



UNIVERSITY *of* MARYLAND
EASTERN SHORE

COUNSELOR EDUCATION

ENGAGE. LEARN. GROW. ADVOCATE.

Counselor Education Program
Student Handbook
2021-2022

Master of Education, Counselor Education:
Clinical Mental Health Counseling Specialization
School Counseling Specialization

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WELCOME!

Welcome to the Counselor Education Program at the University of Maryland Eastern Shore! You are about to embark on a rigorous, challenging journey that will allow you to grow both personally and professionally. The information contained in this handbook will help guide you through your program. Please read it carefully and refer to it often.

OUR PROGRAM

PROGRAM DESCRIPTION

The Counselor Education Master of Education (M.Ed.) program at the University of Maryland Eastern Shore prepares professional counselors in one of two specializations: Clinical Mental Health Counseling, or School Counseling. This is a 60 credit program. All courses are held in the evenings, with one course offered on an intensive weekend format. A few courses are offered in the summer and winter terms. We are also working toward offering more online and hybrid courses. However, clinical experiences (practicum and internship) must be completed during operating hours of the clinic, agency, or school internship site and should be completed in settings on the Eastern Shore so that university internship supervisors can visit the candidate at the internship sites for observations. More information about each specialization is given in this handbook under “Specializations”.

Clinical Mental Health Counseling Specialization

Upon graduation, candidates for the Clinical Mental Health Counseling specialization will have completed all of the *academic* requirements to sit for their licensure exam in order to become a Licensed Graduate Professional Counselor (LGPC), which allows them to practice under the supervision of a qualified, licensed supervisor in an agency or private practice setting in the state of Maryland. After completion of required supervised hours after graduation, graduates are eligible to apply to become a Licensed Professional Counselor (LPC), which allows them to practice independently in the state of Maryland. If a student desires to practice in a state other than Maryland, then they must inquire about requirements for the state in which they desire to practice.

School Counseling Specialization

Upon graduation, candidates for the School Counseling Specialization meet all of the requirements to become a Certified School Counselor in the state of Maryland. Our school counseling specialization is a Maryland Approved Program by the Maryland State Department of Education. Graduates who are interested in practicing in other states will need to meet the requirements of that state for transferring licenses or certifications. See the section on Licensure and Certification below for more details.

MISSION STATEMENT

The mission of the Counselor Education Program at the University of Maryland Eastern Shore is to prepare professional counselors in the Clinical Mental Health Counseling and School Counseling specializations with the knowledge, skills, and dispositions needed to develop professional counseling relationships that empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. We achieve this by empowering candidates to “Engage, Learn, Grow, and Advocate” throughout their program in order to become professional, reflective, innovative, effective professional counselors who value diversity and advocate for social justice. An emphasis on social justice is an integral part of what we value, teach and model. By recognizing the assumptions of the world, its people, and norms, our program curriculum engages our students to develop a knowledge of diversity issues, self-awareness of their own identity, and biases, resulting in a commitment to equitable delivery of services.

PROGRAM OBJECTIVES:

1. Prepare candidates with a strong professional identity.

Outcome 1a. Candidates will develop a strong professional counselor identity as evidenced by assumption of a variety of appropriate roles and functions of professional counselors, as defined by professional counseling organizations.

Outcome 1b. Candidates will be involved in national and/or state or local professional counseling organizations such as the American Counseling Association, American Mental Health Counselors Association, American School Counseling Association, Maryland Counseling Association, Maryland School Counselor Association, etc. Involvement is evidenced by memberships, conference/training/webinar attendance, presentations, publications, leadership roles, and/or committees.

Outcome 1c. Candidates will apply professional ethical codes and laws to case studies and clinical practice.

2. Prepare candidates who reflect on their practice for continuous professional and personal development.

Outcome 2a. Candidates will reflect on their individual and small group counseling and other interventions and use reflections to improve their practice.

3. Provide instruction in innovative, evidence-based practice.

Outcome 3a. Candidates will identify theoretical and evidence-based rationales for their interventions.

Outcome 3b. Candidates seek out opportunities for continuous learning inside and outside the classroom.

4. Prepare candidates who value diversity and advocate for social justice for clients/students.

Outcome 4a. Candidates will use social justice strategies to advocate for all clients/students and address institutional and societal barriers to access to services and equitable outcomes for clients/students.

Outcome 4b. Candidates will reflect on their own biases in order to ensure non-discriminatory and inclusive, affirming practice.

5. Prepare candidates who are effective at empowering diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Outcome 5a. Candidates will demonstrate content knowledge in professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

Outcome 5b. Candidates will demonstrate growth in mastery of individual and group counseling skills and skills specific to their specialty area.

Outcome 5c. Candidates will display professional dispositions identified by the UMES Education Department and the Counselor Education program during classroom and clinical experiences.

The program objectives align with the University of Maryland Eastern Shore Education Department's conceptual framework: Preparing Educators with PRIDE (Professional, Reflective, Innovative, value Diversity, Effective).

PROGRAM FACULTY

Program faculty bring a diversity of backgrounds and expertise to share with our students. Together we hope to provide you with a variety of perspectives, challenges, and opportunities to prepare you as professional counselors.

Dr. Cheryl Bowers
Director of Counselor Education
Assistant Professor of Counselor Education
Ph.D., Professional and Scientific Psychology, University of Pennsylvania
cdbowers@umes.edu
410-651-6265

Dr. Bowers has experience in both school and clinical mental health settings. During her tenure in the Counselor Education Department at UMES, she has launched the careers of more than 100 counselors. Her interests include the development of empathy in beginning counselors, identity development in young African American women, body positivity, student perceptions of school counselors, and social justice.

Dr. Gretchen Foust
Coordinator of School Counseling Specialization and Supervisor of School Counseling Internships
Associate Professor of Counselor Education
Ed.D., Counselor Education, Pennsylvania State University

gefoust@umes.edu

410-621-2253

Dr. Foust has experience in school counseling at the elementary, middle school, and high school/career and technology levels in PA and MD. As a school counselor, she earned National Board Certification in School Counseling through the National Board for Professional Teaching Standards (NBPTS). Dr. Foust served on the Executive Board of the Maryland School Counselor Association as Postsecondary Vice President from 2019-2021, her second time serving in this position, and remains actively involved in the profession at the state level. She also has experience in college student development and college career counseling. Her interests include school counseling, play and creative arts in counseling, career development, bio-behavioral health, and diversity, equity and inclusion practices.

Dr. Kimberly Poole-Sykes, NCC, LCPC

Coordinator of Clinical Mental Health Counseling Specialization and Supervisor of Clinical Mental Health Counseling Internships

Professor and Chair of the Education Department

Rh.D., Rehabilitation Counseling, Southern Illinois University

kjpoolesykes@umes.edu

410-651-6220

Dr. Poole-Sykes is a practicing Maryland Licensed Clinical Professional Counselor and clinical supervisor. She has more than twenty years of clinical experience, including the treatment of adolescents and adults with substance use disorders, adolescents with disabilities, and youthful offenders in correctional facilities. She serves as the Principal Investigator of the Alcohol, Tobacco and Other Drug (ATOD) grant at UMES. Her research interests include racial literacy, psychosocial implications and career development of persons with disabilities, and substance abuse prevention. She was recently promoted to Chair of the Education Department.

Dr. Mala Hosmane, LCPC-ACS, LCADC-S

Ph.D., Counselor Education and Supervision, Walden University

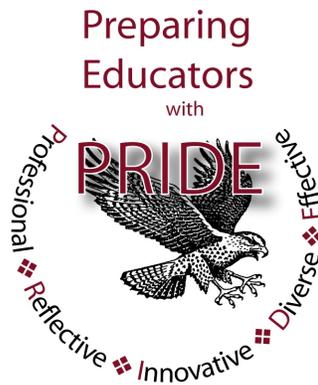
Visiting Faculty Member, Full Time

mhosmane@umes.edu

Dr. Mala Hosmane is a practicing Maryland Licensed Clinical Professional Counselor and beginning approved clinical supervisor for chemical dependency. She has more than 15 years of clinical experience, including the treatment of adults with substance use disorders, and adolescents, children, and adults with mental health issues. She is currently involved with the Maryland Counseling Association for professional service. Her research interests include spirituality and religiosity especially in relation to recovery from substance abuse through 12 step groups such as Alcoholics Anonymous.

GUIDING PRINCIPLES

Conceptual Framework



The University of Maryland Eastern Shore professional education programs prepare professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are **professionals** who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously **reflect** on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are **innovative** in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing **diversity** centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support **effective** client and student outcomes.

The Counselor Education Program integrates the PRIDE conceptual framework into our program in the following ways in order to facilitate the development of professional, reflective, innovative, effective counselors who value diversity:

Professional: In order to facilitate the development of a professional counselor identity, the program requires that candidates demonstrate active membership and involvement in professional counseling organizations and professional development opportunities. The program engages candidates in applying ethical standards of the profession to practice.

Reflective: The program encourages candidates to become reflective practitioners by integrating continuous reflective practice opportunities throughout the curriculum and professional practice settings, as well as in a culminating reflective portfolio.

Innovative: The program incorporates theory, evidence-based practice, and current research and advances in the profession into all aspects of the curriculum.

Value Diversity: The program curriculum adopts a social justice framework by engaging students in the development of knowledge of diversity issues, self-awareness of their own biases, and equitable delivery of services.

Effective: The program provides opportunities for candidate growth in depth of knowledge, mastery of skills and development of dispositions.

Statement on Diversity and Anti-Discrimination

The Counselor Education program at the University of Maryland Eastern Shore celebrates human diversity and complies with the codes of ethics of the counseling profession that mandate respecting the dignity and promoting the welfare of clients, avoiding harm, and promoting social justice. The American Counseling Association Ethical Code (A.4.b.) states, “*Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.*” (American Counseling Association, 2014). Our program requires that counselors in training will not discriminate when serving clients in supervised practice, and that “through an awareness of the impact of stereotyping and unwarranted discrimination (e.g., biases based on age, disability, ethnicity, gender, race, religion, or sexual orientation), certified counselors guard the individual rights and personal dignity of the client in the counseling relationship” (National Board for Certified Counselors, 2006). *It is essential that students embrace this professional identity while pursuing entrance into the profession of counseling.*

National Professional Standards

Our Counselor Education program is guided by national standards and ethical standards for the counseling profession.

The School Counseling specialization is a Maryland Approved Program by the Maryland Department of Education.

SPECIALIZATIONS

Clinical Mental Health Counseling Specialization

The Clinical Mental Health Counseling specialization prepares general practitioners for employment working with children, adolescents, and/or adults in settings as diverse as outpatient mental health agencies, clinical assessment centers, college counseling centers, hospitals, community advocacy organizations, and private practice.

The Clinical Mental Health Counseling specialization in the Counselor Education program at the University of Maryland Eastern Shore prepares master’s level students to become Licensed Professional Counselors. Our program emphasizes social justice to promote the practice of

professional counseling. Our curriculum teaches counselors in training to diagnose and treat mental and emotional disorders, including addictive disorders. Counselors' training in the provision of counseling and therapy includes the etiology of mental illness and substance abuse disorders, and the provision of the well-established treatments of cognitive-behavioral, interpersonal, and psychodynamic therapy. Counselors' education and training is oriented toward the adoption of a truly client centered, and not primarily illness centered, approach to therapy. Our program is committed to educating counselors who will serve as advocates for all clients and work to close mental health access and outcomes gaps. We prepare forward-thinking clinical mental health counselors who are advocates, leaders, and collaborators.

School Counseling Specialization

The School Counseling specialization prepares graduates to become professional school counselors within pre K-12 public and private schools.

The University of Maryland Eastern Shore prepares professional school counselors who are transformational leaders, collaborators, and social justice advocates for the educational, career and social-emotional success of ALL students. Our focus is on evidence-based counseling, prevention/mental health promotion, and systemic change in order to close achievement and attainment gaps and achieve positive impacts on students as evidenced by outcome data. Our curriculum is based on national standards and best practice models. UMES students in the school counseling specialization embrace professionalism, reflective practice, innovation, diversity, and effective delivery of services to their communities.

The School Counseling specialization is state approved by the Maryland State Department of Education (MSDE).

Students who meet all of the requirements of the school counseling specialization also meet the requirements for certification as school counselors in the state of Maryland. Reciprocity is available in some states for students who wish to receive certification in another state, while some states may have additional requirements. For information on individual state requirements, students should contact that state's Department of Education.

REQUIREMENTS

Admissions requirements

Regular Admission

To be considered for regular admission, an application includes:

- Completion of a bachelor's degree from an accredited institution
- GPA of 3.0 or higher on a 4.0 scale
- Essay
- Three Letters of recommendation

Application Deadline for Fall Admission: May 1st

Application Deadline for Spring Admission: Nov. 1st
Application Deadline for Summer Admission: April 1st

Provisional Admission

Provisional status may be granted to exceptional applicants who do not meet all of the requirements for admission. For such applicants, the following areas will be evaluated:

- potential for academic success
- ability to enter in counseling relationships as a helper,
- readiness to take advantage of the learning opportunities in the program,
- prior life experiences, coursework, and relevant professional history.

Applicants who possess an overall GPA of 2.75 may be admitted to Provisional Status. Provisional Status students must maintain a 3.30 average in the first nine approved credit hours of graduate level courses in the Counselor Education program. A student who is considered to have potential for success, but lacks adequate course preparation for Counselor Education, may be asked to complete additional courses to enhance their background in related fields.

Academic Requirements

The course of instruction will involve the successful completion of 60 credits with at least a 3.0 GPA, leading to a Master of Education (M.Ed.) degree. In order to graduate from the Counselor Education program, students must successfully complete the following:

A minimum of 60 credit hours, which includes:

100 hour practicum (3 credits)

600 hour internship (6 credits)

Reflective Portfolio Project (3 credits)

Comprehensive Exam

Courses Required of all Students in both Specializations 36 credits (3 credits each):

CNED 604 - Theories and Techniques of Counseling

EDUC 620 - Human Growth and Development

EDUC 690 - Introduction to Behavioral Research

CNED 640 - Group Processes in Counseling

CNED 670 - Ethical, Legal and Professional Issues in Counseling

CNED 645 - Cross-Cultural Perspectives in Counseling

CNED 655 - Social Diversity in Counseling

CNED 605 - Assessment in Counseling

CNED 660 - Crisis Management in Counseling

CNED 635 - Diagnosis and Psychopathology

CNED 606 - Clinical Applications in Counseling

CNED 675 - Professional Knowledge Skills and Practices

Clinical Mental Health Counseling Specialization Courses 24 credits (3 credits each):

CNED 602 – Introduction to Clinical Mental Health Counseling
CNED 631 - Career and Life Development
CNED 636 - Substance Abuse Counseling
CNED 637 - Treating Emotional Disturbances
CNED 612 - Marriage and Family Counseling
CNED 672 – Practicum in Clinical Mental Health Counseling
CNED 679 - Internship in Clinical Mental Health Counseling I
CNED 699 - Internship in Clinical Mental Health Counseling II

School Counseling Specialization Courses 24 credits (3 credits each):

CNED 601 – Introduction to School Counseling
CNED 632 - College and Career Readiness Counseling
CNED 643 - Counseling Children and Adolescents
CNED 646 - Organization and Administration of School Counseling Programs
SPED 600 - Characteristics of Exceptional Individuals
CNED 671 – Practicum in School Counseling
CNED 677 - Internship in School Counseling I
CNED 697 - Internship in School Counseling II

Professional Dispositions Review

The Counselor Education program faculty take seriously our ultimate responsibility to the counseling profession to prepare competent, skilled, interpersonally and multi-culturally effective, ethical counselors in order to protect and promote the welfare of our graduates' future clients/students. Our program will challenge candidates not only to demonstrate professional knowledge and effective use of counseling skills, but also to maintain high levels of psychological and emotional health, interpersonal skills with diverse people, and professional and ethical standards throughout the program.

Dispositions assessed include professionalism, personal and professional boundaries, following policies and procedures of the setting, emotional stability and self-regulation, interpersonal skills, personal and professional maturity, conscientiousness, critical thinking, appreciation of learning, self-awareness, character, commitment and purpose, and ability to progress toward working independently. This includes the ability to engage in effective interpersonal relationships, manage conflict productively, express emotions appropriately, receive feedback without defensiveness and with a desire to apply feedback to continued skill development, give feedback to others in a helpful and productive manner, engage in honest self-reflection, and show a

commitment to ongoing professional development. In short, candidates for professional counseling must be willing to do in their own lives what they ask their clients to do in theirs.

Dispositions assessments are conducted at the following transition points in the program:

Counselor Dispositions Assessment Point	Assessment	Evaluated by
CNED 601/602	Dispositions Assessment - Academic Version	Student Self-Assessment
Second Semester	Dispositions Assessment - Academic Version	Faculty Team
Application to Practicum		Practicum University Supervisor in consultation with Faculty Team
Application to Internship	Dispositions Assessment - Academic Version	Internship University Supervisor in consultation with Faculty Team
Internship	Final Internship Evaluation with Dispositions (items 1-13)	Internship On-Site Supervisor Student Self-Assessment
Any Time as Needs Arise		Faculty

Development of all of these areas is critical for professional counselors because they impact the effectiveness of counselors in their work with clients/students. Therefore, in addition to the academic and professional practice requirements, candidates' dispositions in the areas of professional and ethical standards, multicultural and interpersonal skills, and healthy psychological/emotional functioning will be promoted.

The faculty also take seriously our responsibility to candidates to support them in the development of these professional dispositions. The process of assuring that our candidates meet these high standards involves both challenge and support. We challenge candidates through formal faculty assessment at regular intervals throughout the program (second semester, prior to practicum, and prior to and during internship), self-assessment and self-awareness, feedback, goal-setting, and remediation plans for improvement of identified professional dispositions when indicated. We provide individualized support and assistance to candidates in improving or maintaining high levels of functioning in each of these professional dispositions.

Our goal is to ensure that every candidate who graduates from our program meets or exceeds the dispositional requirements, so that those characteristics do not interfere with their professionalism or helping capacity in the field.

The Dispositions Assessment to be used by faculty and candidates can be found in Appendix C of this handbook. The same dispositions are also assessed by internship site supervisors as part of the internship evaluation form.

Professional Practices Requirements

Candidates must complete a 100 hour practicum experience which includes at least 40 hours of direct service to clients/students which contribute to the development of counseling skills. After completion of the practicum, candidates must complete 600 hours of internship in their specialty area. The internship reflects expanded roles in the specialty area and must include at least 240 hours of direct service to clients/students. The internship experience is traditionally completed at the end of program. These are described in more detail in the Professional Practice section of this handbook.

Comprehensive Exam

Candidates must pass a written comprehensive exam, which measures important professional knowledge concepts across the curriculum. The exam is a multiple-choice format and is based on the eight common areas of CACREP. The exam is offered on the Saturday before the beginning of each fall and spring semester. Candidates should notify the Director of Counselor Education of their intent to sit for the comprehensive exam by the end of the semester prior to the exam date.

Reflective Portfolio

A reflective portfolio of each candidate's work in the graduate program will be created during CNE675, Professional Knowledge, Skills and Practices. The portfolio serves as a demonstration of the candidate's proficiency in important professional standards. The portfolio is reflective: candidates reflect on their learning and skill development in the program. The portfolio will document and reflect upon growth throughout the program, demonstrate knowledge, skills and dispositions, and showcase the candidate's growth, ability to self-reflect, knowledge, skills, and dispositions.

Matriculation Requirements

In order to be eligible for graduation, candidates must meet all of the following requirements:

1. Complete 60 credit hours, including all required courses for the degree and specialization, with at least a 3.0 GPA. No grade in any program course which is lower than a "C" is acceptable for retention in the program.
2. Successfully complete dispositions reviews and/or remediation plans

3. Complete a 100 hour approved practicum
4. Complete a 600 hour approved internship
5. Pass a comprehensive exam after completion of core courses
6. Complete a reflective portfolio
7. Meet all of the requirements of the Graduate School

PLANNING YOUR COURSE OF STUDY

ADVISING, COURSE SEQUENCE AND PLANNING

All candidates are assigned an advisor upon entry to the program. Your advisor will assist you in developing a projected plan and monitoring your progress. You should meet with your advisor each semester prior to enrolling in classes. Your advisor will activate your enrollment each semester and discuss your plans for the upcoming semester as well as plans to prepare for upcoming requirements such as practicum, internship, and comprehensive exams.

The program courses are divided into introductory, mid-level, and advanced courses. Program planning worksheets are available for each specialization to guide you in sequencing your courses (see Appendix A for Clinical Mental Health Counseling, and Appendix B for School Counseling).

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Professional Practice Handbooks are available which explain in more detail the procedures and requirements for Practicum and Internship in Clinical Mental Health Counseling and School Counseling.

The following requirements apply to the practicum and internship:

Candidates must be covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. *Membership in the American Counseling Association includes liability insurance for graduate students in practicum and internship. For students in the school counseling specialization, membership in the American School Counselor Association includes liability insurance for graduate students in practicum and internship. Memberships must be current throughout the duration of the practicum and internship, and verification must be provided to the practicum or internship coordinator prior to beginning the practicum or internship.*

Candidates must complete a criminal background check and be cleared for participation in professional practice experiences. Procedures, costs, and requirements may differ by placement site. Procedures are outlined in the Professional Practices Handbooks.

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM

The practicum is a 100 hour professional practice experience focused on the development of counseling skills with actual clients or students.

Students who have completed or are concurrently enrolled in CNED 601: Introduction to School Counseling or 602: Introduction to Clinical Mental Health Counseling, EDUC 620: Human Growth and Development, CNED 604: Theories and Techniques in Counseling, and CNED 670: Ethical, Legal and Professional Issues in Counseling are eligible to begin their practicum.

Practicum must be completed prior to the internship. The practicum may be completed over the Fall, Spring, or 10 week summer sessions.

The following requirements apply to the practicum experience:

Candidates complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

Practicum candidates complete at least 40 clock hours of direct service with actual clients/students that contributes to the development of counseling skills.

Practicum candidates have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by a counselor education program faculty member or a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Practicum candidates participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided by program faculty members as part of the practicum course CNED 671/672 (depending on specialization), which meets weekly throughout the semester or 10 week summer term.

INTERNSHIP

After successful completion of the practicum, candidates complete 600 clock hours of supervised counseling internship in roles and settings with clients/students relevant to their specialty area.

The 600 hours are typically divided between two semesters, and candidates enroll in two separate internship courses (Internship I and Internship II).

Internship candidates complete at least 240 clock hours of direct service.

Internship candidates have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.

Internship candidates participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided by program faculty members as part of the internship courses, which meet weekly throughout the semester.

APPLICATION PROCEDURES FOR PRACTICUM AND INTERNSHIP

Application for Practicum

Applications for practicum must be submitted to the coordinator of your specialization by the following dates:

November 1 for spring semester practicum

April 1 for summer and fall semester practicum

As part of the application, candidates must provide proof of liability insurance (available free of charge with professional association memberships).

Practicum placements are determined by program faculty in consultation with students.

Application for Internship

Applications for internships must be submitted to the coordinator of your specialization by the following dates:

November 1 for spring semester internships

April 1 for fall semester internships

As part of the application, candidates must provide proof of liability insurance (available free of charge with professional association memberships).

School counseling internship candidates must complete background check procedures, including fingerprinting, prior to placement in an internship site. Directions and required forms are included in the School Counseling Internship Manual.

Clinical Mental Health Counseling internship candidates will follow the background check procedures required by the internship site.

The UMES internship coordinator and the school district intern coordinator or agency coordinator work together to mutually determine internship placements. Placement decisions are made by considering the needs of the school or agency, the quality of the placement site, the

potential match between candidate needs and the on-site supervisor strengths and supervision abilities, and any requests by the candidate. Placement requests are considered, but are not guaranteed. Candidates must disclose any potential conflict of interest with potential internship sites on the application form (such as dual relationships, legal or ethical conflicts with individuals at the sites, etc.), before placement procedures are initiated.

CERTIFICATION AND LICENSURE INFORMATION

LICENSED CLINICAL PROFESSIONAL COUNSELOR CREDENTIAL

The UMES Counselor Education Program encourages clinical mental health counseling students to pursue licensure as a clinical professional counselor. Students graduate with the necessary coursework to be eligible to sit for the National Counselor Examination (NCE) and pursue additional supervised professional experience leading to licensure as a Licensed Clinical Professional Counselor (LCPC) in the state of Maryland.

The National Board of Certified Counselors (NBCC) provides the national standard in the counseling profession. The Maryland Licensing Board uses the NCE (National Counselor Examination) as its test. The title “LCPC”- Licensed Clinical Professional Counselor – is a highly regarded indicator of professionalism. LCPC professionals must hold at least a master’s degree in counseling or a closely related field from a regionally accredited institution, and must sit for the National Counselors Examination and the Maryland State Law Test.

For information about licensure requirements for Licensed Clinical Professional Counselor and other state licensure and certification requirements, please visit the following webpage:

<http://dhmh.maryland.gov/bopc/Pages/licenseinfo.aspx>

SCHOOL COUNSELOR CERTIFICATION

The Code of Maryland Regulations (COMAR) specify the routes by which school counselors can qualify for a license to practice school counseling in the state of Maryland:

COMAR 13A.12.04.03

School Counselor

A. School Counselor. To qualify for a license, a candidate must meet the requirements of one of the following pathways:

(1) **Maryland Approved Program.** Candidates who possess a master’s degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a school counselor.

(2) National Board of Certified Counselors (NBCC). Candidates who possess a master's degree in school counseling or school guidance and counseling, a valid National Board of Certified Counselors certificate, and two years of effective performance as a teacher or school counselor in a school setting.

(3) National Board for Professional Teaching Standards (NBPTS). Candidates who possess a master’s degree in school counseling or school guidance and counseling and present a valid National Board Certificate in the area of School Counseling.

(4) Out of State Program. Candidates who possess a master's degree in school counseling or school guidance and counseling from an out of state approved program and 2 years of effective performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling.

(5) **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. Candidates who possess 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.

(6) Experienced Professional. Candidates who possess a master's degree and a valid, professional certificate from another state and verification of at least 27 months of effective performance as a school counselor.

Currently the School Counseling Specialization of the Counselor Education Program at the University of Maryland Eastern Shore is a Maryland Approved Program. Students who meet all of the requirements of the school counseling specialization and graduation from the Counselor Education Program at UMES also meet the requirements for certification as school counselors in the state of Maryland. Reciprocity is available in some states for students who wish to receive certification in another state, while some states may have additional requirements. For information on individual state requirements, students should contact that state's Department of Education.

The Counselor Education Program is in the process of writing a self-study to submit to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This will serve as the first phase of application for accreditation of our program by CACREP. Once the program is accredited nationally by CACREP, students graduating 18 months before CACREP accreditation will be nationally recognized. National recognition means that graduates may benefit from easier license portability by virtue national accreditation.

Maryland Certification Procedures

Upon graduation from the school counseling specialization, the Education Department will notify the Registrar to place a Maryland Approved Program (MAP) Stamp on the candidate's official transcript. This will communicate to employers that the candidate is eligible for certification as a school counselor in the state of Maryland.

Candidates may request a copy of their certificate from the Maryland Department of Education's Certification Office. Often, school districts who hire graduates will request the candidate's certificate directly from the Maryland Department of Education.

Transferring Certifications to other States

Candidates who wish to practice school counseling outside of Maryland should contact the Department of Education in the state in which they would like to practice, to understand the process for transferring the certificate and to determine whether that state has any requirements in addition to those met by the Maryland certificate.

The American School Counselor Association maintains a database of state-by-state requirements for certification as a school counselor, but it is imperative that candidates verify the requirements directly with the State Department of Education to get the most updated and accurate information. The database can be accessed at <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

POLICIES AND PROCEDURES

TIME LIMITATION

All requirements for the Master's degree must be completed within a five-year period. This time limit also applies to any transfer work from other institutions to be included in a student's overall program of study.

LEAVE OF ABSENCE AND EXTENSION OF TIME LIMITATION PERIOD

In cases of unusual and/or compelling circumstances, a leave of absence for up to one academic year (two semesters) may be granted to a matriculated graduate student by the Graduate Studies Dean, at the recommendation of the Academic Advisor and the Graduate Program Coordinator. An approved leave of absence will stop the five-year time clock for Master's students to complete their degree program. In cases of unusual and/or compelling circumstances, an extension of the time limitation period for the degree may be considered for a matriculated graduate student. If granted, the extension will normally be for no more than one academic year (two semesters). The extension is granted by the Graduate Studies Dean on the recommendation of the Academic Advisor and the Graduate Program Coordinator. Under both circumstances, the Graduate School's Petition for Waiver of a Regulation (www.umes.edu/Grad/Default.aspx?id=17612) form should be completed.

ACADEMIC APPEAL POLICY

Graduate Studies Appeal of Dismissal Policies and Procedures

These procedural guidelines are designed to provide a means for the resolution of appeals by students who have been dismissed from the School of Graduate Studies because of poor academic performance or progress. Students dismissed from any graduate program will be given due process.

Procedure

1. A program director may recommend dismissal of a graduate student for failure to meet the program's standards of academic performance or progress. A student shall be given written notice of dismissal by the School of Graduate Studies stating the reasons for the dismissal.

2. Within five days of the date of the notice, a student who disputes the reasons for the dismissal must contact the department chair, the graduate program director and advisor for informal discussion of the situation.

3. If a student remains dissatisfied after the discussions required by paragraph 2, the student may file a formal appeal of the dismissal, no later than 10 days after the discussions. The appeal must be made in writing in the form of a letter to the Dean of the School of Graduate Studies and include (a) in detail, the basis for the appeal; (b) the date the student was advised of the dismissal; and (c) a summary of the informal discussions held pursuant to these procedures. An appeal also should be supported by any attachments necessary to explain the issue and by an attachment giving the names and contact information (i.e., campus addresses, telephone numbers) of persons with relevant information. An appeal may be supported by written statements from other persons, provided such persons are identified in the statement and contact information is included.

4. Upon receiving an appeal, the Dean shall forward a copy of it to the faculty advisor, the program director and department chairperson(s) of the program from which the student is dismissed.

5. The Dean shall review each dismissal appeal and shall dismiss the appeal if:

(a) The student has submitted the same or a similar complaint through any other formal grievance procedure;

(b) There are no procedural grounds or other evidence supporting the appeal;

(c) The appeal was not filed with the Dean within 10 days of the student's notice of the dismissal; or if the appeal is dismissed, the Dean shall notify the student, the chairperson and the graduate program director in writing.

6. If an appeal is not dismissed by the Dean within five days of receipt of the appeal, the program involved shall submit a reply to the appeal within 10 days of the program's receipt of the appeal.

7. The Dean shall submit the appeal of the student and the response of the program involved to the Graduate Council Appeals Committee (GCAC). The GCAC will hear statements from the student and the program.

8. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believe the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.

9. Following deliberations, the Committee shall notify the Dean in writing of the decision within five days of the meeting.

10. The Dean shall issue a decision in writing to the student, the faculty advisor, the chairperson and the program director within five days after receiving the recommendations of the GCAC or the request to waive GCAC review.

11. GCAC review may be waived upon the written request of the student and the program.

Authority of the Committee

The decision of the committee is final, and binding on both parties. The decision may not be appealed to any other body within UMES or the University of Maryland System. The Graduate Dean shall be responsible for implementing the decision of the committee.

UMES Academic Appeal Policy for Alleged Arbitrary and Capricious Grading

Informal Procedures

A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to solve the problem.

Formal Appeal

A formal appeal is available only upon a showing that the informal process has been exhausted.

General Requirements

An appeal must be made in writing, addressed to the appropriate dean, and contain the following: the course title and number, the instructor's name, a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and all relevant supporting evidence.

An appeal must be received in the Dean's Office within 20 (twenty) days of the first day of instruction of the next semester (excluding summer).

Procedures

Each school shall have a standing committee of two tenured professors and one senior level student for the undergraduate school or graduate student for graduate school to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the

course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the dean.

Each written appeal is to be reviewed by the entire committee for a decision by the majority.

The committee shall either dismiss the appeal or move it forward.

Grounds for Dismissal

The student has submitted the same complaint to any other grievance procedure; the allegations, if true, would not constitute arbitrary and capricious grading; the appeal was not timely, or the informal process has not been exhausted.

If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.

If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.

If, based on the instructor's reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.

If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal with neither party represented by an advocate. Witnesses may be asked to make a statement to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.

The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believes the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.

The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting which may provide opportunities to bring about substantial justice including: directing the professor to grade the student's work anew; directing the instructor to administer a new final exam or paper; directing the cancellation of the student's registration in a course; directing the award of a grade of "pass" in the course.

<https://www.umes.edu/assets/0/232/3812/4006/92454a2a-cb42-4e50-92c1-9458e4adef05.pdf>

UMES POLICY ON DISMISSAL

The UMES School of Graduate Studies policies on retention and dismissal can be found in the Graduate School Catalog beginning on page 23 at the following link:

[https://www.umes.edu/uploadedFiles/WEBSITES/Schedule/Content/2015-2017%20Graduate%20Catalog%20\(Updated%20Fall%202016\).pdf](https://www.umes.edu/uploadedFiles/WEBSITES/Schedule/Content/2015-2017%20Graduate%20Catalog%20(Updated%20Fall%202016).pdf)

To be in good academic standing, degree seeking students must maintain a grade point

average of 3.0 ('B') or better in all graduate courses taken for credit toward a degree program at UMES, and must also satisfy all additional requirements of the Graduate School and the specific graduate program. This makes them eligible to re-enroll each semester/session without restriction.

The Counselor Education students who receive academic probation notices from the Graduate School must comply with the following **program specific** requirement in order to retain their admission status at UMES. Students have one consecutive semester in which to bring their cumulative grade point average back to 3.0 ("B") after it falls below that level.

Academic suspension temporarily interrupts a student's continued enrollment for a specific time period, but allows the student to return to his/her admitted status. Academic dismissal is a termination of admission. It may be a permanent separation, or, if a graduate program allows, a separation for a time period, removed only by review by the program and acceptance of the case for reinstatement. Reinstatement involves special conditions to be met by the returning student.

The admission of all students, both degree and non-degree, is continued at the discretion, as applicable, of the Academic Advisor or Committee, the department Chair, the Program Coordinator and the Graduate School.

Readmission/Reinstatement Process

The Graduate School form *Application for Readmission or Reinstatement* contains information on the process of seeking readmission or reinstatement. The student completes the front and back of the form, provides any additional materials needed and submits all to the graduate program for review and recommendation to the Graduate School for final action on acceptance or denial of the request.

Policy on Dismissal for Non-Academic Reasons

UMES reserves the right to dismiss or fail to graduate any student who does not maintain standards of academic and professional integrity, ethics, and conduct appropriate to the discipline/degree program during the student's course of study at UMES, including clinical experiences, practica, and internships. Students should also consider licensing, registration, credential requirements of a profession in which past personal history or conviction and criminal record may restrict completion of a degree program (the professional phase) and the eligibility to practice in a profession if graduated from a program.

UMES POLICY ON READMISSION: <https://www.umes.edu/Grad/Pages/Readmission-Process/>

Readmission is a process for degree seeking graduate students who have a) voluntarily withdrawn from the University (a withdrawal form submitted for a semester or session), or b) interrupted their registration for one or more semesters (including an approved leave of absence). In each case students had the intention to return to their studies within the original admission period. At the time of withdrawal or last registration, the graduate student should have been in good academic standing (3.0 or better cumulative GPA), although an existing academic probation status may be considered if the conditions for probation have been met or will be met in the semester or session of the next enrollment. This readmission process does not cancel conditions of an original Provisional admission status if these have not yet been met, or an

academic probation status being given if the student's cumulative GPA is below a 3.0 at the time of the application for readmission.

The readmission process is also applicable for Advanced Special status, non degree seeking students in good academic standing who wish to return to graduate study following a break in registration.

Students may be readmitted only to the graduate program of their original admission, or to the status in which they were last enrolled. Readmission is not possible for students who voluntarily withdraw from the graduate program in which they were admitted (see section on withdrawal from a graduate program).

A formal readmission may be granted for master's or non-degree seeking students in good academic standing whose original admission time period has lapsed, and whose extenuating circumstances may be considered for a second 5-year admission period to the program of the original admission or to the Advanced Special status. In the case of the master's degree seeking student, the second five year admission period will come under the catalog in existence at the time of the second admission period. For some graduate programs, the curriculum may not have changed, and the student will not be affected. For other graduate programs the curriculum, courses or program requirements may have changed in the most recent catalog (s). Courses may no longer be offered and the curriculum or programs requirements may have been substantially revised.

UMES POLICY ON REINSTATEMENT: <https://www.umes.edu/Grad/Pages/Reinstatement-Process/>

Restatement is the progress for graduate degree-seeking and non-degree seeking students a) who have been academically dismissed from a program or status or b) who are students ineligible for readmission because of an academic, disciplinary or judicial suspension or the termination of admission status, e.g., due to the failure to remove the conditions of a Provisional admission or of an academic probation.

The student may be reinstated only to the program or status in which he/she was last enrolled. Reinstatement if granted will include conditions and a time period in which to complete them. Cases of readmission or reinstatement are considered on an individual basis and are not automatically granted.

COUNSELOR EDUCATION PROGRAM POLICY ON REMEDIATION, RETENTION AND DISMISSAL
Faculty in the Counselor Education Program have the ethical responsibility to protect the welfare of future clients of our graduate candidates and to protect the public from harm.

The American Counselor Association Code of Ethics, section F.9. Evaluation and Remediation of Students, b. Limitations states that:

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance.

Counselor educators

1. assist students in securing remedial assistance when needed,

2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

As such, the Counselor Education program has instituted a process for proactively identifying limitations or impairment among candidates which is evidenced by observed behaviors, and providing remediation opportunities which are connected to the limitation and that are remedial rather than punitive. The purpose of the remediation plan is to develop in the candidate the necessary skills, dispositions, or ethical behaviors necessary for the competent practice of counseling prior to placement in a clinical setting or endorsement for credentialing or employment.

Retention

The Counselor Education program is committed to retention of students, and to nurturing the growth of students academically, professionally and personally. There are four key points by which retention strategies are employed and are valued within the program.

1. Orientation. This process begins with orientation, where program expectations, policies and procedures are discussed.
2. Advising. Throughout the program, faculty members deliver intrusive advising, which is a style of advising that seeks the student out instead of waiting for them to come to the faculty member.
3. Dispositions Assessment. The dispositions assessment consists of three versions: an academic version which is completed by faculty members; as a section of the clinical mental health counseling internship final evaluation; and as a section of the school counseling internship final evaluation, which are completed by the on-site internship supervisors.

Dispositions assessed include professionalism, personal and professional boundaries, following policies and procedures of the setting, emotional stability and self-regulation, interpersonal skills, personal and professional maturity, conscientiousness, critical thinking, appreciation of learning, self-awareness, character, commitment and purpose, and ability to progress toward working independently.

Dispositions assessments are conducted at the following transition points:

Counselor Dispositions Assessment Point	Assessment	Evaluated by
CNED 601/602	Dispositions Assessment -	Student Self-Assessment

	Academic Version	
Second Semester	Dispositions Assessment - Academic Version	Faculty Team
Application to Practicum		Practicum University Supervisor in consultation with Faculty Team
Application to Internship	Dispositions Assessment - Academic Version	Internship University Supervisor in consultation with Faculty Team
Internship	Final Internship Evaluation with Dispositions (items 1-13)	Internship On-Site Supervisor Student Self-Assessment
Any Time as Needs Arise		Faculty

By identifying dispositional issues early and offering support and remediation opportunities, we can increase retention of students in the program.

4. Professional Development Planning. Beginning in the introductory counseling courses, students will join professional organizations and maintain those professional memberships throughout their tenure in the program. Students will submit one article reflection from the journals associated with their selected professional memberships to their advisor per semester. Completion of the journal article reflections will be noted by the advisor on the advising sheet. Students will participate in one professional development activity per semester. Examples of professional development activities are attending a conference, workshop, or webinar related to the field of counseling. Professional development activities will be noted by the advisor on the advising sheet.

Professional development reflection is also an integral part of the culminating portfolio submitted during CNED 675 - Professional Knowledge, Skills and Dispositions. The portfolio reflection will incorporate the professional development activities completed and the student's self-assessed professional growth throughout the program.

Remediation

If a student engages in behavior(s) that fail to embrace the American Counseling Association Code of Ethics while in the program, there is an expectation that due process policies must follow to determine the appropriateness for remediation and/or dismissal from the program.

As such, the Counselor Education program has instituted a process for proactively identifying areas of academic and dispositional weakness which are evidenced by observed behaviors. We

clearly communicate expectations to students. We provide remediation opportunities which are connected to the areas of weakness and that are remedial rather than punitive. The purpose of the remediation plan is to develop in the candidate the necessary skills, dispositions, or ethical behaviors needed for the competent practice of counseling prior to placement in a clinical setting or endorsement for credentialing or employment. Remediation plans adopt a positive tone, outline the observed performance concerns, and demonstrate how those concerns are related to established evaluative criteria. In addition, the plans identify remedial goals, methods for achieving those goals, a timeline, and consequences for not rectifying the inadequacies within that time frame. Students are also provided with due process procedures.

Counselor Education Program Remediation Policy

Faculty are supportive of students' academic and professional growth. Professionalism, personal and professional boundaries, emotional stability and self-regulation, interpersonal skills, critical thinking and appreciation of learning are valued and are introduced at orientation. During the introductory counseling course, students are required to complete a self-assessment of their dispositions. During the second semester, the program faculty team completes a dispositional assessment (Appendix C) that rates professionalism, personal and professional boundaries, emotional stability and self-regulation, interpersonal skills, critical thinking, appreciation of learning, and other dispositional issues. This assessment was created based on literature on common areas of counselor professional impairment (Garner, C.M., Freeman, B.J., & Lee, L., 2016).

Dispositional Remediation

Faculty in the Counselor Education program are committed to promoting the development of positive counselor dispositions by informing, coaching and remediating students.

There are several avenues by which remediation of dispositions may occur:

1. Formal dispositions assessments by faculty (2nd semester and at application to internship)
2. Formal evaluation of dispositions by the internship on-site supervisor, as part of the internship final evaluation
3. At any time a faculty member has a concern about a student's dispositions
4. At any time an on-site supervisor has a concern about a student's dispositions

Candidate dispositions are assessed in one of the following categories: Advanced, Proficient, Developing, and Not Yet Demonstrated. If the nature of the "Not Yet Demonstrated" area for the candidate is such that further intervention is warranted, faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both.

Any Time a Faculty Member has a Concern about a Student's Dispositions

When a candidate receives a rating of "Not Yet Developed" in any area from an assessment by a faculty member, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. The faculty member or the candidate may request assistance from the department chair, advisor, or other faculty members in conferencing with the candidate. If a faculty member concludes that the concern requires formal documentation, a Dispositional Remediation Contract should be completed.

Any Time an On-site Supervisor has a Concern about a Student's Dispositions

If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. A faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. A Dispositional Remediation Contract should be completed. Candidates will receive a copy of all completed disposition assessment forms.

REMOVAL FROM INTERNSHIP

Candidates may be removed from an internship site by either the on-site supervisor or the Counselor Education Program internship supervisor due to:

- a. failure to function in a responsible and professional manner
- b. failure to satisfactorily complete a remediation plan and remedy any identified deficits
- c. failure to adhere to the ethical codes of the counseling profession
- d. commission of criminal acts which would have prevented their placement in an internship site
- e. failure to adhere to state laws regarding counselors
- f. failure to obtain professional liability insurance for the duration of the internship
- g. upon request from the internship site

PROCEDURE FOR EVALUATION OF FACULTY

Candidates have the opportunity to evaluate faculty. At the conclusion of each semester, candidates are encouraged to evaluate each course they have completed. On the My UMES page <https://my.umes.edu/sso/default.aspx>, click on the link in the middle of the page that says "Click here to complete the student evaluation of instruction survey". Candidates will be prompted to enter their login information to access the course evaluations.

PROCEDURE FOR EVALUATION OF PRACTICUM AND INTERNSHIP SITE SUPERVISORS/PLACEMENT SITES

Upon completion of each practicum and internship experience, the university supervisor will provide each candidate with a form to evaluate their practicum or internship site supervisor and placement site. Candidates should return this form to the university supervisor at the end of the practicum or internship course. This feedback will be used to assist the Coordinator of the specialization in selecting placements for future candidates.

ENDORSEMENT POLICY FOR RECOMMENDATION FOR CREDENTIALING AND EMPLOYMENT

Counseling faculty follow the American Counseling Association Ethical Code F.5.d.

Endorsement:

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

The Counselor Education Program does not guarantee licensure, credentialing, or employment placement of our graduates. A student who seeks licensure, certification, and/or credentialing in any other state or jurisdiction needs to check the specific requirements for that state or jurisdiction and, if needed, discuss the policies with her or his advisor.

Professional recommendations for students or graduates are provided at the discretion of the faculty member whose recommendation is being requested. These decisions are made on a case by-case basis at the time of request. Academic and clinical performance and professional dispositions may be taken into consideration in determining whether or not to provide a professional recommendation. Completion of the program requirements does not guarantee endorsement for employment or licensure.

EXPECTATIONS OF STUDENTS

ACADEMIC EXPECTATIONS

UMES Academic Honesty Policy for Graduate and Undergraduate Studies

Academic honesty and integrity lie at the heart of any educational enterprise. The University of Maryland Eastern Shore (UMES) is committed to the values of academic honesty and integrity, and ensuring that these values are reflected in behaviors of the students, faculty, and staff.

UMES is committed to the prevention of academic dishonesty. To reinforce that commitment, information, including definitions and examples of academic dishonesty, will be published in the UMES Student Handbook and the University catalog. The intention of this information is to prevent acts of academic dishonesty. Prevention is the primary goal of the University in general and the Division of Academic Affairs in particular.

When there is evidence that a student has disregarded the University's Academic Honesty Policy, that student will be subject to review and possible sanctions. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises.

One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violation may be severe, depending upon the offense, as viewed by the committee selected by the appropriate Dean to review such matters. The minimum sanction for cases of proven cheating is failure of the course. Instructors will explain procedures for taking tests, writing papers, and

completing other course requirements so that students may fully understand their instructor's expectations.

One of the objectives of UMES is to promote the highest standards of professionalism among its students. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty, which show a failure of integrity and a violation of our educational objectives; these acts will not be accepted or tolerated. The following definitions and guidelines should be followed:

1. Falsification is unacceptable. Falsification includes but is not limited to
 - a. creating false records of academic achievement;
 - b. altering or forging records;
 - c. misusing, altering, forging, falsifying or transferring to another person, without proper authorization, any academic record;
 - d. conspiring or inducing others to forge or alter academic records.
2. Cheating is also unacceptable. Cheating includes but is not limited to
 - a. giving answers to others in a test situation without permission of the tester;
 - b. taking or receiving answers from others in a test situation without permission of the tester;
 - c. having possession of test materials without permission;
 - d. taking, giving, or receiving test materials prior to tests without permission;
 - e. having someone else take a test or complete one's assignment;
 - f. submitting as one's own work, work done by someone else;
 - g. permitting someone else to submit one's work under that person's name;
 - h. falsifying research data or other research material;
 - i. copying, with or without permission, any works, (e.g., essays, short stories, poems, etc.), from a computer hard drive or discs and presenting them as one's own.
3. Plagiarism as a form of cheating is also unacceptable. Plagiarism is the act of presenting as one's own creation works actually created by others. Plagiarism consists of
 - a. taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from one's own;
 - b. quoting indirectly or paraphrasing material taken from a source without clearly giving proper reference that identifies the original source and distinguishes the paraphrased material from one's own compositions;
 - c. quoting directly or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as one's own creation.

Acts of falsification, cheating, plagiarism and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any

of these forms of academic dishonesty. The penalties may include, but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate.

https://www.umes.edu/uploadedFiles/_DEPARTMENTS/Academic_Affairs/Content/Academic%20Honesty%20Statement%20B.pdf

ETHICAL EXPECTATIONS

Students are expected to adhere to the American Counseling Association Code of Ethics. Students should become familiar with the entire ACA Code of Ethics at the beginning of the program and follow these codes in all aspects of the program, including clinical experiences (practicum and internship). The ACA Code of Ethics can be found at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Section F.5. Student and Supervisee Responsibilities of the ACA Code of Ethics outlines the specific ethical responsibilities of students:

F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors

F.5.b. Impairment

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure

Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

School Counseling Specialization Students are also expected to follow the American School Counseling Association Ethical Standards during their clinical experiences. The ASCA Ethical Standards can be found at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

PROFESSIONAL OBLIGATIONS

Professional Counseling Organizations

Students are encouraged to become members of professional counseling organizations. All students are encouraged to join the American Counseling Association, as well as associations representing their specialization areas, such as the American Mental Health Counselors Association and the American School Counselor Association. In addition, students are encouraged to join and become actively involved in state level organizations such as the Maryland Counseling Association and the Maryland School Counselor Association.

Opportunities for Professional Involvement

Students are encouraged to become involved in the counseling profession during their time in the Counselor Education program. Opportunities include state-level professional organization committees, attendance and presentation at conferences, and publication in journals and newsletters.

Activities for Students

Chi Sigma Iota. Upon successful accreditation by CACREP, our program plans to offer membership in Chi Sigma Iota, a national professional honor society, to students in Clinical Mental Health Counseling and School Counseling specializations.

Volunteer Opportunities. Our program offers opportunities for students to volunteer with community partners. In the past, students have been involved in welcoming K-12 students on the first day of school, volunteering at community-based career fairs, and participating in health and wellness initiatives on campus and in the community.

Personal Growth Expectations

We believe that self-awareness of attitudes, values, and beliefs toward diverse others and the ability to continually reflect on one's own personal and interpersonal dynamics are critical to the development of effective professional skills and identity. Therefore, students will be asked to engage in a process of personal exploration and growth during the program. Some courses also require completing assignments that involve self-disclosure and self-reflection about personal history and cultural identities. Although contents of self-disclosure will not be used as a basis for grading, students may be evaluated on their capacity to engage in self-reflective processes that are critical to professional development and practice. Faculty provide modeling for and facilitate appropriate self-disclosure for the academic setting. An emotionally healthy counselor-in-training should have the ability to share some aspects of their identity in order to be an effective practitioner. Students have the right to decide what personal information will be shared in class. Please also note that should a student disclose information indicating impairment or the potential for harm to clients, the faculty may take appropriate action in accordance with the ACA Code of Ethics (2014) Sections C.2.g, F.8.c, and F.8.d.

STUDENT SUPPORT AND RESOURCES

FINANCIAL AID

The Office of Financial Aid provides information on grants, scholarships, work-study and loans, and provides financial aid counseling for students. For information and important deadlines, please visit the Office of Financial Aid webpage at <https://www.umes.edu/FinancialAid/>.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available in the Education Department. For information about Department of Education graduate assistantships, please visit our webpage at <https://www.umes.edu/Education/Pages/Graduate-Assistant-Positions/>

For detailed information about graduate assistantships on campus, please refer to the Graduate Assistant Handbook, available at https://www.umes.edu/uploadedFiles/_WEBSITES/Grad/Content/Graduate%20Assistants%20Handbook.pdf

SCHOLARSHIPS

Candidates may be eligible for a Graduate Hazel Scholarship. In order to be considered for this scholarship, candidates must have a Free Application for Federal Student Aid (FAFSA) on file. For information about this scholarship, please visit the Hazel Endowment page on the Department of Education webpage at <https://www.umes.edu/Education/Pages/Hazel-Endowment/>

LIBRARY RESOURCES

The Frederick Douglass Library is a member of USMAI (University System of Maryland and Affiliated Institutions) consortium, and is affiliated with the University's thirteen campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources. These collections and resources include the library catalog and over 120 research databases often including full text journals, books and newspapers. For information about library services, please visit their webpage at <https://www.umes.edu/FDL/>.

COUNSELING SERVICES

Personal counseling services are provided on campus by Counseling Services, located in suite 2260 in the Student Development Center. Services include individual counseling, group counseling, couples counseling, psychiatric services, referral services, and consultation.

PROFESSIONAL RESOURCES

PROFESSIONAL ASSOCIATIONS

Candidates are strongly encouraged to join and become involved with professional associations. During practicum and internship, membership in some of these associations includes free

liability insurance, which is a requirement in order to participate in practicum and internship. The major national and state professional associations in the counseling profession and in the specialty areas of clinical mental health counseling and school counseling are summarized below, with links to the association websites. Candidates may also be interested in other organizations which reflect their professional interests.

American Counseling Association (ACA): www.counseling.org

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. ACA is the world's largest association exclusively representing professional counselors in various practice settings. ACA has 19 divisions that reflect a variety of specializations and practice settings.

ACA Master's Level students receive liability insurance coverage as part of their membership. For just over half the price of full professional membership, students gain access to all of the career and professional resources available to practicing counselors, helping you prepare for your counseling career. To aid your coursework, ACA provides 24-hour electronic access to our journal, literature, and other research resources. Student membership is \$105 in 2020.

American School Counselor Association (ASCA): www.schoolcounselor.org

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development (including free webinars), publications and other resources such as the ASCA Scene online community, research, and advocacy to professional school counselors around the globe. All professional and student ASCA members are automatically covered for \$1 million in professional liability coverage at no additional cost. Student membership is \$69 in 2020.

American Mental Health Counselors Association (AMHCA):

<http://www.amhca.org/home>

AMHCA is a division of the American Counseling Association. AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry. AMHCA provides free liability insurance to student members through CPH & Associates. Student membership is \$84 in 2020.

Maryland Counseling Association (MCA): www.md counseling.org

The Maryland Counseling Association is a state division of the American Counseling Association. MCA's mission is to promote public confidence, and trust in the counseling profession and to influence policies that affect professional counselors and the welfare of the diverse clients they serve. MCA supports professional counselors and counselors-in-training through a variety of professional development opportunities and support services. The MCA offers an annual conference, professional development workshops, an Advocacy Day in the state capitol, and a newsletter. They also give annual awards to members, including the Maryland Graduate Student of the Year. Student membership is \$30 in 2020.

Maryland School Counselor Association (MSCA): 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. Their mission is to promote excellence in the profession of school counseling and to foster the full potential of all students regarding academic, career, and social-emotional growth. The Maryland School Counselor Association offers professional development, political advocacy and networking for professional school counselors across the state. It also offers school counselors and graduate students opportunities for involvement and leadership in the world of professional school counseling. The MSCA offers a professional network; access to their Members Only Resources Page; an annual conference; an annual Graduate Student Seminar; eligibility for the Maryland Graduate Student of the Year Recognition at the annual Recognition Gala; opportunities for involvement in the executive board, committees and advocacy activities within MSCA; seminars and workshops; political advocacy for education and school counseling issues; and a quarterly magazine. Student membership is \$20 in 2020.

ETHICAL STANDARDS OF THE PROFESSION

The Counselor Education program prepares candidates as ethical practitioners and follows the American Counseling Association Code of Ethics, which can be found here:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

School Counseling specialization candidates will also become familiar with the American School Counselor Association's Ethical Standards for School Counselors, which can be found here:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

REFERENCES

ACA Code of Ethics (2014). Alexandria, VA: American Counseling Association.

ASCA Ethical Standards for School Counselors (2016). Alexandria, VA: American School Counselor Association.

Garner, C.M., Freeman, B.J., & Lee, L. (2016). *Assessment of student dispositions: The development and psychometric properties of the Professional Disposition Competence Assessment (PDCA)*. Alexandria, VA: American Counseling Association. Retrieved from file:///C:/Users/gefoust/Desktop/CACREP/Dispositions%20and%20Remediation/Article%20Assessment%20of%20Student%20Dispositions.pdf

APPENDICES: FORMS

- A. Course Planning Form for Clinical Mental Health Counseling**
- B. Course Planning Form for School Counseling**
- C. Professional Dispositions Assessment**
- D. Application for Practicum**
- E. Application for Internship**

Appendix A

UMES COUNSELOR EDUCATION – CLINICAL MENTAL HEALTH COUNSELING PROGRAM COURSE OF STUDY (60 Credits)

Student _____

Advisor _____

Course Name/Number/ # of credits	Level	When Offered	Semester Taken	Grade Earned	Notes
INTRODUCTORY COURSES					
CNED 602 – Introduction to Clinical Mental Health Counseling (3)	Introductory	Fall and Spring			Comprehensive Exam Content
CNED 604 – Theories and Techniques of Counseling (3)	Introductory	Fall			Comprehensive Exam Content
EDUC 620HYBRID – Advanced Human Growth and Development (3)	Introductory	Fall			Comprehensive Exam Content
EDUC 690 – Introduction to Behavioral Research (3)	Introductory	Fall and Spring			Comprehensive Exam Content
MID-LEVEL CORE PROGRAM COURSES					
CNED 635 – Diagnosis and Psychopathology	Mid-level	Summer			
CNED 640 – Group Processes in Counseling (3)	Mid-level	Spring			Comprehensive Exam Content
CNED 645 – Cross-cultural Perspectives in Counseling (3)	Mid-level	Fall			Comprehensive Exam Content
CNED 655 – Social Diversity in Counseling	Mid-level	Spring			Comprehensive Exam Content
CNED 660 – Crisis Management (3)	Mid-level	Spring			
CNED 670 – Ethical, Legal and Professional Issues (3)	Mid-level	Spring			Comprehensive Exam Content
CNED 605 – Individual and Group Appraisal (3)	Mid-level	Fall			Comprehensive Exam Content

MID-LEVEL CLINICAL MENTAL HEALTH COUNSELING COURSES					
CNED 631 – Career and Life Development (3)	Mid-level Core/Specialization	Spring			Comprehensive Exam Content
CNED 636 – Substance Abuse Counseling	Mid-level Specialization	Fall			
CNED 637 – Treating Emotional Disturbances	Mid-level Specialization	Spring			
CNED 612 – Marriage and Family Counseling	Mid-level Specialization	Fall			
CNED 672 – Practicum in Clinical Mental Health Counseling (3)	Mid-level Specialization	Fall, Spring, Summer			Apply semester prior
ADVANCED COURSES					
CNED 606 – Clinical Applications of Counseling (3)	Advanced	Fall			Must take prior to or concurrently with internship I
CNED 675 – Professional Knowledge, Skills and Practices (3) (Portfolio)	Advanced	Fall, Spring			Generally taken in the last semester
CNED 679 – Internship in Clinical Mental Health Counseling I (3)	Advanced	Fall, Spring			Apply semester prior
CNED 699 – Internship in Clinical Mental Health Counseling II (3)	Advanced	Fall, Spring			Apply semester prior
TOTAL CREDITS (60)					

NOTES:

Reflective Professional Development Exercise: Evidence of professional development activity e.g., a journal summary and participation in a conference, training or webinar.

Reflective Professional Development

Semester	Type of Professional Development Activity	Proof of Professional Membership	Date Completed	Date Approved

Comprehensive Exam - Candidates must pass a written comprehensive exam, which measures important professional knowledge concepts across the curriculum. The exam is in multiple choice format, is based on the eight common core areas of CACREP, and covers content from selected core area courses (identified in the chart above). Students should plan to take the comprehensive exam as soon as all of the courses identified as comprehensive exam content courses are completed. The exam is offered on the Saturday before the beginning of each fall and spring semester. Candidates should notify the Director of Counselor Education of their intent to sit for the comprehensive exam by the end of the semester prior to the exam date.

Date planned to sit for comprehensive exam: _____ Date passed comprehensive exam: _____

Reflective Portfolio – The portfolio project will be created in CNED 675. Reflective portfolio completed: _____

Practicum – 100 hours required.

Semester/Term planned to complete Practicum: _____ Date completed 100 hours: _____

Internship – 600 hours minimum required, split between two internship placements and two internship courses. The internship must be completed at a public school on the Eastern Shore, under the supervision of a certified school counselor with two or more years of experience in an approved site, during the regular school day. Two hours per week are earned for participation in group supervision during the weekly internship class with the university supervisor. *Students must apply for an internship the semester before beginning the internship.* Placement will be made by the Coordinator of School Counseling.

The internship is taken during the last two semesters. Students should have taken the courses necessary to understand the school counselor's role prior to or during the first semester of internship. This includes Legal and Ethical Issues in Counseling (CNED 670), Clinical Applications (CNED 606), Organization and Administration of School Counseling Programs (CNED 646), Counseling Children and Adolescents (CNED 643), and College and Career Readiness Counseling (CNED 632). Students will build and reflect upon their portfolio during internship, so CNED 675 is taken concurrently with the second internship.

Semesters planned to complete Internship: _____ Date completed 600 hours: _____

Graduation – anticipated date: _____ **Minimum Total Number of Credits Required: 60**

Advisors are here to guide you through planning your course of study, but it is the ultimate responsibility of the students to track and monitor their own progress and successful completion of all program requirements using this advising form and the Academic Requirements tool in Hawkweb every semester.

RECORD OF ADVISING:

Date of Meeting / Notes	Student's Signature	Advisor's Signature
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My Graduation Checklist

- _____ Completed 60 credits of required courses
- _____ 3.0 or higher GPA
- _____ Completed 100 hours of Practicum
- _____ Passed Comprehensive Exam
- _____ Completed Portfolio
- _____ Completed 600 hours of Internship
- _____ Completed all requirements within 5 year time limit
- _____ Applied for Graduation by the deadline

Appendix B

UMES COUNSELOR EDUCATION – SCHOOL COUNSELING PROGRAM COURSE OF STUDY – 60 CREDIT

Student _____

Advisor _____

Specialization School Counseling

Course Name/Number/ # of credits	Level	When Offered	Semester Taken	Grade Earned	Notes
INTRODUCTORY CORE COURSES					
CNED 601 – Introduction to School Counseling (3)	Introductory	Fall and Spring			Comprehensive Exam Content
CNED 604 – Theories and Techniques of Counseling (3)	Introductory	Fall			Comprehensive Exam Content
EDUC 620HYBRID – Advanced Human Growth and Development (3)	Introductory	Fall			Comprehensive Exam Content
EDUC 690 – Introduction to Behavioral Research (3)	Introductory	Spring			Comprehensive Exam Content
MID-LEVEL CORE COURSES					
CNED 635 – Diagnosis and Psychopathology	Mid-Range	Summer			
CNED 640 – Group Processes in Counseling (3)	Mid-range	Spring			Comprehensive Exam Content
CNED 645 – Cross-cultural Perspectives in Counseling (3)	Mid-range	Fall			Comprehensive Exam Content
CNED 655 – Social Diversity in Counseling	Mid-Range	Spring			Comprehensive Exam Content
CNED 660 – Crisis Management (3)	Mid-range	Spring			
CNED 670 – Ethical, Legal and Professional Issues (3)	Mid-range	Spring			Comprehensive Exam Content

CNED 605 – Individual and Group Appraisal (3)	Mid-range	Fall			Comprehensive Exam Content
MID-LEVEL SCHOOL COUNSELING COURSES					
CNED 632 – College and Career Readiness Counseling (3)	Mid-level	Spring			Comprehensive Exam Content
CNED 643 – Counseling Children and Adolescents (3)	Mid-level	Fall			
CNED 646 – Organization and Administration of School Counseling Programs (3)	Mid-level	Spring			
SPED 600HYBRID – Characteristics of Exceptional Individuals	Mid-level	Fall, Spring			
CNED 671 – Practicum in School Counseling (3)	Mid-level	Fall, Spring			Apply semester prior
ADVANCED COURSES					
CNED 606 – Clinical Applications of Counseling (3)	Advanced	Fall			Must take prior to or concurrently with internship I
CNED 675 – Professional Knowledge, Skills and Practices (3)	Advanced	Fall, Spring			Generally taken in the last semester
CNED 677 – Internship in School Counseling I (3)	Advanced Specialization	Fall, Spring			Apply semester prior
CNED 697 – Internship in School Counseling II (3)	Advanced Specialization	Fall, Spring			Apply semester prior
TOTAL CREDITS (60)					

NOTES:

Reflective Professional Development Exercise: Evidence of professional development activity e.g., a journal summary and participation in a conference, training or webinar.

Reflective Professional Development

Semester	Type of Professional Development Activity	Proof of Professional Membership	Date Completed	Date Approved

Comprehensive Exam - Candidates must pass a written comprehensive exam, which measures important professional knowledge concepts across the curriculum. The exam is in multiple choice format, is based on the eight common core areas of CACREP, and covers content from selected core area courses (identified in the chart above). Students should plan to take the comprehensive exam as soon as all of the courses identified as comprehensive exam content courses are completed. The exam is offered on the Saturday before the beginning of each fall and spring semester. Candidates should notify the Director of Counselor Education of their intent to sit for the comprehensive exam by the end of the semester prior to the exam date.

Date planned to sit for comprehensive exam: _____ Date passed comprehensive exam: _____

Comprehensive Portfolio – The portfolio project will be created in CNED 675. Semester portfolio completed: _____

Practicum – 100 hours required.

Semester/Term planned to complete Practicum: _____ Semester/term completed 100 hours: _____

Internship – 600 hours minimum required, split between two internship placements and two internship courses. The internship must be completed under the supervision of a licensed professional counselor or other approved licensed professional with two or more years of experience in a site (approved by the Coordinator of Clinical Mental Health Counseling). Two hours per week are earned for participation in group supervision during the weekly internship class with the university supervisor. Students must apply for an internship the semester before beginning the internship.

Semesters planned to complete Internship: _____ Semester completed 600 hours: _____

Graduation – anticipated date: _____

Minimum Total Number of Credits Required: 60

RECORD OF ADVISING:

Date of Meeting / Notes	Student's Signature	Advisor's Signature
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My Graduation Checklist

- _____ Completed 60 credits of required courses
- _____ 3.0 or higher GPA
- _____ Completed 100 hours of Practicum
- _____ Passed Comprehensive Exam
- _____ Completed Portfolio
- _____ Completed 600 hours of Internship
- _____ Completed all requirements within 5 year time limit
- _____ Applied for Graduation by the deadline

Appendix C

COUNSELOR EDUCATION PROGRAM DISPOSITIONS ASSESSMENT - ACADEMIC VERSION

Student Name:

Evaluator:

Date:

? #	SCORE Please indicate 4,3,2, or 1 or N/0 if not observed	COMPONENT	CACREP 2016 STANDARD	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	NOT YET DEMONSTRATED 1
		COUNSELOR DISPOSITIONS	CACREP STANDARD	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	NOT YET DEMONSTRATED 1
1		Professionalism	4.F. 4.G	Always maintains a professional demeanor appropriate for the academic setting (e.g., on time, appropriate participation, timely submission of assignments, appropriate response to feedback, etc.).. Confidently presents him/herself in a professional manner.	Maintains a professional demeanor appropriate for the academic setting (e.g., on time, appropriate participation, timely submission of assignments, appropriate response to feedback, etc.).	Occasionally displays an unprofessional demeanor which is not appropriate for the academic setting and violates important norms of the academic setting (e.g., coming to class late, engaging in off-task behavior during class, frequent late assignments, defensive response to feedback, etc.).	Displays a pattern of unprofessional demeanor which is not appropriate for the academic setting and violates important norms of the academic setting (e.g., coming to class late, engaging in off-task behavior during class, frequent late assignments, defensive response to feedback, etc.).

2		Personal and professional boundaries	2.F.1.i. 4.F. 4.G	Always maintains appropriate boundaries with faculty and student colleagues and clearly communicates professional boundaries	Maintains appropriate boundaries with faculty and student colleagues (respecting time, email etiquette, respecting confidentiality of student self-disclosure.	Usually maintains appropriate boundaries with faculty and student colleagues, but sometimes has difficulty with crossing boundaries in minor ways (e.g., behavior that interferes with classroom functioning, inappropriate self-disclosure, blurring of professional and social boundaries, etc.)	Fails to maintain appropriate boundaries with faculty and student colleagues (e.g., behavior that interferes with classroom functioning, inappropriate self-disclosure, blurring of professional and social boundaries, etc.)
3		Following policies and procedures of the setting	4.F. 4.G	Fully understands and consistently follows policies and procedures, including attendance, punctuality, communications, correct implementation of procedures, following policies, etc., without prompting and reminders	Understands and follows policies and procedures, including attendance, punctuality, communications, correct implementation of procedures, following policies, etc.	Sometimes understands and follows policies and procedures (e.g., attendance, punctuality, communications, correct implementation of procedures, following policies, etc.), but occasionally needs redirection to follow policies, procedures or expectations. Responds to supervision interventions by correcting behaviors.	Has significant impairment in multiple aspects of following policies, procedures and expectations (e.g., attendance, punctuality, communications, correct implementation of procedures, following policies, etc.) which has not responded to supervision interventions
4		Emotional stability and self-regulation	4.F. 4.G	Consistently uses effective coping skills in stressful or crisis situations, thinks before acting, displays even-tempered emotional reactions, and is positively engaged. Proactively selects ways of reacting that consider the effects of one’s own emotional reactions and behaviors on others and that have a positive impact on others	Uses effective coping skills in stressful or crisis situations, thinks before acting, displays even-tempered emotional reactions, and is positively engaged.	At times is unable to use effective coping skills in stressful or crisis situations, reacts impulsively, displays negative affect or heightened emotional reactions, or is over-anxious or disengaged. Responds to supervision interventions by attempting to alter behaviors.	Displays significant impairment in use of effective coping skills in stressful or crisis situations, impulse control, display of negative affect or heightened and excessive emotional reactions, or is over-anxious, or disengaged. Behaviors or emotions displayed interfere with helping ability and have not responded to supervision interventions.

5		Interpersonal skills	4.F. 4.G	Demonstrates capacity to establish and maintain highly effective interpersonal relationships including warmth, empathy, genuineness, and acceptance; access to and appropriate expression of emotions; and capacity to exhibit state extroversion even if the candidate has trait introversion	Demonstrates capacity to establish and maintain effective interpersonal relationships including warmth, empathy, genuineness, and acceptance; access to and appropriate expression of emotions; and capacity to exhibit state extroversion even if the candidate has trait introversion	Demonstrates limited capacity to establish and maintain sufficient interpersonal relationships , including warmth, empathy, genuineness, and acceptance; access to and appropriate expression of emotions; and limited capacity to exhibit state extroversion even if the candidate has trait introversion	Demonstrates significantly impaired ability to establish and maintain sufficient interpersonal relationships , including warmth, empathy, genuineness, and acceptance; access to and appropriate expression of emotions; and/or impaired capacity to exhibit state extroversion even if the candidate has trait introversion
6		Personal and professional maturity	4.F. 4.G	Consistently displays mature behaviors such as ability to engage in professional conversations, take responsibility for mistakes, focus on the task at hand, etc. Interacts with others in a way that demonstrates respect and shows good judgment.	Displays mature behaviors such as ability to engage in professional conversations, take responsibility for mistakes, focus on the task at hand,, etc.	Usually displays mature behaviors such as ability to engage in professional conversations, take responsibility for mistakes, focus on the task at hand, etc. At times demonstrates immature behaviors (e.g. off-task behaviors, wasting time, not taking responsibility for mistakes)	Often displays immature behaviors (e.g., gossip, playing games, wasting time, blaming others, engaging in off-task behaviors, etc.)
7		Conscientiousness	4.F. 4.G	Always assumes responsibilities expected of a graduate student with a positive attitude, often going beyond expectations. Dependable in completing tasks and following through on assignments in a timely and thorough manner without reminders. Has a high degree of self-discipline.	Assumes the responsibilities expected of an intern with a positive attitude. Dependable in completing tasks and following through on assignments in a timely and thorough manner. Displays self-discipline.	Assumes the responsibilities expected of a graduate student but shows discomfort with some responsibilities, resulting in some resistance to completing those responsibilities. Sometimes needs reminders to complete tasks and follow through on assignments, and/or relies on external factors such as faculty inquiries and reminders to provide motivation rather than being self-disciplined.	Indicates unwillingness to assume the responsibilities expected of a graduate student and/or exhibits a pattern of failing to complete tasks and follow through on assignments. Lack of self-discipline interferes with completing assignments in a timely manner.

8		Critical Thinking	4.F. 4.G	Consistently and effectively uses critical thinking skills such as understanding, conceptualizing, applying, analyzing, evaluating, and creating; use of flexible thinking to solve problems; tolerance for ambiguity, and willingness to abandon ineffective strategies and try new solutions to problems. Thinks in complex ways that allow for high level critical thinking, deep analysis, and innovation in creating new strategies..	Uses critical thinking skills such as understanding, conceptualizing, applying, analyzing, evaluating, and creating; use of flexible thinking to solve problems; tolerance for ambiguity, and willingness to abandon ineffective strategies and try new solutions to problems	Sometimes uses critical thinking skills such as understanding, conceptualizing, applying, analyzing, evaluating, and creating; use of flexible thinking to solve problems; tolerance for ambiguity, and willingness to abandon ineffective strategies and try new solutions to problems. Has some difficulty demonstrating more complex skills such as analysis, synthesis, and creating innovative strategies.	Requires detailed direction in order to complete tasks and finds it difficult to complete tasks unless they are concrete and structured. Has difficulty using critical thinking skills such as understanding, conceptualizing, applying, analyzing, evaluating, and creating; use of flexible thinking to solve problems; tolerance for ambiguity, and willingness to abandon ineffective strategies and try new solutions to problems. Has significant impairment in demonstrating more complex skills such as analysis and creating innovative strategies.
9		Appreciation of Learning	4.F. 4.G	When approaching academic activities, the candidate is strongly motivated by the desire to become a highly effective counselor. Exhibits curiosity, purposeful engagement, openness to improvement through evaluation and feedback, and willingness to consider new ideas, ways of understanding, and approaches. Goes above and beyond requirements in order to improve knowledge and skills and work toward continuous development and improvement.	When approaching academic activities, the candidate is motivated by the desire to become an effective counselor. Exhibits curiosity, purposeful engagement, openness to improvement through evaluation and feedback, and willingness to consider new ideas, ways of understanding, and approaches.	When approaching academic activities, the candidate completes the basic requirements of the course/program but does not take initiative to engage in activities for the purposes of improvement through evaluation and feedback, considering new ideas, or learning new ways of understanding and approaches.	When approaching academic activities, the candidate is motivated primarily by getting by with minimal effort in order to receive the credential or grade and does not indicate a desire to approach tasks and improve knowledge and skills for the purpose of becoming an effective counselor. Shows disinterest

10		Self-awareness	4.F. 4.G	Demonstrates the ability to identify personal strengths and limitations and intentionally work toward personal growth. Open to self-assessment and non-defensive in reflecting upon areas in need of improvement. Shows capacity for depth of self-awareness and understanding	Demonstrates the ability to identify personal strengths and limitations and intentionally work toward personal growth. Open to self-assessment and non-defensive in reflecting upon areas in need of improvement.	Demonstrates partial ability to identify personal strengths and limitations, but has only cursory self-awareness of some limitations, which reduces ability to progress toward personal growth in those areas.	Lacks self-awareness of significant limitations or areas of impairment, which impede progress toward personal growth in those areas. Defensiveness prevents the candidate from becoming self-aware and engaging in productive self-reflection
11		Character	4.F. 4.G	Displays exceptional level of professional integrity, honesty, trustworthiness, respect for others, politeness, optimism, collegiality, collaboration, and commitment to professional values and standards	Displays professional integrity, honesty, trustworthiness, respect for others, politeness, optimism, collegiality, collaboration, and commitment to professional values and standards	Sometimes displays professional integrity, honesty, trustworthiness, respect for others, politeness, optimism, collegiality, collaboration, and commitment to professional values and standards, but occasionally displays negative character traits such as negativity, dishonesty, lack of manners,, lack of trustworthiness, etc.	Displays antagonism, low levels of agreeableness, negativity, disrespect, dishonesty, skepticism of others' intentions, competitive rather than collaborative focus, and/or a disregard for professional values and standards of behavior to the extent that it impairs professional or academic functioning
12		Commitment and Purpose	4.F. 4.G	Shows exceptional enthusiasm and passion for the counseling profession, and this commitment is evident through their level of engagement in the classroom and professional development activities.. The candidate displays purposeful, goal-directed behavior focused on development of excellence in counseling knowledge and skills	Shows enthusiasm for the counseling profession and this commitment is evident through the student's level of engagement and behavioral and verbal indicators of commitment and enthusiasm.	Is sometimes enthusiastic and engaged in the classroom and professional development activities but ambivalent about important aspects the counseling profession and inconsistent in desire to demonstrate knowledge and skills.	Does not show enthusiasm for the counseling profession or working on developing knowledge and skills, as evidenced by low levels of engagement in the classroom and/or involvement in professional development and resistance to working on developing knowledge and skills

13		Ability to progress toward working independently	4.F. 4.G	Works independently to complete assignments accurately and in an exemplary manner.	Works independently and completes assignments accurately	Requires significant direction feedback and assistance to complete assignments, but shows progress in independence	Even after multiple explanations and extensive assistance and feedback, the student is still not able to accurately complete assignments
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COMMENTS (Optional):

UNIVERSITY OF MARYLAND EASTERN SHORE
Department of Education
Counselor Education Program

CNED 677/697

CNED 679/699

INTERNSHIP IN COUNSELOR EDUCATION
APPLICATION FOR PLACEMENT

(Due by Nov. 1 for Spring Placement and April 1 for Fall Placement)

NAME _____ School ID# _____

HOME ADDRESS _____

Email Address _____ PHONE# _____

Practicum experience _____ Hours completed _____

Number of Credits Completed (by beginning of internship semester) _____

Please attach unofficial transcript.

SEMESTER TO SCHEDULE INTERNSHIP _____

***REQUEST FOR INTERNSHIP SITE:**

School Counseling Students:

Do you have a preference for level? If so, indicate order of preference 1-3:

____ Elementary School ____ Middle School ____ High School

Clinical Mental Health Counseling Students:

Do you have a preference for type of agency? If so, please describe:

All Students:

Do you have a request for a specific county, agency, site and/or site supervisor? ____ No ____ Yes

School Counseling Placements: Internship placements are made only in counties with whom the Department of Education has a Memorandum of Understanding. These include Caroline, Somerset, Wicomico, Worcester, Dorchester and Talbot Counties in Maryland.

Site/County/Agency

Site Supervisor

1. _____
2. _____

*Requests cannot always be honored. Sites must be within one hour's drive of Princess Anne for supervision purposes.

How many days per week do you plan to work at your internship site? _____

If you know which days work best for you, please list: _____

Are there any internship sites which may be a conflict of interest for you (i.e., dual relationships such as family member employed there, children enrolled, legal or ethical conflicts of interest, etc.)?

____ No ____ Yes

If yes, please name the site(s): _____

