



UNIVERSITY OF
MARYLAND

Department of Counseling,
Higher Education,
& Special Education

School Counseling
Program Handbook

Welcome

The faculty of the School Counseling Master's Program at the University of Maryland, College Park welcomes you. The School Counseling Program is housed in the Department of Counseling, Higher Education, and Special Education (CHSE) in

the College of Education. You represent the future of the school counseling profession and possess the characteristics necessary to succeed in the field of school counseling.

Program Mission

The School Counseling Program prepares professional school counselors who will be leaders, advocates, and systemic change agents in K-12 urban educational settings. The program emphasizes increasing graduates' awareness, knowledge, and skills to work with economically, socially, and culturally diverse urban student populations. The program focuses on access, equity and social justice in the delivery of counseling services to promote the academic, career, and personal-social development of ALL students in culturally diverse urban settings. The program's mission is to develop professional school counselors with the competencies to work both individually and systemically and who are committed to closing the opportunity gap in urban schools.

Program Objectives

Graduates of the school counseling program will:

- Promote academic, college and career, and personal/social growth in students using the [ASCA National Model](#) as a framework for success.
- Develop clinical skills to address and support the needs of students accounting for the influence of various intersectional identities.
- Demonstrate awareness of the [ASCA Code of Ethics](#) guiding the practice of school counseling; consistently apply and adhere to ethical and legal standards in practice.
- Effectively intervene with students individually and at multiple systemic levels to address academic and career, social, emotional, and personal factors affecting their opportunities and achievements.
- Use data-driven program evaluation models to identify needs and conduct, design, and evaluate school counseling outcomes that inform school system decision-making and accountability.
- Build strong partnerships through collaboration and consultation with families, agencies, and community and school stakeholders to promote access, equity, and social justice in urban schools.
- Acquire leadership and advocacy skills to remove barriers to student success and promote positive change within urban schools and communities.

Program Faculty

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Program Faculty Bios

Paul B. Gold, Ph.D. is an Associate professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. He received his B.A. and M.A. in geology from Wesleyan University and the University of Texas at Austin, respectively, and a Ph.D. degree in counseling psychology from the University of Missouri-Columbia. From 1994 to 2006, Paul conducted research for the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina, and provided clinical services for the affiliated Department of Veterans Affairs Medical Center in Charleston, SC. In 2008, he joined the University of Maryland at College Park. He has been Principal or Co-Principal investigator of nine federally funded research grants and has published over 75 articles in referred journals. Dr. Gold's research interests are treatment and rehabilitation of mental disorders and addiction; career development for adolescents with disabilities transitioning from school to work; ethics in research and practice; American racism viewed through white racial frames; and research methods. He is a licensed psychologist.

Ileana Gonzalez, Ph.D. is an Assistant Clinical Professor in the Department of Counseling, Higher Education and Special Education (CHSE). Prior to her appointment at the University of Maryland, she held a faculty position at Johns Hopkins University for over a decade. Prior to her career in higher education, she gained extensive experience in the field of K-12 education as a teacher and school counselor working with Caribbean populations in South Florida. She earned her Ph.D. in Counselor Education from the University of Maryland, College Park in 2013. Her identity as a first-generation college student and daughter of refugees informs her beliefs in equity and access to a quality education for all students, particularly those from marginalized populations. She has published and presented nationally on social justice action in schools and in higher education settings and on multicultural competence and antiracist training for counselors. Her research interests include multicultural and antiracist counselor education, cultural competence in counseling and social justice action in urban school settings. She is an active member of the American Counseling Association, Association of Counselor Education and Supervision, Counselors for Social Justice and the Association of Multicultural Counseling Development.

Jessica Diaz McKechnie, Ph.D., is the Director of Field Experiences, for the School Counseling M.Ed. Program, and an Associate Clinical Professor in the Department of Counseling, Higher Education, and Special Education. Dr. McKechnie is also the director of the Supporting Immigrant Students for Professional School Counselors. Dr. McKechnie has degrees in Psychology, Vocational Rehabilitation Counseling and Counselor Education from the University of Maryland. She worked at the National Rehabilitation Hospital in Washington DC as a Certified Rehabilitation Counselor specializing in outpatient assessments with youth transitioning from school to postsecondary or work options while completing her Ph.D. She also spent two years as the Director of High School Support for KIPP Through College in Washington, DC supporting a group of school counselors and students throughout MD, DC, and VA areas. Dr. McKechnie has co-authored

several book chapters and presented at national conferences on the subject of multicultural counseling. Her other interests include disability culture and field experience development over the course of the program.

Ms. Jorinna Tran, M.Ed., LCPC, NCC, is a lecturer in the School Counseling M.Ed. Program. Jorinna received her B.S. in Elementary Education and her M. Ed. in School Counseling from the University of Maryland, College Park. Jorinna has served as a course instructor and supervisor in her time in the school counseling program. In addition to teaching courses in the school counseling program, Jorinna is a practicing school counselor in the state of Maryland. Jorinna is a licensed clinical professional counselor and has a background in private practice working with children, teens and families. She is also a board approved supervisor for counselors seeking licensing certification. Jorinna's extensive experience in the school setting and working with students and families has prepared her to guide aspiring school counselors in their coursework to learn and implement data driven school counseling programs that support all students and families.

Natasha Wyatt, Ph.D., is an Associate Clinical Professor in the Department of Counseling Psychology, School Psychology, and Counselor Education. Dr. Wyatt teaches in the School Counseling Program, serves as a technical assistant for the Center on Transition and Career Innovation, and is a Board Certified Counselor. Previously, Dr. Wyatt served as a Student Services Executive Officer, School Counselor, and Founder/CEO of a non-profit organization. She is a published author whose research has focused on examining acculturation processes and the psychosocial factors that influence minority student academic achievement. Dr. Wyatt has served on the Editorial Board of the Journal of Counseling and Development and the National Membership Committee for the Association of Counselor Education and Supervision. In addition, she has been awarded and led Federal grant projects focused on expanding school counseling services and promoting college readiness among minority populations. Her career has been dedicated to championing educational access, equity, and justice with the goal of all individuals being able to fulfill their life's purpose.

Adjunct & Affiliate Faculty

Name	Contact	Course Specialization
Catie Greene, PhD	catiegreenelpc@gmail.com	EDCP 651: Group Counseling in Schools EDCP 620: Psychology and Diagnosis
Marja Humphrey, PhD	mhumphrey@bowiestate.edu	EDCP 611: Career Development Theory and Programs
Sylvia Huntley, PhD	shuntley@umd.edu	EDCP 625: Overview of Alcohol and Drug Counseling
Dawn Martin, PhD	djmartin@umd.edu	EDSP 601: Special Education for School Counselors
Aishwarya Nambiar, PhD	dranambiar23@gmail.com	EDCP 870: Professional Issues Seminar: Ethics

Program of Study

Orientation: Prior to the first day of classes, students attend an orientation reviewing the School Counseling Program policies, assignments to academic advisors, and procedures for 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 they should contact as soon as possible. Each subsequent semester, students 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.

Course Sequence: Students in the School Counseling Master of Education (M.Ed.) program complete 60 credits. The M.Ed. program is a seven-semester program that is outlined below.

School Counseling
Master of Education
Course Sequence
(60 credit hours total)

Year	1	2
Fall	<p>Semester 1</p> <p>EDCP 610: Professional Orientation (3)</p> <p>EDCP 616: Counseling I: Counseling Theories (3)</p> <p>EDCP 614: Counseling Skills: Introduction to Practicum (3) LAB*</p> <p>EDCP 622: Human Development in the Counseling Context (3)</p>	<p>Semester 5</p> <p>EDCP 615: Appraisal (3)</p> <p>EDCP 635: School Counselor Leadership: Collaboration and Consultation (3)</p> <p>EDCP 879: Internship in School Counseling (4) LAB*</p>
Winter	<p>Semester 2</p> <p>EDCP 665: Family & Social Support Systems (3)</p> <p>EDSP 601: Special Education for School Counselors (3)</p>	<p>Semester 6</p> <p>EDCP 620: Psychology and Diagnosis (3)</p>
Spring	<p>Semester 3</p> <p>EDCP 612: Social and Cultural Theory (3) LAB</p> <p>EDCP 621: Practicum in School Counseling (3) LAB*</p> <p>EDCP 651: Group Counseling in Schools (3)</p> <p>EDCP 870: Professional Issues Seminar: Ethics (3)</p>	<p>Semester 7</p> <p>EDCP 625: Overview of Alcohol and Drug Counseling (3)</p> <p>EDCP 797: Capstone Course: Program Planning (3)</p> <p>EDCP 879: Internship in School Counseling (5) LAB*</p>
Summer	<p>Semester 4</p> <p>EDCP 611: Career Development Theory and Programs (3)</p> <p>EDCP 652: Research in Counseling (3)</p>	

Please note that LAB courses require group supervision meetings outside of classroom time.

*Indicates a field experience course

Field Experience Courses

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 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 I: Counseling Theories). Each student must have professional liability insurance. Insurance is automatically included with student membership to the [American Counseling Association \(ACA\)](#) or the [American School Counselor Association \(ASCA\)](#). Membership and insurance will need to be renewed yearly.

Practicum (EDCP 621)

The 100-hour practicum experience (40 direct/60 indirect 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 and level preference 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 on site and in class once per week to discuss the practicum experience. Proof of insurance will be required prior to the start of the semester in which the practicum experience will occur.

Internship (EDCP 879)

This internship experience is designed as the capstone training experience of the School Counseling Program. All counselor-trainees complete this course after successful completion of the practicum course (EDCP 621). 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. Counselor interns are expected to develop an understanding of the workings of a school and its mission.

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 and classroom lessons.
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.

Assessment Matrix

The Graduate Outcomes Assessment Plan for the School Counseling Master's Program includes six separate assessments conducted at various points over the two-year span of the program. The various assessments include: (1) student performance on a comprehensive program exam; (2) assessment of ability to design, implement and evaluate a comprehensive School Counseling Master's Program (Capstone Project); (3) assessment of candidate ability to design and evaluate a comprehensive school-based equity project (Advocacy Project); (4) assessment of candidate ability to perform fundamental skills associated with professional school counseling in a field-based setting (Practicum Evaluation); (5) assessment of candidate ability to perform fundamental and advanced skills associated with professional school counseling (Internship Evaluation); (6) faculty review of candidates' personal/professional dispositions (Dispositional and Foundational Competencies Review). Each assessment is rated using either a performance rating scale (practicum and internship supervisor scales) or uses scoring rubrics for evaluation.

Domain of Assessment	Name of Assessment	Form of Assessment	Timing of Assessment Administration
Licensure assessment, or other content-based assessment	1.Comprehensive School Counselor Program Exam	National standardized exam of 8 core School Counseling domains	Year 2 End of 5th semester
Assessment of candidate ability to design, implement and evaluate a comprehensive School Counseling Master's Program consistent with National ASCA Model	2.Capstone Project	Summative assessment that includes the planning, implementation, & evaluation of a systemic, data driven, and developmental urban school counseling program	Year 2 End of 7th semester in EDCP 797
Assessment of candidate ability to design and evaluate a comprehensive school-based equity project consistent with the national ASCA model	3.Advocacy Project	Summative assessments including identifying, evaluating, planning & implementing social justice policies & practices in the schools	Year 2 End of 5th semester in EDCP 879
Assessment of candidate ability to perform fundamental skills associated with professional school counseling in a field-based setting	4.Practicum Evaluation: Site Supervisor	Performance-based assessment	Year 1 End of 3rd semester in EDCP 621
Assessment of candidate ability to perform fundamental and advanced skills associated with professional school counseling in a field-based setting	5.Internship Evaluation: Site supervisor	Performance-based assessments	Year 2 End of 5th & 7th semesters in EDCP 879
Additional assessment that addresses AAQEP and ASCA Professional School Counselor professional standards	6. Dispositions & Foundational Competencies	Faculty review of student professional/personal dispositions	Year 1 & Year 2 End of 2nd, 5th and 7th semester

1. **Comprehensive School Counselor Program Exam.** As the exit examination required of all School Counseling (M.Ed.) candidates at the University of Maryland at College Park, the comprehensive exam assesses candidates' mastery of *eight core areas of the School Counseling Specialty Domains (Professional Orientation, Human Development, Counseling Theory, Social & Cultural Theory, Research Methods, Group Counseling, Appraisal & Career Development)*, to ensure minimum competence in the field. The comprehensive exam also provides collective feedback to the University's School Counseling Master's Program in developing/adapting curriculum. In order to be eligible for the examination, candidates must (a) complete all the core program courses, (b) field experiences (practicum and internship placements), and (c) be assessed by program faculty as a student in good standing as defined by a GPA > 3.0 and supervisor ratings of "meets expectations" in practicum and internship placements. Candidates must pass the comprehensive exam to graduate from the School Counseling Master's Program and have only two opportunities to pass the exam. Individuals who fail the exam must retake the sections failed and achieve a passing grade within the allotted time to graduate as per the program's time-to-degree policy.
2. **Capstone Project.** All students in degree programs in the College of Education (COE) are required to write one scholarly paper known as a "Seminar Paper." These are either prepared outside regular coursework or as part of seminars taken in fulfillment of the minimum 30-credit hour requirement to receive the COE M.Ed. Seminar and/or research papers must be approved and signed by the professor directing the paper and the student's advisor. The School Counseling Master's Program students meet the COE Seminar Paper requirement by successfully completing a Capstone Project in the EDCP 797 Program Planning course.

The Capstone course is designed to prepare students to become leaders and collaborators in developing, implementing, and evaluating comprehensive, data driven, school counseling programs. Emphasis is placed on the role of the school counselor as a leader, collaborator, and systemic change agent effective at enhancing the learning environment. The course will help future school counselor leaders build effective programs and develop stakeholder/partnership teams that promote equitable services for all K-12 students. Students will become familiar with the ASCA National Model: A Framework for School Counseling Programs and learn to develop a Comprehensive Developmental School Counseling program that aligns with the ASCA National Model. Students will learn the process of collecting and analyzing various types of school-based data, and how to use the data in effective school counselor programming that reflects the needs of the school. The Capstone Project is designed to assess candidates' ability to plan a systemic, data-driven, and developmental urban school counseling program. This assignment is one of the course requirements for the EDCP789 Program Planning course. Each candidate produces a model School Counseling Master's Program that will be assessed on the following six components: Component I (Foundational Knowledge), Component II (School Data Management & Strategic Planning), Component III (Key Information & Stakeholders), Component IV (Program Delivery), Component V (Accountability), and Component VI (Overall Quality).

3. **Advocacy Project.** The Advocacy Project requires school counseling interns to design, implement, and evaluate an intervention for addressing an inequity in student developmental opportunities in their assigned field placement. Justifying selection of a targeted inequity requires evidence that it affects a large proportion of students, and has persisted over time due to problematic school, economic, and legal policies. Therefore, interns begin the advocacy project by collecting, analyzing, and disaggregating school data to identify and describe the inequity. Based on this summarized data, a feasible intervention should be proposed to mitigate effects of the inequity on students' academic, career, personal, and social development. Design and delivery of the intervention, and an evaluation protocol, must be guided by a coalition of

key stakeholders (e.g., students, parents, teachers, administrators, other community representatives), who will provide advice for intervention implementation and interpretation of outcome data.

At internship sites, students will develop and implement an advocacy project focusing on one or more community, environmental, and institutional context(s) driving opportunity gaps in students' academic, career, and personal/social development. The project will identify a target program, assess how these barriers interfere with student development, draw upon expertise of a stakeholder team to design an action plan, evaluate the impact of the action plan, and based on evaluation findings, formulate an advocacy strategy for enhancing future student development. To successfully pass this assessment, the candidate must achieve a score of 3 or better on each of the required seven Advocacy Project Components represented in the rubric in the final product.

4. ***Practicum Evaluation.*** The practicum (**EDCP 621**) is a one-semester, supervised field experience, undertaken during the third semester of the first year of the two year program, to orient candidates to roles and responsibilities of the professional school counselor. At each practicum site, site supervisors assess each candidate's performance. They complete an assessment of each candidate's performance at the mid-point and at the endpoint of the experience. For the final evaluation, ratings of at least "3" on all items (standards) are required for passing all course and placement requirements. To minimize course and placement failures, any ratings on the mid-term evaluation below "3" will trigger formation of a developmental plan, coauthored by the site supervisor, faculty supervisor, and the school counseling student addressing behaviors that will place the practicum student to a rating of "3" on the final evaluation.
5. ***Internship Evaluation.*** The internship (**EDCP 879**) is a supervised field experience, undertaken during the fifth and seventh semesters of the second year of the two-year program, where interns perform all activities expected of a regularly employed school counselor. At each internship site, site supervisors will supervise each intern's activities. During each semester of the internship experience, site supervisors complete an assessment of each intern's performance at the mid-point and at the endpoint of the experience. For the final evaluation, ratings of at least "3" on all items (standards) are required for passing all course and placement requirements. To minimize course and placement failures, any ratings on the mid-term evaluation below "3" will trigger formation of a developmental plan, co-authored by the site supervisor, faculty supervisor, and the intern addressing behaviors that will place the practicum student to a rating of "3" on the final evaluation.
- 6.. ***Professional Dispositions.*** To successfully matriculate through our program, candidates must demonstrate an adequate level of competency in their academic performance, clinical skills, and professional dispositions. We define professional dispositions as the unique set of values, commitments, ethics, and behaviors that are required for practicing counseling professionals. As is stated in our Admissions Criteria, both academic and what might be referred to as "non-academic" criteria (referred to as "dispositions" by the Association for Advancing Quality in Educator Preparation (AAQEP) and ASCA School Counselor Professional Standards and Competencies). These dispositions are used to evaluate the progress of candidates. Failure to adhere to these professional dispositions will result in students being placed on a Candidate Improvement Plan (CIP). This plan will determine what specific goals and behaviors are expected in student performance. If goals are not met, faculty will meet with administration to discuss potential dismissal from the program.

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 professional associations including [American School Counselor Association](#) (ASCA), and the [American Counseling Association](#) (ACA).

Professional Associations

[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.

[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.

[Maryland School Counselor Association \(MSCA\)](#): The Maryland School Counselor Association (MSCA) has been a chartered division of the American School Counselor Association for over 50 years. MSCA advocates for and promotes excellence in the profession of school counseling to support current and future school counselors in fostering the full potential of all students' academic, career, and social/emotional development across all regions of the state.

University Graduation Requirements

For additional information on College and University graduation requirements, please refer to the following websites.

[Graduate School Policies](#)
[Degree Requirements](#)

Graduate Assistantships

Graduate assistants may be given teaching, research, or administrative assignments. Assistantships are available throughout the UMD 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 any regular employment.

[Office of Student Financial Aid](#)
[Graduate School Funding](#)
[Graduate Assistant Job Postings](#)

Academic Policies

[Graduate School Academic Policies](#)

In order to maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 for all courses taken at the University.

[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*"

Students Needing Academic Accommodations

[Accessibility & Disability Service](#)

Probation and Dismissal from Program

[Probation and Dismissal Policies](#)

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 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, also referred to as academic notice. 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.
- 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**

Where this is the case, students will be informed of such standards via written program materials.

School Counselor Certification/Licensure

School counselors are licensed and credentialed by the state/territory where they are employed. Typically, certification/licensure requires documented school counseling education and coursework from an accredited college/university, completion of practicum and internship in a K-12 school, as well as passage of a state or national comprehensive test (e.g., Praxis). State requirements vary by state so it's important to consider criteria when you are seeking new employment or moving to a position in a different state.

Students seeking certification and/or licensure outside of Maryland, should contact the State Department of Education of the State they want to work in for information about credentialing requirements. It is suggested that students make those inquiries at the end of their first year of the program, so they have time to meet those requirements.

Visit the [ASCA website](#) to learn more about Licensing, Certification and Renewal Requirements for each state.

State of Maryland Counselor Certification Requirements

University of Maryland's School Counseling Program is a Maryland Approved Program and therefore graduates of our program, upon employment within a public Maryland School System are eligible for the Maryland Standard Professional Certificate through Option 1.