C. Option III.** The applicant shall have a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**D. Option IV.** The applicant shall have:

1. A master's degree in school counseling or school guidance and counseling from an approved program under the Interstate Contract agreement for support services; and
2. 2 years of satisfactory performance as a teacher or school counselor.

**E. Option V.** The applicant shall:

1. Have a master’s degree from an IHE; and
   Present a valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.