By signing this document, I agree to abide by program rules and requirements, as described herein. I understand that this Handbook functions as a guide for students regarding program requirements, however the requirements may change (and students must abide by these changes) if changes are required by the University of Maryland, Maryland State Department of Education, or the Council for the Accreditation of Educator Preparation.

Print Name: ____________________________
Signature: ______________________________
Date: _____________________________
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Welcome

The faculty of the School Counseling Master’s 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

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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.

**Jessica Diaz McKechnie, Ph.D.**, is an assistant professor in the Department of Counseling, Higher Education, and Special Education. 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.

**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.

**Natasha Mitchell, Ph.D.**, is a clinical assistant professor in the Counseling Psychology, School Psychology, and Counselor Education Program. She is a Nationally Certified Counselor and holds the State of Maryland Advanced Professional Certificate in School Counseling. Dr. Mitchell has served as a Student Services Executive Officer, School Counselor, and Founder/CEO of a non-profit organization in previous positions. She is a published author whose research has focused on examining acculturation processes and the psychosocial factors that influence minority student academic achievement. Dr. Mitchell 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.

**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. in School Counseling*: Students in the School Counseling Master’s of Education (M.Ed.) program complete 54 credits. The M.Ed. program typically takes two years full-time.