



UNIVERSITY OF
MARYLAND

University of Maryland at College Park

Counseling, Higher Education, & Special
Education

Master's Program in School Counseling
Handbook

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

Richard Q. Shin, Ph.D.

Associate Professor, Program Director

Phone 301.405.6509

Fax 301.405.9995

Email rqshin@umd.edu

Address Rm 3228 Benjamin Building, 3942 Campus Dr.
College Park, MD 20742

Jessica Diaz McKechnie, Ph.D.

Assistant Clinical Professor

Phone 301.405.8098

Fax 301.405.9995

Email jmdiaz@umd.edu

Address Rm 3210A Benjamin Building, 3942 Campus Dr.
College Park, MD 20742

Paul B. Gold, Ph.D.

Associate Professor

Phone 301.405.8414

Fax 301.405.9995

Email pgold@umd.edu

Address Rm 3218 Benjamin Building, 3942 Campus Dr.
College Park, MD 20742

Natasha Mitchell, Ph.D.

Associate Clinical Professor, Director of Field Placement

Phone 301.405.7443

Fax 301.405.9995

Email nmitch3@umd.edu

Address Seneca Building, 4716 Pontiac St.
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.

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 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 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. Paul'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.

Natasha Mitchell, Ph.D., is an associate clinical professor in the Department of Counseling Psychology, School Psychology, and Counselor Education. Dr. Mitchell 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. Mitchell 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. 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.

**School Counseling M.Ed.
Course Sequence
(60 credit hours)**

Year	Fall	Winter	Spring	Summer
1	<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)</p> <p>EDCP 622: Human Development in the Counseling Context (3)</p>	<p>EDCP 665: Family & Social Support Systems (3)</p> <p>EDSP 601: Special Education for School Counselors (3)</p>	<p>EDCP 612: Multicultural Issues in Counseling (3)</p> <p>EDCP 621: Practicum in School Counseling (3)</p> <p>EDCP 651: Group Counseling in Schools (3)</p> <p>EDCP 870: Professional Issues Seminar (3)</p>	<p>EDCP 611: Career Development Theory and Programs (3)</p> <p>EDCP 635: School Consultation I (3)</p>
2	<p>EDCP 615: Appraisal (3)</p> <p>EDCP 652: Research in Counseling (3)</p> <p>EDCP 879: Internship in School Counseling (4)</p>	<p>EDCP 620: Introduction to Mental Disorders (3)</p>	<p>EDCP 625: Counseling the Chemically Dependent (3)</p> <p>EDCP 797: Capstone Course: Program Planning (3)</p> <p>EDCP 879: Internship in School Counseling (5)</p>	

Field Experiences

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). To apply for membership, go to the American Counseling Association website (www.counseling.org) or the American School Counselor Association (www.schoolcounselor.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 621)

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 once per week to discuss the practicum experience.

Internship Placement (EDCP 879)

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 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. 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.

Capstone Project (EDCP 797)

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. 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.

University Graduation Requirements

<https://academiccatalog.umd.edu/graduate/policies/school-policies/#text>
<https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/graduation-steps#masters>

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

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 Funding (<https://gradschool.umd.edu/funding>)

Learn more about Graduate student fellowships, assistantships, travel grants, taxes, health insurance and other finance-related topics.

Graduate Assistant Job Postings (<http://bit.ly/29psBJx>)

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*"

<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>

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

<https://academiccatalog.umd.edu/graduate/policies/academic-record/>

- 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 Master's 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 Academic 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

<https://www.president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf>
<https://academiccatalog.umd.edu/graduate/policies/academic-record/#text>

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

<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-120B.pdf>

Graduate School Policy on Grievance Procedures for Graduate Assistants

<https://academiccatalog.umd.edu/graduate/policies/policies-graduate-assistantships/#text>

Graduate School Academic Policies

<https://academiccatalog.umd.edu/graduate/policies/masters-degrees-policies/>

Probation and Dismissal

<https://academiccatalog.umd.edu/graduate/policies/academic-record/>

University of Maryland Policies and Procedures on Sexual Misconduct, Non-Discrimination, and Disability & Accessibility

<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/Sexual%20Misconduct%20and%20Disability%20and%20Accessibility.pdf>

[0Policy%20%26%20Procedures%20A-C%2013May2016.pdf](https://ocrsm.umd.edu/files/SM%20Policy%20Summary%20Key%20Provisions2016%5B1%5D.pdf)
<https://ocrsm.umd.edu/files/SM%20Policy%20Summary%20Key%20Provisions2016%5B1%5D.pdf>

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 2123 Lee Building, 301-405-3644, or on the web at:
<https://gradschool.umd.edu/about-us/ombuds-office>

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.
<https://academiccatalog.umd.edu/graduate/policies/academic-record/>

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.

<https://academiccatalog.umd.edu/graduate/policies/academic-record/>

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. 14-18) 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"

<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/Sexual%20Misconduct%20Policy%20%26%20Procedures%20A-C%2013May2016.pdf>

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 Master's Program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School Counseling Master's 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, 2010. Current ASCA Standards (2016) <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Evaluation of Students

Summary: Graduate Outcomes Assessment Plan

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 standardized, national exam (Comprehensive Professional Counselor 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, other than the national exam, is either a performance rating scale (practicum and internship supervisor scales) or uses scoring rubrics for evaluation.

LIST OF ASSESSMENTS				
	Domain of Assessment (1)	Name of Assessment	Form of Assessment (2)	Timing of Assessment Administration (3)
1	Licensure assessment, or other content-based assessment	Comprehensive Professional Counselor Exam (CPCE)	National standardized exam of 8 core CACREP domains	<i>Year 02</i> End of 2nd semester
2	Assessment of candidate ability to design, implement and evaluate a comprehensive School Counseling Master’s Program consistent with national ASCA model	Capstone Project	Summative assessment that includes the planning, implementation, & evaluation of a systemic, data-driven, and developmental urban school counseling program	<i>Year 02</i> End of 2nd semester EDCP 797
3	Assessment of candidate ability to design and evaluate a comprehensive school-based equity project consistent with the national ASCA model	Advocacy Project	Summative assessments including identifying, evaluating, planning & implementing social justice policies & practices in the schools	<i>Year 02</i> End of 1st & 2nd semesters EDCP 879
4	Assessment of candidate ability to perform fundamental skills associated with professional school counseling in a field-based setting	Practicum Evaluation: Site Supervisor	Performance-based assessment	<i>Year 01</i> End of 2nd semester EDCP 621
5	Assessment of candidate ability to perform fundamental and advanced skills associated with professional school counseling in a field-based setting	Internship Evaluation: Site supervisor	Performance-based assessments	<i>Year 02</i> End of 1st & 2nd semesters EDCP 879
6	Additional assessment that addresses CACREP standards	Dispositions & Foundational Competencies	Faculty review of student professional/personal dispositions	<i>Year 01 & Year 02</i> End of 1st & 2nd semesters

1. ***Comprehensive Professional Counselor Exam.*** As the exit examination required of all School Counseling (M.Ed.) candidates at the University of Maryland at College Park, the CPCE assesses candidates' mastery of *CACREP's eight core areas and three School Counseling Specialty Domains* to ensure minimum competence in the field. The CPCE also provides collective feedback to the University's School Counseling Master's Program in developing/adapting curriculum. Candidates must pay the cost for administration and scoring of the CPCE.

In order to be eligible for the CPCE 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 > 3.50 and supervisor ratings of "meets expectations" in practicum and internship placements (see Assessments #4 and #5). Candidates must pass the CPCE exam to graduate from the School Counseling Master's Program. Individuals who fail the exam must retake it and achieve a passing grade within the allotted time to graduate as per the program's time-to-degree policy.

2. ***Capstone Project.*** 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 789T Program Planning course. The project examines the development, organization, administration, and evaluation of a systemic, data-driven comprehensive developmental School Counseling Master's Program that promotes access and equity for all students. Specific emphasis is given to the integration of the School Counseling Master's Program within a standards-based educational framework. 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 schools. 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, interns will develop and implement an advocacy project focusing

on one or more community, environmental, and institutional context(s) driving achievement gaps in students' academic, career, personal, and social development. The project will identify a target program for advocacy, assess how this problem interferes with student development, draw upon expertise of a stakeholder team to design an action plan addressing the target problem, evaluate the impact of the action plan, and based on evaluation findings, formulate an advocacy strategy for enhancing future student development. In order 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 second 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, frontline school counselors supervise each candidate's activities. 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, co-authored by the site supervisor, faculty supervisor, and the intern addressing how the intern can raise performance on these standards to a rating of "3" on the final evaluation.
5. ***Internship Evaluation.*** The internship (**EDCP 879**) is a supervised field experience, undertaken during the first and second 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, frontline school counselors 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 how the intern can raise performance on these standards to a rating of "3" on the final evaluation.
6. ***Professional Dispositions.*** Our evaluation of candidates' professional dispositions serves as one of our key assessments. 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 National Council for Accreditation of Teacher Education (NCATE) are used to evaluate the progress of candidates. A list of the five NCATE dispositions that form the basis for this assessment are listed below.

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

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

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

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

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

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

Candidates are accustomed to being evaluated on academic criteria (e.g., clarity of thinking, understanding and remembering important material, writing ability, etc.). What we are referring to as the “non-academic” criteria or dispositions are the unique set of skills relevant to the profession of counseling. While we are calling them non-academic, we are not saying that they exist outside of your coursework. In fact, these skills are essential in order for you to be successful in key courses within your program of study.

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

- Ability to be both positive and cooperative (*aligns to NCATE Disposition 4*)
- Ability to empathize with others (*aligns to NCATE Disposition 4*)
- Ability to be aware of one's impact on others (*aligns to NCATE Disposition 4*)
- Ability to be flexible (*aligns to NCATE Disposition 3*)
- Ability to accept and use feedback (*aligns to NCATE Disposition 3*)

- Ability to motivate oneself (*aligns to NCATE Disposition 3*)
- Ability to learn from experience (*aligns to NCATE Disposition 3*)
- Ability to deal with frustration (*aligns to NCATE Disposition 3*)
- Ability to deal with conflict (*aligns to NCATE Disposition 3*)
- Ability to express feelings effectively and appropriately (*aligns to NCATE Disposition 3*)
- Ability to take responsibility for oneself (*aligns to NCATE Disposition 3*)
- Ability to demonstrate self-knowledge, self-acceptance, and emotional stability (*aligns to NCATE Disposition 3*)
- Ability to be culturally sensitive (*aligns to NCATE Disposition 1*)
- Ability to demonstrate professional ethical behavior at all times (*aligns to NCATE Disposition 5*)

Ethical Behavior

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

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

In addition to the above, incoming candidates 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. Candidates 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 candidates.

Assessment 6 and its corresponding scoring rubric focus on the five NCATE Professional Dispositions, which form the basis for the dispositions that are incorporated in the School Counseling program, and which are referenced in the School Counseling Student Handbook. In the rubric indicated below, candidates must be rated at a minimum of “2” on each of the performance indicators during their tenure in the School Counseling Program; and a minimum of “3” in their final year to meet requirements for graduation.

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. 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 Master's Program strongly encourages students to become members of professional organizations and associations.

Maryland School Counselor Association (MSCA)

<http://www.mscaonline.org/>

The Maryland School Counselor Association (MSCA) has been a chartered division of the American School Counselor Association and 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.

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 with a Maryland school system are eligible for the Maryland Standard Professional Certificate I. Students should work with the school system's certification office to obtain certification.

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.

Code of Maryland Regulations (COMAR) 13A.12.03.02

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.03.02.htm>

The requirements for certification as a School Counselor are:

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.

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 (http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.06.*); and
2. Two years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

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).

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.

Option V. The applicant shall:

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.