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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.

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Richard Q. Shin, Ph.D., is the Director of the School Counseling M.Ed. Program, and 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 the Director of Field Experiences, for the School Counseling M.Ed. Program, and 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.

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	
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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

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/masteremiccatalog.umd.edu/gradd\(P\)78025 190.05 Tm0 0 1 RG 0 1 308.88 243.83](https://academiccatalog.umd.edu/graduate/policies/masteremiccatalog.umd.edu/gradd(P)78025 190.05 Tm0 0 1 RG 0 1 308.88 243.83)

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-

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

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

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.

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.