



PCC Proposal to Establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors (Senate Document #22-23-24)

PRESENTED BY Piotr Swistak, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – February 22, 2023 | SENATE – March 8, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT

NECESSARY APPROVALS Senate, President, USM Chancellor, and the Maryland Higher Education Commission

ISSUE

The College of Education’s Department of Counseling, Higher Education, and Special Education proposes to establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors. This program will equip Professional School Counselors with specialized skills to work with students of families who have recently immigrated to the United States. Program activities will focus on (a) helping students and families manage trauma, post-traumatic stress, culture shock, and poverty, as well as (b) promoting students’ health, well-being, English language acquisition, acculturation, academic achievement, and socioemotional growth and development.

Students are required to take twelve credits to complete the certificate program:

- TLPL788(TBD) Immigration and Education (3 Credits)
- TLPL440 Issues in the Education of English Language Learners (3 Credits)
- EDCP665 Family and Social Support Systems (3 Credits)
- EDCP789(TBD) Immigrant Child Counseling and Consultation (3 Credits)

This program has been developed in conjunction with Prince George’s County Public Schools. From Fiscal Years 2015 to 2022, Prince George’s County has been ranked in the top 10 of more than 3000 US counties in per capita "unaccompanied children released to sponsors" (data from the Unaccompanied Children (UC) Program, Office of Refugee Resettlement (ORR), Administration for Children and Families (ACF), USDHHS)). The County’s educators have observed a widening gap between the increasingly complex needs of its growing population of immigrant students and families, and the Professional School Counselors’ expertise to meet those needs. The program’s participants will be members of the County’s Professional School Counselor staff.

All of the program’s courses already exist. New course sections that are designated for certificate students will be taught in Prince George’s County school facilities or online, and any additional funds needed for salary will be covered by tuition revenue.

The proposal was approved by the Graduate School PCC committee on January 27, 2023, and the Senate Programs, Curricula, and Courses committee on February 3, 2023.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on February 3, 2023. Jessica McKechnie and Paul Gold, from the Department of Counseling, Higher Education, and Special Education, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to establish a certificate program that will train Professional School Counselors in an area of critical need for Prince George's County Public Schools.

FINANCIAL IMPLICATIONS

Because this program will be self-supported, there are no significant financial implications for this proposal.

844: POST-MASTER'S CERTIFICATE PROGRAM IN SUPPORTING IMMIGRANT STUDENTS FOR PROFESSIONAL SCHOOL COUNSELORS

In Workflow

1. D-CHSE Curriculum Manager (blim@umd.edu)
2. D-TLPL PCC Chair (elby@umd.edu; johno@umd.edu)
3. D-CHSE PCC Chair (boblent@umd.edu)
4. D-TLPL Chair (npolat@umd.edu)
5. D-CHSE Chair (willmliu@umd.edu)
6. EDUC Curriculum Manager (ejohnson@umd.edu; kgriff29@umd.edu; mpeercey@umd.edu)
7. EDUC PCC Chair (ejohnson@umd.edu; djbolger@umd.edu)
8. EDUC Dean (kgriff29@umd.edu; mpeercey@umd.edu)
9. Academic Affairs Curriculum Manager (mcolson@umd.edu)
10. Graduate School Curriculum Manager (jfarman@umd.edu)
11. Graduate PCC Chair (jfarman@umd.edu)
12. Dean of the Graduate School (sfetter@umd.edu; jfarman@umd.edu)
13. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
14. University Senate Chair (mcolson@umd.edu)
15. President (mcolson@umd.edu)
16. Chancellor (mcolson@umd.edu)
17. MHEC (mcolson@umd.edu)
18. Provost Office (mcolson@umd.edu)
19. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Wed, 23 Feb 2022 23:20:29 GMT
Blesilda Lim (blim): Approved for D-CHSE Curriculum Manager
2. Fri, 18 Mar 2022 20:30:00 GMT
Andrew Elby (elby): Rollback to D-CHSE Curriculum Manager for D-TLPL PCC Chair
3. Fri, 18 Mar 2022 23:07:05 GMT
Blesilda Lim (blim): Rollback to Initiator
4. Mon, 28 Mar 2022 18:25:02 GMT
Blesilda Lim (blim): Approved for D-CHSE Curriculum Manager
5. Fri, 08 Apr 2022 19:01:45 GMT
John O'Flahavan (johno): Approved for D-TLPL PCC Chair
6. Mon, 11 Apr 2022 01:11:38 GMT
Cixin Wang (cxwang): Approved for D-CHSE PCC Chair
7. Mon, 11 Apr 2022 01:45:27 GMT
Francine Hultgren (fh): Approved for D-TLPL Chair
8. Mon, 11 Apr 2022 14:23:51 GMT
William Liu (willmliu): Approved for D-CHSE Chair
9. Mon, 02 May 2022 18:17:36 GMT
Elizabeth Johnson (ejohnson): Approved for EDUC Curriculum Manager
10. Mon, 02 May 2022 18:20:25 GMT
Donald Bolger (djbolger): Approved for EDUC PCC Chair
11. Tue, 10 May 2022 21:21:48 GMT
Laura Stapleton (lstaplet): Approved for EDUC Dean
12. Thu, 12 Jan 2023 15:35:40 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
13. Fri, 27 Jan 2023 19:06:28 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager

- 14. Fri, 27 Jan 2023 19:10:07 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
- 15. Sun, 29 Jan 2023 18:09:43 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
- 16. Tue, 31 Jan 2023 19:51:45 GMT
Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Sun, 27 Mar 2022 15:14:23 GMT

Viewing: 844 : Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors

Last edit: Mon, 09 Jan 2023 19:18:49 GMT

Changes proposed by: Jessica McKechnie (jmdiaz)

Program Name

Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors

Program Status

Proposed

Effective Term

Summer I 2023

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

Off Campus

Does an approved version of this program already exist?

No

Departments

Department

Counseling, Higher Education and Special Education

Teaching, Learning, Policy and Leadership

Colleges

College

Education

Degree(s) Awarded

Degree Awarded

Certificate, Post-Masters

Proposal Contact

Jessica McKechnie

Proposal Summary

Purpose: The Post Master's Certificate in Counseling for Immigrant Students is a one-year, four-course training experience--sponsored by the Departments of (a) Counseling, Higher Education and Special Education (CHSE) and (b) Teaching and Learning, Policy and Leadership (TLPL)--will

equip Professional School Counselors (PSC) employed by the Prince George's County Public Schools (PGCPS) with specialized skills to work with students of families who have recently immigrated to the County. The program's purpose and structure directly respond to the complex needs of immigrants and refugees, whose pace of resettlement to the County has been accelerating at one of the fastest rates in the nation (year-to-year unaccompanied children released to sponsors in the County ranks in the top 10 of the nations' 3,000+ counties).

Children of these families attending county schools require a complex mix of integrated services to (a) protect their basic health and well-being, (b) promote their academic and socioemotional growth and development, and (c) prepare them to manage daunting challenges of acculturating while coping with pandemic-associated risks to health and welfare. All educators, especially PSCs, must acquire highly-specialized knowledge and skills to work effectively with these new arrivals. The chairs of both the CHSE and TLPL departments have authorized specific faculty, staff, and infrastructure to operate this proposed program. We anticipate that graduates of this program will enhance efforts of all state and county stakeholders working with immigrant students and their families, which, over the medium and long-term, will contribute to building stronger educational systems and community solidarity.

(PCC Log Number 22013)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Post Master's Certificate in Counseling for Immigrant Students is a one-year, four-course training experience that will equip Professional School Counselors with specialized skills to work with students of families who have recently immigrated to the United States. Program activities will focus on (a) helping students and families manage trauma, post-traumatic stress, culture shock, and poverty, as well as (b) promoting students' health, well-being, English language acquisition, acculturation, academic achievement, and socioemotional growth and development.

Catalog Program Requirements:

Course	Title	Credits
TLPL788	Special Topics in Education (TLPL788(TDB) Immigration and Education)	3
TLPL440	Issues in the Education of English Language Learners	3
EDCP665	Family and Social Support Systems	3
EDCP789	Advanced Topics in Counseling and Personnel Services (EDCP789(TBD) Immigrant Child Counseling and Consultation)	3
Total Credits		12

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

First Year

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits	Semester 4	Credits
TLPL440 (Online)		3 EDCP789 (Hybrid)		3 TLPL788 (Immigration & Education) ^{Hybrid}		3 EDCP665 (Family Systems in the Context of Immigration and Ethnic Diversity) ^{Hybrid}	3
	3		3		3		3
Total Credits 12							

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Enhance knowledge of (a) English language acquisition and cross-cultural teaching approaches and (b) grasp how differences between the US and other nations' educational counseling systems require modification of evidenced-based counseling practices in the US to meet specific and unique immigrant student and family needs.

Accelerate immigrant student educational, career, social, emotional, and personal skills development through individual counselor-student meetings.

Gain insight into how Prince George's County's recent and historical immigration policies have influenced (a) immigrant student and family well-being, growth, and development, and (b) subsequent post-high school career paths, as a basis for modifying policies to enhance current and future students' equity of access to and benefit from PGCPS services.

Describe (a) diverse immigrant family cultural and family dynamics, (b) build trust and partnerships with families, and (c) deliver culturally appropriate counseling interventions.

Increase sensitivity to how the diversity of immigrant students—especially intersecting identities of race, gender, religion, ethnicity, ability/disability, culture, sexual orientation, and immigration status—must be considered in crafting counseling strategies maximizing health, mental health, acculturation, and achievement.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

Professional School Counselors (PSCs) strive to protect the welfare and promote the growth and development of students. In Prince George's County, the population of families who have immigrated to the United States and settled in the County has been rapidly increasing over recent years. During the best of times, immigrant families face formidable challenges in acculturating to routine demands of everyday living in sociocultural contexts vastly different from their home countries. However, threats to health from the persisting COVID-19 pandemic complicate and impose further physical and psychological demands on students and families as they (a) recover from trauma, post-traumatic stress, poverty, and (b) acculturate to community life while developing English language proficiency.

Unfortunately, in the State of Maryland, graduate-level school counseling degree programs do not target specialized training for working with this high-need population. Therefore, we propose a post-master's certificate program, a one-year four-course training experience, to equip PSCs to work with students of families who have recently arrived and settled in the County. Over the medium- and long-term, we hope the benefits of this PSC training program will extend to other educators and stakeholders in their work to improve the welfare, growth, and development of students and families, who have recently immigrated and settled in the County.

Program Characteristics

What are the educational objectives of the program?

Children of families who have recently started attending County schools require a complex mix of integrated services and supports to (a) ensure their basic health and well-being, (b) promote academic and socioemotional growth and development, and (c) develop strategies for coping with inevitable and unanticipated pandemic-associated problems. To meet the unique needs and services of these students and families, all educators, especially PSCs, require highly-specialized knowledge and skills for recognizing and addressing the many ways that cultural disruption and pandemic threats interfere with student welfare and development. The proposed Post Master's Certificate in Counseling (PBC) for Immigrant Students provides PSCs a one-year, four-course program to equip them with novel skill-sets specifically targeting the unique need-sets of students and families, who have recently immigrated to the County.

Describe any selective admissions policy or special criteria for students interested in this program.

Professional School Counselors (PSCs) practicing in Prince George's County Public Schools (PGCPS) will comprise the PBC program applicant pool. We will set up a three-step admissions process: (a) PSCs will submit a statement of interest and a letter of support from a direct supervisor or administrator; (b) a panel of PGCPS and UMD faculty will screen statements and letters, and select candidates for a panel interview; and (c) finalists will be invited to submit full applications to UMD, from which CHSE faculty will make admission determinations.

Enrollment will be restricted to Professional School Counselors holding a master's degree in counseling or a related field.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Over recent years, PGCPS educators have observed a widening gap between the increasingly complex needs of its growing population of immigrant students and families, and Professional School Counselors (PSCs) expertise to meet those needs. A team of PGCPS PSCs reached out to the UMD School Counseling M.Ed. Program to formulate a post-graduate training program specifically targeting current and anticipated future needs of the immigrant students and families that PGCPS serves. Over the past two years, we formed an Advisory Board of County community members, PGCPS PSCs, PGCPS alumni, and UMD faculty, which mapped out the structure, process, and content of a Post-Baccalaureate Certificate program, which consists of four courses to be completed over a one-year period: (a) two existing CHSE courses (EDCP 665, EDCP 789), and two TLPL courses (TLPL 440, TLPL 788). On July 7, 2021, the Advisory Board deemed the current four-course curriculum and program plan as ready for review and improvement by a broader range of PGCPS stakeholders of immigrant students and families.

TLPL 788(TBD): Special Topics in Education; Immigration and Education (3 Credits) Focus on the experiences of immigrants as well as how immigration status impacts students' educational opportunities and social mobility. (Attachment (Appendix A): Syllabus)

TLPL 440: Issues in the Education of English Language Learners (3 credits) Introduction to, and analysis of, current and historical research, practice, trends, and public policy issues affect the progress of English language learners in K-12 and other settings. (Attachment (Appendix B): Syllabus)

EDCP 665: Family and Social Support Systems (3 credits) Principles for understanding the role of family support systems, and specialized methods for counseling immigrant and refugee families. (Attachment (Appendix C): Syllabus)

EDCP 789(TBD): Immigrant Child Counseling and Consultation (3 credit) Theory, research, and experiential learning of child therapy for immigrant families, through an integrated didactic-practicum format. (Attachment (Appendix D): Syllabus)

Select the academic calendar type for this program (calendar types with dates can be found on the [Academic Calendar](https://www.provost.umd.edu/calendar) page)

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

Post-Baccalaureate Certificate Program participants will be recruited directly from our partner, the Prince George's County Public Schools System (PGCPS). PSCs must have the support of their principals or administrators to be eligible for consideration.

Across the nation, the vast majority of PSCs are women, and a simple majority are White, which closely resembles profiles of K-12 teachers, and both master-level social workers and nurses. Anecdotally, based on many years of deep working relationship with the County, we know that a majority of PGCPS PSCs are women of color. We have requested PGCPS to provide us with an official internal PSC demographic profile, which we will append to this proposal upon receipt.

Off Campus

Indicate the location for this off-campus program.

There are three locations that are available and up for consideration for this program depending on the start date. These off campus locations were chosen for there central location to Prince George's County public school locations and ease of access to the beltway.

1) Largo High School

505 Largo Road

Largo, MD 20772

2) Non-school options that have space:

Bonnie Johns Educational Media

8437 Landover Road

Landover, MD 20785

or

3) Thomas Clagett Teacher Leadership Center

2001 Addison Rd S

District Heights, MD

Describe the suitability of the site for the off-campus programs.

These off-campus sites have been used before for professional development course offerings at PGCPS and for partner programs with UMD. Because of the nature of the sites (school settings), they are set up for a classroom environment, are centrally located, and are accessible

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), "At least # of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution").

TLPL 788: Immigration and Education (3 Credits) - This course will be taught by a TLPL full-time faculty member, Dr. Sophia Rodriguez, and the instructional method is hybrid.

TLPL 440: Issues in the Education of English Language Learners (3 credits) - This course will be taught by an advanced graduate student from the TLPL department. The instructional method is online.

EDCP 665: Family and Social Support Systems (3 credits). This course will be taught by one of the School Counseling program's adjunct instructors, Dr. Ileana Gonzalez. The instructional method for this course is hybrid.

EDCP 789: Immigrant Child Counseling and Consultation (3 credit). This course is being taught by a CHSE full-time faculty member, Associate Professor Dr. Colleen O'Neal. The instructional method for this course is hybrid.

Discuss the resources available for supporting faculty at the location. In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The three facilities available to us for this program are public school facilities and are set up for a classroom environment. Any resources (projectors, computers, printers, etc) the instructor may need will be cleared ahead of time and made available prior to the start of the semester. (See Appendix I)

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.

Students will have access to CANVAS and all services available through our online platform. As advanced special students at UMD and the outreach program, students will have the support they need to be successful.

Discuss how the off-campus program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program?

The instructors teaching the courses are the same instructors who teach the courses to UMD students. The quality and rigor are the same.

Describe the quality control and evaluation of the off-campus program's effectiveness. How will the program be evaluated?

Colleen O'Neal is working on a research grant that will help us assess the efficacy of the program. Aside from the grant in progress, students will be assessed just as graduate students are assessed in both CHSE and TLPL departments.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Francine H. Hultgren, Ph.D., Chair of TLPL, has authorized two courses (TLPL 440 & TLPL 788) (a) to be dedicated to the certificate program, (b) taught by department faculty and/or advanced doctoral students, and (c) restricted to certificate program students. (Attachment (Appendix F: Letters). Thus, we anticipate no undue cost or personnel burden on TLPL operations; course enrollment will result in a net revenue gain for TLPL.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

No accreditation or licensure will be required.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

UMD will design, offer, deliver, and modify the Post-Baccalaureate Certificate Program in collaboration with Prince George's County Public Schools (PGCPS). Professional School Counselors currently practicing in PGCPS will constitute the applicant pool. Funds from PGCPS's Title III Grant will cover 80% of participants' program costs, with participants responsible for the remaining 20%.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Graduate Director (Core Area): Jessica Diaz McKechnie, Ph.D., School Counseling M.Ed. Program.
Graduate Faculty, Member: Paul B. Gold, Ph.D., School Counseling M.Ed. Program.

Indicate who will provide the administrative coordination for the program

CHSE Staff will oversee program administration, and involve program faculty as needed. Caroline Ordiales Scott, CHSE Coordinator of Graduate Studies, will coordinate academic activities, and involve other CHSE staff and program faculty, as needed.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Library Assessment attached, see Appendix I.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

This certificate program will be hybrid. The in-person classes will be likely conducted at one of three likely facilities central to PGCPS listed earlier. No University of Maryland classrooms will be required.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

No new additional resources are anticipated. All courses are existing. New sections that are designated for certificate students will be taught on off-campus facilities or online and any additional cost needed for salary will be covered by revenue generated.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

CHSE staff assigned to program academic and administrative coordination will collaborate with PGCPS to schedule courses, secure infrastructure needs, address student concerns, and monitor student progress towards program completion.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See Appendix G and H.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the [Maryland State Plan for Postsecondary Education](https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf).

Our proposed Post-Baccalaureate Certificate Program will be a highly specialized training experience within the subspecialty of School Counseling, that targets a unique, complex, and diverse population of students and families, who have recently immigrated to and settled in Prince George's County.

Prince George's County has experienced settlement of immigrant families at one of the highest rates in the United States since 2015. Extracting and analyzing publicly-available county-level data on the number of year-to-year Unaccompanied Children Released to Sponsors (2015 to present) from the federal Office of Refugee Resettlement (Office of the Administration for Children & Families. (2021, November 26). Unaccompanied Children Released to Sponsors by County. <https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-county>), we calculated that Prince George's County ranked in the top 20 of the nation's 3,000+ counties on a per capita basis (ranging between 100-200/100,000 people), and in the top 10 for five (5) of the seven (7) years for which data is available.

PGCPS reports that it serves students from 150 countries, who speak more than 140 languages. The top five countries from which students and families have come are El Salvador, Guatemala, Honduras, Mexico, and Nigeria. More than 70% speak Spanish as their primary language. The County anticipates sharp near-term increases in immigration and settlement due to changes in (a) federal immigration policies (e.g., revocation of so-called “Muslim Ban”, <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/proclamation-ending-discriminatory-bans-on-entry-to-the-united-states/>), (b) large numbers of people seeking asylum, especially from Haiti and Afghanistan, and (c) possible new federal executive orders, congressional acts, and US Supreme Court opinions on policies, such as Deferred Action for Childhood Arrivals (<https://www.dhs.gov/deferred-action-childhood-arrivals-daca>) that may loosen restrictions on immigration.

Thus, given (a) estimates of need for new Professional School Counselors (PSC) by the State of Maryland's Departments of Labor and Education, (b) our analysis of federal data reporting immigrant settlement patterns (Office of Refugee Resettlement [ORR]), and (c) PGCPS documented need for specially-trained PSCs, our proposed program meets a clear and pressing need that has not to date been addressed by State and County stakeholders working on protecting the welfare and promoting the growth and development on immigrant students and their families.

Our proposed program meets the following needs, priorities, and strategies of Maryland State Plan for Post-Secondary Education (2017-2021).

(1) Principles of Public Higher Education in Maryland (p. 15)

Principle #03: Public higher education should provide a diversity of quality educational opportunities

(2) State Plan Goals and Strategies

Strategies for Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents (p. 30).

Strategy #03: “Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels” (p. 40), especially “Focusing on First-Generation Students” (p. 44)

Strategies for Success: Promote and implement practices and policies that will ensure student success

Strategy #05: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students, especially “A Continued Focus on Non-traditional Students” (p. 51-52)

Strategies for Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy #10: Expand support for research and research partnerships (p. 72) (Jess/Colleen grant), especially “support[ing] doctoral-level research and scholarship”, and, “Coordination of Resources”

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the [USBLS Occupational Outlook Handbook](https://www.bls.gov/ooh/), or Maryland state [Occupational and Industry Projections](http://www.dllr.state.md.us/lmi/iandoproj/) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis [webpage](http://mhec.maryland.gov/publications/Pages/research/index.aspx) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

The Maryland Department of Labor's Occupational Projections for Professional School Counselors (PSC) for the decade between 2018 and 2028 is one of considerable increase in demand (16.4% increase from those employed in 2018 [7,725] to an anticipated workforce requirement for 2028 [8,471], giving an absolute change of about 750). (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>). In the State of Maryland, four universities offer graduate-level training in school counseling leading to award of master's degrees (University of Maryland College Park [2019 graduates, n = 10], Bowie State University [n = 58], Loyola University Maryland [n = 124], Johns Hopkins University [n = 278]), and one providing post-master's training without award of a credential (Loyola University Maryland) (MHEC Office of Research and Policy Analysis (<https://mhec.maryland.gov/publications/Pages/research/index.aspx>)). Given the inevitable and anticipated turnover of PSCs (e.g., retirement, leaving the field, relocating), it is likely that current graduate programs will need to increase their annual enrollment to meet County school district demands for PSCs over the next decade.

However, because our proposed Post-Baccalaureate Certificate Program will be a highly specialized training experience within the subspecialty of School Counseling, that targets a unique, complex, and diverse population of students and families, who have recently immigrated to and settled in Prince George's County, estimating demand for PSCs in this subspecialty area is straightforward: (a) in the State of Maryland, we are not aware of any existing school counseling programs at any degree level that specifically trains students to work with the target population, and (b) Prince George's County has experienced settlement of immigrant families at one of the highest rates in the United States since 2015. Extracting and analyzing publicly-available county-level data on the number of year-to-year Unaccompanied Children Released to Sponsors (2015 to present) from the federal Office of Refugee Resettlement (Office of the Administration for Children & Families. (2021, November 26). Unaccompanied Children Released to Sponsors by County. <https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-county>), we calculated that Prince George's County ranked in the top 20 of the nations 3,000+ counties on a per capita basis (ranging between 100-200/100,000 people), and in the top 10 for 5 of the 7 years for which data is available.

Moreover, PGCCPS reports of internal data indicate that it serves students from 150 countries, who speak more than 140 languages. The top five countries from which students and families have come are El Salvador, Guatemala, Honduras, Mexico, and Nigeria. More than 70% speak Spanish as their primary language. The County anticipates sharp near-term increases in immigration and settlement due to changes in (a) federal immigration policies ((e.g., revocation of so-called "Muslim Ban", <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/proclamation-ending-discriminatory-bans-on-entry-to-the-united-states/>), (b) large numbers of people seeking asylum, especially from Haiti and Afghanistan, and (c) possible new federal executive orders, congressional acts, and US Supreme Court opinions on policies, such as Deferred Action for Childhood Arrivals (<https://www.dhs.gov/deferred-action-childhood-arrivals-daca>) that may loosen restrictions on immigration.

Thus, given (a) estimates of need for new PSCs by the State of Maryland's Departments of Labor and Education, (b) our analysis of federal data reporting immigrant settlement patterns, and (c) PGCCPS documented need for specially-trained PSCs, it is clear that our proposed program meets a pressing need that has not to date been addressed by State and County stakeholders working on protecting the welfare and promoting the growth and development on immigrant students and their families.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

There are no similar programs in the state. In an in-house market research study, UMD's OES identified only five (5) other institutions across the entire United States offering training somewhat similar to what we proposed, and briefly described their degree types, target population, and prior educational pre-requisites (Universities of Nebraska Lincoln, Georgetown University, Harvard Graduate School of Education, Claremont Graduate University (California), and Webster University (Missouri). All of these programs provided post-graduate certificates; none are degree programs.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

Please see our response to the above question regarding similar programs in the state.

Supporting Documents

Attachments

Appendix A - TLPL 440.pdf
 Appendix F - TLPL Endorsement Letter.pdf
 Appendix E - CHSE Endorsement Letter.pdf
 Appendix D - EDCP 665.pdf
 Appendix C - TLPL 788.pdf
 Appendix B - EDCP 789.pdf
 Appendix G - School Counseling cert program budget-rev.xlsx
 Appendix H - Instructors.pdf
 Appendix I - Library Assessment.pdf
 Appendix J.pdf
 Appendix K Plan For Assessing Learning Outcomes table.pdf

Reviewer Comments

Andrew Elby (elby) (Fri, 18 Mar 2022 20:30:00 GMT): Rollback: Requested by author

Blesilda Lim (blim) (Fri, 18 Mar 2022 23:07:05 GMT): Rollback: as requested - to add library resources

Key: 844



UNIVERSITY OF MARYLAND
DEPARTMENT OF TEACHING & LEARNING, POLICY & LEADERSHIP

TLPL 440: Issues in the Education of English Language Learners
Day/Time TBA

Instructor Information:

Email:

Office:

Office hours:

Course Description:

This course investigates historical, theoretical, and public policy issues and current practice in the field of education as it relates to English language learners (ELLs) in K-12 and other settings. Language educators need a broad understanding of the multiple factors related to teaching and learning in multicultural and multilingual contexts. As such, this course explores issues and themes of cultural identity, language and schooling, second language teaching and learning, and bilingualism and biliteracy in light of current policy, pedagogy, program models, and standards for academic excellence.

Course Standards and Objectives:

This course is designed to address the following TESOL Standards:

- a. Standard 1b- Language acquisition and development
- b. Standard 2- Culture as it affects English language learning
- c. Standard 5a- ESL research and history

In addressing these standards, by the end of the course students will be able to:

- Demonstrate understanding of current and historical theories and research in language acquisition as applied to English learners (ELs) and bilingual students.
- Recognize the importance of ELs' L1s and language varieties and build on these as a foundation for learning English.
- Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the processes of learning English and bilingual acquisition.
- Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning of ELs.
- Understand and apply knowledge of the interrelationship between language and culture.
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
- Demonstrate ability to read, critique, and synthesize research on EL-related issues.

Course Texts:

- Wright, W. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd edition). Philadelphia: Caslon Publishing.
- All other readings will be posted on ELMS- <https://myelms.umd.edu>

Course Topics: The "Issues":

Throughout the semester, we will cover the following issues related to the education of English learners (ELs). For the readings associated with each topic, please see the "Schedule of Readings" for this course (pp. XX).

- Introduction to English Learners (ELs)

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- Second Language Acquisition
- Culture
- Language and Education Policy for ELs
- Program Models for ELs
- Assessment
- ELs in Maryland
- Case Studies of School Systems in Other Countries

Assignments and Evaluation:

Assignment	Due Date	Percent
Participation, Attendance, and Professionalism		15%
Weekly Discussion Board Posts		20%
Initial Reaction Questionnaire (IRQ)		15%
Culture Kit		15%
Final Research Project		35%
TOTAL		100%

1. Participation, Attendance, and Professionalism (15%)

Students are expected to fully participate in every session or activity in this course. Thus, it is necessary that students prepare the assignments due for that day's class (check ELMS regularly for updates), attend the entire class period, and actively participate in whole-class discussion and group-work activities. Students are also expected to show respect for all those in the course and take ownership of their and their colleagues' learning.

Regular attendance is essential for this course. More than two absences or late arrivals/early departures without a legitimate reason will result in an automatic decrease in the Participation grade. In cases of absence, you have 48 hours to inform me of your legitimate excuse to miss class; otherwise, your absence will be "unexcused" until further clarified.

In sum, every classroom community member is expected to:

- be present in all classes
- be prompt for all classes
- have thoroughly read and processed assigned readings
- provide thoughtful contributions to class discussion
- listen to and respond to classmates
- be open to different perspectives
- be respectful to others
- have prepared any informal or "homework" assignments

2. Weekly Discussion Board Posts (20%)

Most weeks, students will be reflecting on information from the readings in weekly discussion board postings. Students are responsible for (a) INITIATING one topic/thread on the information presented and pose a question for others to answer, and then (b) REPLYING to ONE PERSON'S thread. That means students need to have a total of 2 posts each week. Note that all Discussion Board Postings for a given week are **due on _____**.

The following information can be used to brainstorm for your initial reflection paragraph:

TLPL 440 SYLLABUS

- What did you find interesting in the readings that you did not realize before?
- What do you agree with and why?
- What do you disagree with and why?
- What was difficult to understand?
- How does this connect to teaching ELs?
- What connections can you make between this information and your other TESOL courses?
- What would you like to know more about?

Your initial reflection paragraph should be a minimum of 7-sentences long (no more than 9- keep it direct, to the point). The information should be something you want to address in some way in class. The last sentence should be in the form of a question that you want another student to address (keep the question specific, not general, i.e., no "What do you think?" types of questions).

The following is expected for your response paragraph (do not reply to someone's thread that already has a reply):

- Clear answer to what was asked.
- Justification for the answer you give.
- At least 4 sentences in the answer.

Evaluation Criteria:

In-depth Reflection	In-depth Response	Total Points
/4	/2	/6

3. Initial Reaction Questionnaire (IRQ) (15%)

You will receive a set of questions based on the course topics. You will also interview someone outside of the field of education on their views on the same set of questions.

Part 1. You will complete a set of questions based on course topics, before you start your readings for the first day of class.

Part 2. You will interview a person outside of the field of education on their views on the same set of questions.

Part 3. You will write a two-to-three-page, double-spaced reflection paper regarding the content of your initial reaction to the questions and the responses of the person you interviewed.

- Use the following questions to guide your reflection paper:
- How do your responses compare to the interviewee?
- What surprised you most from the interview?
- What topics are you most interested in learning about based on your responses, your interviewee's responses, and your conversation?

4. Culture Kit (15%)

It is extremely important to create positive learning environments that promote and respect diversity in the classroom. One simple, yet effective way to begin this process is simply by getting to know each other in the classroom (beyond "Hi my name is..."). Creating a Culture Kit is an activity that allows you to create a short presentation focusing on YOU and your background! You must include 5-7 artifacts that are representative of your culture in your culture kit. Please note that your actual kit should be representative of you as well. I STRONGLY recommend that you practice your presentation beforehand so that you have enough time to cover all of the materials in your kit. Classmates will have opportunities to ask questions about your artifacts and presentation.

5. Final Research Project (35%)

For this final research project, you are required to conduct an in-depth examination of a K-12 school system from a country outside of the United States. You are strongly encouraged to select a country that is representative of the student population at your school site. Once you have identified a country, you will need to investigate the following topics related to the school system: the structure of the educational system (e.g., levels of schooling, years at each level), training and working conditions of teachers, the place of school in students' lives, education standards, services for diverse learners, required assessments, opportunities/requirements for continuing education, etc. If possible, you should interview at least one student (or their family) that participated in the school system from your selected country. You need to identify the country you will focus on by [redacted].

Once you have completed your research and interview (if possible), you will write an original paper about your selected country. The paper should be double-spaced, 12 pt. font, Times

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New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (7th edition).

Prior to submitting your paper, you will participate in roundtable presentations. These presentations will take place on the last day of class, _____, where you will present your research, have the opportunity to ask your colleagues any questions you are uncertain about, and get feedback from them before turning in the final paper on _____. More information about this will be provided in class

Late Work:

Late work is NOT accepted for unexcused absences.

For excused absences, late work will only be accepted if you contact me by email, phone, or in person ahead of time, or as soon as is practical. If you know in advance that you will not be able to turn something in on the due date because of religious observance or participation in university activities at the request of university authorities, you must make arrangements with me to turn the work in PRIOR TO the due date. All work missed due to an excused absence must be made up in a timely manner per the instructor's discretion.

Evaluation Scale:

	B+ = 88-89.99%	C+ = 78-79.99%	D+ = 68-69.99%	F = 0-59.99%
A = 94-100%	B = 84-87.99%	C = 74-77.99%	D = 64-67.99%	
A- = 90-93.99%	B- = 80-83.99%	C- = 70-73.99%	D- = 60-63.99%	

Course Policies:

- Attendance - Attendance and active participation are mandatory. More than ONE absence, habitual tardiness (more than TWO), and/or leaving early will lower your final grade by at least one letter grade. You are subject to be dropped from the course after THREE absences. Please contact me via e-mail if you are unable to attend class. Remember, it is your responsibility to get homework assignments, notes, materials, etc. from a classmate. Furthermore, it is expected that you will submit all assignments on or before the due date and you will be fully prepared for discussion, activities, assignments, etc. upon your return. I will not provide "make-up" work for missed class activities or other learning opportunities, nor will I provide Extra Credit assignments.
- Tardies and Early Departures - Students who are more than 10 minutes late to class, and/or those who leave more than 10 minutes early will be assessed an unofficial absence. Roll is taken during the first few minutes of each class, so please be on time.
- Deadlines - Assignments are due on or before the due date. If you know in advance that you will not be able to turn in an assignment on the due date due to religious observances or participation in University activities, you must make arrangements with me to turn in the work prior to the due date. I do not accept late work!

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- Cell Phones, Laptops, and Other Electronic Devices - As a courtesy to others, please place electronic devices on silent mode during class. Answering cell phones during class will not be allowed; if you have an emergency call that you must take, please excuse yourself and continue your conversation in the hall. However, please note that excessive instances (more than 2) of leaving class to get phone calls will be counted as an absence. Likewise, using time from the class to engage in other activities unrelated to the course (i.e., texting, checking email, surfing the internet) is not permitted and will affect your final grade. If you need to use a laptop to access the readings through Canvas during class, be respectful of classmates when participating in class discussions by minimizing computer use.
- Written Assignment Guidelines - Please include page numbers and use traditional 12-point fonts, such as Times New Roman. Double space and use one-inch margins. Use in-text citations and references when necessary, following APA format. For more information regarding APA, use the following link: <https://owl.english.purdue.edu/owl/resource/560/01/>. Be sure to check your work to make sure it is free of editing errors.
- Subject to Change Notice - All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the instructor, review the course site regularly, and communicate with other students to adjust as needed if assignments or due dates change.

University Policies:

This course complies with all relevant University policies. Please visit the Graduate School website (<https://gradschool.umd.edu/policies>) and the links below for pertinent information:

- Code of Student Conduct (<https://www.studentconduct.umd.edu/>)
- Code of Academic Integrity (Honor Code) (<http://www.studenthonorcouncil.umd.edu/>)

Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on the exam, on the Literature Review and on the Materials project.

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

- Course Evaluations (www.courseevalum.umd.edu) - As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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- Disability Support Services - Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.
- Religious Observances - The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.
- Inclement Weather - If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations.



Immigrant Counseling Certificate Course: Immigrant Child Therapy and Consultation

**EDCP 789N
Spring 2020**

Learning Outcomes

The primary purpose of the Immigrant Child Counseling and Consultation course is to study the theoretical and empirical underpinnings of the therapeutic process with children from a strengths-focused, ecological perspective. This course is a didactic-practicum course involving a combination of both child therapy theory, research, and experiential learning. As a result, we will discuss, evaluate effectiveness, demonstrate, and role-play empirically effective treatments and techniques in addition to putting these techniques into practice in the field.

Objectives: At the completion of the course, students will be able:

- To increase skills for immigrant child psychotherapy within an integrated, eclectic, ecological theoretical framework. (APA Profession-Wide Competencies: (iii) *Individual and Cultural Diversity*, (v) *Communication and Interpersonal Skills*, and (vii) *Interventions*)
- To contrast and integrate across the conceptual models and methods of service underlying immigrant child therapy, including emotion-focused, cognitive behavioral, solution-focused, among other models. (APA Profession-Wide Competencies: (vii) *Interventions*; APA *affective bases*)
- To identify, understand, and implement empirically-supported prevention and intervention programs and techniques for immigrant children. (APA Profession-Wide Competencies: (vii) *Interventions*)
- To consult with teachers and immigrant parents, with the goal of advocacy and communication on behalf of immigrant children and parents, along with a strengths-building approach and with an awareness of one's biases as a non-immigrant. (APA Profession-Wide Competencies: (iii) *Individual and Cultural Diversity*, (v) *Communication and Interpersonal Skills*, and (vii) *Interventions*)

Required Resources

Course website: elms.umd.edu

Texts/Readings:

- Cohen, J., Mannarino, A., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents* (2nd ed.) [Second edition.]. NY: Guilford Press.
- Friedberg, R.D., & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts, 2nd edition*. NY: Guilford Press.
- Malchiodi, C. (2014). *Creative interventions with traumatized children*. NY: Guilford.
- Murphy, J. J. (2015). *Solution-focused counseling in schools*. Alexandria, VA: American Counseling Association.

Colleen O'Neal, Ph.D.

Associate Professor
School Psychology
onealc01@umd.edu

Class Meets

TBA

Office Hours

Hours by appt.

Credits: 3

Course Communication

I will communicate information to students via email. Students can contact me via email or meet in person to discuss questions, absences, or accommodations.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for a comprehensive guide to UMD course policies and <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record> for the full list of UMD graduate school-related campus-wide policies. I encourage you to follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

Seminar Organization: A seminar format will predominate, for the most part, with discussions facilitated by the instructor and class members. Readings are listed to aid you in your preparation for participation in the weekly sessions. Please be prepared to engage in a lively discussion of the week's topic based on the readings and your own thoughts and experience. Student discussion questions and topic leadership are an essential aspect of making the course a rich experience balanced by both instructor and student contributions.

Seminar Activities and Learning Assessments:

Discussion questions: Each student is expected to share one or two discussion questions which they have developed for each reading. Please submit the question(s) via ELMS' "Discussions" by noon on the day before class, Mondays. Student questions will be used to guide class discussion. I have found that your contribution of student questions helps keep discussion focused on issues and problems of most interest to you and your classmates.

Experiential Learning (EL):

Supervision. Other than in exceptional circumstances, the following order is expected for supervision of individual immigrant child counseling sessions: (a) session with immigrant client, audio-recorded; (b) immediately upload audio to the audio box for this course (please set a reminder on your calendar for right after your session because it's easy to forget and the instructor needs ample time to listen to the audios; (c) student listens to entire audio; (d) reflective log notes (minimum 2 paragraphs), including a connection with readings, and transcription of select challenging part(s) of both of your clients' sessions after you listen once through each audiotaped session; (e) selected parts of the audio record and transcription reviewed with faculty supervisor and peers during peer group and/or individual supervision session; and (f) log uploaded to log folder by xx at noon after your session, unless your session was the day before class. This may require careful scheduling.

Topic leadership (TL): Each student will lead two class discussions which last one to one and a half hours each. At the start of the class you lead, you will share an outline of the readings, include your peers' submitted questions, and discussion in addition to an activity handout, for an activity you planned around the readings. Ideally, the activity will involve a role play for practice of the skills. When you lead the class, please keep your review of your outline to a minimum since we have all

read the articles, and we want to focus more on discussion. Please upload your outline to the outline folder in time for class.

Empirically-supported immigrant child therapeutic intervention case paper (IC): The goal of the paper is to apply intervention theory, research and clinical methodology to one of your cases. The paper should be on a topic relevant to your ongoing experiential case. A thorough literature search of recent literature should be included. Research and clinical evidence should be critically reviewed and summarized. Ideally, a brief therapeutically-consistent assessment which is evidence-based will have been completed towards the beginning of therapy. A clear evaluation of your therapeutic progress should also be visually depicted, ideally, and discussed, based on your evaluation tools used in therapy. Both initial assessment and evaluation tools need to be justified as consistent with diagnosis and empirically supported. The emphasis will be more on pragmatic rather than theoretical issues. Papers will be graded based on quality, not quantity. Please limit papers to 20 double spaced pages, APA style. The 20 pages will only include the text, separate from the references.

- o Final paper will be graded on:
 - Clear immigrant counseling and consultation theory link to practice
 - *Affective bases addressing emotions and emotion regulation strategies.* Identify how theory and research around emotions and emotion regulation strategies may have applied to your case; include a section describing the emotions and emotion regulation strategies which may have been part of the therapeutic process in your case. Or, explain how you might have applied emotion regulation strategies to your case, if you could have.
 - Clinical need and appropriateness of your evaluation tool
 - Empirical research base of interventions (APA competency (vii) *Interventions*; NASP 2.7)
 - Thorough, clear intervention steps
 - Complex, ecological links to immigrant family, community, and societal factors
 - Critical, deep coverage of the topic
 - Writing skills - Logical flow, organization, clarity, and APA format

Grading Guideline Scales are on the last page of this syllabus. Assignments in addition to sample discussion outline, activity, and papers are shared on ELMS for each learning assessment.

Course-Specific Policies

Please only use a computer to accomplish class objectives, like to consult readings and make notes. I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. When each study presents their case for peer group discussion, please avoid using your computer for anything other than notetaking on lessons you have learned about the presented case.

***Communication policy.* If there is an urgent need related to your counseling case pertaining to the safety of the student or others, you should first contact your school-based supervisor**

or designated point of contact at your school site (remember, do not leave the student unattended). For urgent issues, you should also contact me by calling my cell phone (listed above) as soon as possible.

For all non-urgent issues, we will do weekly supervision in class. You can also meet with me in person for extra supervision at any time. Feel free to email me, and we will set up a time to meet.

Grades

Your grade is determined by your performance on the learning assessments in the course. After I score papers, I put your assessment grading guideline scale scores and final score at the top of each paper you completed, and I email you the paper with the scores on it. If you would like to review any of the material, papers, or your grades with me, please email me to schedule a time for us to meet in my office. Late work will not be accepted for course credit so please plan to have it submitted by the scheduled deadline.

Learning Assessments	#	Points Each	Category Total	Category Weight
Topic leadership (TL): each student leads discussion of 2 topics	2	5	10	15%
Empirically-supported intervention case paper (IC): each student writes a final paper applying theory/research to their case	1	35	35	40%
Experiential learning (EL): each student writes a log including transcription, reflection, and connection to readings	1	45	45	45%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs					
+ 97.00 %	+ 87.00 %	+ 77.00 %	+ 67.00 %		
A 94.00 %	B 84.00 %	C 74.00 %	D 64.00 %	F <60.00 %	
- 90.00 %	- 80.00 %	- 70.00 %	- 60.00 %		

Course Schedule

Topic Leadership (TL)

Empirically-supported intervention case paper (IC)

DUE BY CLASS	CLASS TOPICS	READINGS DUE BY CLASS
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1		<p>Introduction and Overview</p> <ul style="list-style-type: none"> ❖ Course goals ❖ Course clinical activities ❖ Your immigrant and ethnic background ❖ The background of your students and families ❖ Review therapy evaluation assessments: GAS, CORS, CSRS, & Feelings Thermometer (Coffee & Ray-Subramanian, 2009; Cooper et al., 2013) (see ELMS) 	
2		<p>Immigrant student mental health</p> <ul style="list-style-type: none"> ❖ Immigrant mental health background for schools ❖ CBT for anxiety 	<ul style="list-style-type: none"> ❖ Diaz & Fenning, 2017 ❖ Rapee et al., 2000, chs. 4-5 –CBT for anxiety: Feelings and cognitive restructuring
3	SFT -TL	<p>Strengths-focus: Solution-focused therapy (SFT)</p> <p>Immigrant counseling</p>	<ul style="list-style-type: none"> ❖ Murphy, 2015 chs. 4 – 10: SFT ❖ Lee & Cort chapter 7 in Coleman, H. L., & Yeh, C. (Eds.). (2011).
4		<p>Therapeutic Approaches for Trauma (TF-CBT)</p>	<ul style="list-style-type: none"> ❖ Cohen, Mannarino, & Deblinger (2017), Ch. 3 ❖ Choose one chapter and report to group: Chs. 11, 12, & 13 ●
5	TL	<p>Trauma therapy with creative arts</p> <ul style="list-style-type: none"> ❖ Choose one trauma and creative arts activity to present to the class from either Malchiodi book or Martin et al. (2018). Explain its rationale and background you learned from the book. Be prepared to discuss what you learned in the next class. 	<ul style="list-style-type: none"> ❖ Malchiodi (2014) e-book (see above) ❖ Martin et al. (2018) ❖ Squiggle Game, Schaefer & Cangelosi, 2002, Ch. 18 ❖ Many activities to choose from in the books and article above, like: <ul style="list-style-type: none"> ● Clay therapy ● Drawing therapy ● Body mapping ● Music therapy ● Choice of art as a stress reduction tool ● Expressive writing ❖ Winnicott’s Squiggle Game: https://childhub.org/en/child-protection-multimedia-resources/squiggle-game-approach-donald-winnicott-video

6		<p>Affective base and emotion-focused approaches:</p> <ul style="list-style-type: none"> ❖ CBT approach to identifying and connecting thoughts and feelings ❖ Affect theory ❖ Emotion regulation applications to psychopathology and child therapy 	<ul style="list-style-type: none"> ❖ Suveg et al. (2007) – Emotions theory and research in child therapy development ❖ Cohen, Mannarino, & Deblinger (2017) e-book, Ch. 9
7	TL	<p>Prevention and treatment of anxiety</p> <ul style="list-style-type: none"> ❖ CBT approach ❖ Emotion regulation therapy for anxious children 	<ul style="list-style-type: none"> ❖ F&M, Ch 12 – CBT with anxiety ❖ Renna et al. (2017) - Emotion regulation therapy for anxiety and depression
8	TL	<p>Treatment of depression and suicidal threat</p> <ul style="list-style-type: none"> ❖ Working with depressed children and adolescents ❖ Mindfulness-based cognitive therapy for depression 	<ul style="list-style-type: none"> ❖ F&M, ch. 11 – CBT with depression ❖ Kovacs et al. (2006) – Contextual Emotion Regulation Therapy (CERT) with depressed children
9	TL	<p>Mindfulness- and Emotion-focused Approaches:</p> <ul style="list-style-type: none"> ❖ Mindfulness training ❖ Mindfulness empirical support ❖ Mindfulness to manage stress 	<ul style="list-style-type: none"> ❖ Cohen, Mannarino, & Deblinger (2017), Ch. 8 ❖ Ortiz, R., & Sibinga, E. M. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. <i>Children</i>, 4(3), 16. ❖ Watch videos which you can use in therapy along with - https://www.appi.org/Carrion ❖ Skim: Diesner (2016) Peace of Mind manual – A socioemotional learning and mindfulness training curriculum for elementary students
10		<p>Immigrant counseling and acculturation</p> <p>Racial and immigrant bias in counseling immigrant students</p>	<ul style="list-style-type: none"> ❖ Kopala et al. (1994). ❖ Constantine & Gushue (2003)
11		<p>Consultation for English Learners and Immigrant Students</p>	<ul style="list-style-type: none"> ❖ Barba et al., (2019) – Assets-based consultation for immigrant students ❖ Schussler (2012) - Improving an English Language Learner client’s comprehension through Consultee-Centered Consultation.
12		<p>School-family-community collaboration with immigrant students/families</p>	<ul style="list-style-type: none"> ❖ Suárez-Orozco, C., Onaga, M., & de Lardemelle, C. (2010)

		Consultation and restorative practices for CLD students	❖ Ingraham et al. (2016) - Consultation and restorative practices in a CLD elementary school
13		School counselors as leaders and advocates for immigrant students and families: “Immigrant Ambassadors” Compassion fatigue	❖ Wingfield, R. J., Reese, R. F., & West-Olatunji, C. A. (2010) ❖ Goh et al. (2007) ❖ Figley (1995)
14	IC	Student Presentations and Paper due	

Note: This is a tentative schedule, and subject to change as necessary – I will email you any updated versions of this syllabus.

Note: This course was developed using the syllabi and course materials prepared by a number of previous instructors from the University of Maryland and other institutions. Special thanks to Drs. Jill Berger, Bill Strein, and Cixin Wang for their contributions!

Reading List

Assigned and Supplemental Readings

- Ahmed, S., Wilson, K., Henriksen, R., & Jones, J. (2011). What does it mean to be a culturally-competent counselor? *Journal for Social Action in Counseling and Psychology*, 3, 17-28.
- Barba, Y., Newcombe, A., Ruiz, R., & Cordero, N. (2019). Building bridges for new immigrant students through asset-based consultation. *Contemporary School Psychology : The Official Journal of the California Association of School Psychologists*, 23(1), 31-46. doi:10.1007/s40688-018-00212-1
- Black (2016). Mindfulness training for children and adolescents (Ch. 16). In Brown, K., Creswell, J., & Ryan, R. (Eds.). *Handbook of mindfulness: Theory, research, and practice* (Paperback edition ed.). New York: Guilford Press.
- Bubrick, K., Goodman, J. & Whitlock, J. (2010). *Non-suicidal self-injury in schools: Developing and implementing school protocol*. [Fact sheet] Cornell Research Program on Self-Injurious Behavior in Adolescents and Young Adults. Retrieved from <http://crpsib.com/userfiles/NSSI-schools.pdf>
- Chang, D. F. & Yoon, P. (2011). Ethnic minority clients' perceptions of the significance of race in cross-racial therapy relationships. *Psychotherapy Research: Journal of the Society for Psychotherapy Research*, 21(5), 567-82.
- Cohen, J. A., & Mannarino, A. P. (2019). Trauma-focused cognitive behavioral therapy for childhood traumatic separation. *Child Abuse & Neglect*, 92, 179-195.
- Coleman, H. L., & Yeh, C. (Eds.). (2011). *Handbook of school counseling* Routledge.
- Constantine, M. G., & Gushue, G. V. (2003). School counselors' ethnic tolerance attitudes and racism attitudes as predictors of their multicultural case conceptualization of an immigrant student. *Journal of counseling & development*, 81(2), 185-190.
- Diaz, Y., & Fenning, P. (2017). Toward understanding mental health concerns for the Latinx immigrant student: A review of the literature. *Urban Education*, 0042085917721953.
- Dieterich-Hartwell, R. & Koch, S. (2017) Creative Arts Therapies as Temporary Home for Refugees: Insights from Literature and Practice, Behavioral Sciences. 1-11.
- Diesner, J. (2016). *Peace of Mind curriculum series: Effectively integrating mindfulness, socioemotional learning, and conflict resolution to create a kinder and more positive school climate*.
- Figley, C. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (Routledge psychosocial stress series). Hoboken, NJ: Taylor and Francis. [e-book]
- Figley, C., & Ludick. Chapter 29. Secondary traumatization and compassion fatigue. In Gold, S. N. (2017). *APA handbook of trauma psychology: Foundations in knowledge, Vol. 1* (pp. 573-593). American Psychological Association.
- Goh, M., Wahl, K. H., McDonald, J. K., Brissett, A. A., & Yoon, E. (2007). Working with immigrant students in schools: The role of school counselors in building cross-cultural bridges. *Journal of Multicultural Counseling and Development*, 35(2), 66-79.
- Goodman, T. A., & Greenland, S. K. (2009). In Didonna, F. (Ed.) *Clinical handbook of mindfulness* New York, NY: Springer.

Ingraham, C. L., Hokoda, A., Moehlenbruck, D., Karafin, M., Manzo, C., & Ramirez, D. (2016). Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School. *Journal of Educational and Psychological Consultation*, 26(4), 354-384.

Kopala, M., Esquivel, G., & Baptiste, L. (1994). Counseling approaches for immigrant children: Facilitating the acculturative process. *The School Counselor*, 41(5), 352-359.

Kovacs, M., Sherrill, J., George, C. J., Pollack, M., Tumuluru, R. V., & Ho, V. (2006). Contextual emotion-regulation therapy for childhood depression: Description and pilot testing of a new intervention. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(8), 892-903.

Martin, L., Open, R., Bauer, K., Nottensteiner, A., Mergheim, K., Gruber, H., & Koch, S. C. (2018). Creative arts interventions for stress management and prevention—a systematic review. *Behavioral Sciences*, 8(2), 28.

Mychailyszyn, M., Brodman, D., & Kendall, P. (2012). Cognitive-Behavioral school-Based interventions for anxious and depressed youth: A meta-analysis of outcomes. *Clinical Psychology: Science and Practice*, 19(2), 129-153.

Ramirez, M. (2016). English one day, Español the next: Dual-language learning expands with a South Bronx school as a model. Retrieved from <http://hechingerreport.org/english-one-day-espanol-the-next-dual-language-learning-expands-with-a-south-bronx-school-as-a-model/>

Rapee, R. (2000). *Treating anxious children and adolescents: An evidence-based approach*. Oakland, CA: New Harbinger Publications.

Renna, M., Quintero, J., Fresco, D., & Mennin, D. (2017). Emotion regulation therapy: A mechanism-targeted treatment for disorders of distress. *Frontiers in Psychology*, 8.

Seligman, M., Rashid, T., & Parks, A. (2006). Positive psychotherapy. *American Psychologist*, 61, 774-788.

Sajnani, N. & Johnson, D.R. (2014). *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*. Springfield, IL: Charles C. Thomas.

Schussler, L. (2012). Improving an English Language Learner client’s comprehension through Consultee-Centered Consultation. In S. A. Rosenfield (Ed.), *Becoming a School Consultant: Lessons Learned*. Routledge: NY, NY.

Semple, R., Lee, J., Rosa, D., & Miller, L. (2010). A randomized trial of Mindfulness-Based Cognitive Therapy for children: Promoting mindful attention to enhance social-emotional resiliency in children. *Journal of Child and Family Studies*, 19(2), 218-229.

Suárez-Orozco, C., Onaga, M., & de Lardemelle, C. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling*, 14(1), 2156759X1001400103.

Suveg, C., Southam-Gerow, M., Goodman, K., & Kendall, P. (2007). The role of emotion theory and research in child therapy development. *Clinical Psychology: Science and Practice*, 14(4), 358-371.

Wingfield, R. J., Reese, R. F., & West-Olatunji, C. A. (2010). Counselors as Leaders in Schools. *Florida Journal of Educational Administration & Policy*, 4(1), 114-130.

Resources

Therapy videos through UMD library database
<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/counseling-therapy>

Counseling webinar archive by Education Management Solutions
<http://www.simulationiq.com/counselor-education/counseling-webinar-archive/>

FOR ADDITIONAL CBT ACTIVITIES AND WORKSHEETS: Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). *Cognitive therapy techniques for children and adolescent: Tools for enhancing practice*. New York: Guilford Press.

FOR ADDITIONAL ART AND PLAY THERAPY ACTIVITIES: Schaefer, C. E., & Cangelosi, D. M. (Eds.). (2002). *Play therapy techniques*. Rowman & Littlefield.

General Grading Scale for Student Products

<i>Topic Leadership</i>	Below Expectations	Meets Expectations	Exceeds Expectations
Evidence of careful reading of assigned materials	1	2	2.5
Quality of discussion questions and activity	1	3	5
Knowledgeable discussion leadership	1	2	2.5

Total Points: 10

<i>Experiential learning (EL)</i>	Below Expectations	Meets Expectations	Exceeds Expectations
Identification of techniques, dialogue, and communication and how to improve	35	45	50
Reflection and application of readings to your session(s)	35	45	50
Total Points: 100			

<i>Empirically-supported intervention case paper (IC)</i> (APA competency (vii) <i>Interventions</i>)	Unsatisfactory	Good	Very Good	Excellent
Theory (Approximately 3-5 pages) – What is the intervention’s theory of how change happens? Make sure you review actual theorists and the theories, not just the techniques based on the theories. The theory section needs to seem like a clear basis for the steps.	1	9	12	15
Affective bases (1 – 2 paragraphs). Identify how theory and research around emotions and emotion regulation strategies may have applied to your case; include a section describing the emotions and emotion regulation strategies which may have been part of the therapeutic process in your case. Or, explain how you might have applied emotion regulation strategies to your case, if you could have. (APA <i>affective bases</i>)	1	3	4	5
Empirical background (Approximately 3-5 pages) – What is the evidence supporting and/or not supporting the intervention? Be nuanced – include a critique and more than just evidence in support of the intervention.	1	9	12	15
Clinical Strategies/Intervention Description (Approximately 3-5 pages) – Include methods for intervention with some details on techniques.	1	8	9	10
Case Study (Approx. 8-10 pages) - The biggest goal of this case study is that you know how to apply the techniques to your case. Take one case and write about it as if you were the therapist writing a diary of your case. It would be good to have a clear link in your paper between the theory of change, empirical work, strategies and case study.	1	40	45	50
Style and Organization, Clarity and APA style	1	3	4	5
25 pages max; Total points: 100				



Family Systems in The Context of Immigration and Ethnic Diversity

Professor: Ileana A. Gonzalez, Ph.D.

Office Hours: By appointment

Pronouns: she/her/hers

Email: ileanag@umd.edu

Credits: 3 credits

Method: Hybrid

Course Description

The class will focus on the application of family counseling theories to advocating for and counseling families from immigrant and refugee backgrounds in the school context and will examine challenging risks and crises that diverse families face daily. Principles and methods useful for understanding the role of family support systems in counseling will be explored to include evidence-based practices.

Learning Outcomes

After successfully completing this course, you will be able to:

- Describe the origins and growth of family counseling, as well as professional issues and ethical considerations specific to immigrant and refugee family counseling.
- Understand basic family systems concepts and its application to counseling.
- Describe the family life cycle and associated tasks and changes specific to these populations.
- Describe the major models of family therapy (including assessment and treatment approaches).
- Explore a family resilience framework to working with and strengthening immigrant and refugee families.
- Discuss how gender, culture, ethnicity, and other sociocultural factors impact immigrant and refugee families and family counseling.
- Grow in their own self-awareness with regard to their families of origin and the impact on family counseling.
- Explore: (a) the dysfunctional dynamics of client families, and (b) the application of selected family therapy concepts and techniques in the contexts of schools.

Required Resources

Course Website: elms.umd.edu

Kilpatrick, A. C., & Holland, T. P. (2008). *Working with families: An integrative model by level of need* (5th ed.). Boston: Allyn & Bacon

Required Readings on Family Resilience in (CANVAS):

Walsh, F. (2016). Family resilience: a developmental systems framework. *European Journal of Developmental Psychology*, 13(3), 313-324.

Chapter 1 from Walsh, F. (2016). *Strengthening family resilience*. (2nd or 3rd ed.). New York: Guilford Press.

Additional Reading Sources and Materials:

Gerhart, D. R. (2016). *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation 3rd Edition*

Gladding, S. T. (2014). *Family therapy: History, theory, and practice (6th ed.)*. Upper Saddle River, NJ: Pearson.

Goldenberg, H. & Goldenberg, I. (2013). *Family therapy: An overview (8th ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.

Houshmand, S., Spanierman, L. B., & De Stefano, J. (2017). Racial microaggressions: a primer with implications for counseling practice. *International Journal for the Advancement of Counselling*, 39(3), 203–216.

Lorenzo-Blanco, E. I., Meca, A., Unger, J. B., Romero, A., Szapocznik José, Piña-Watson Brandy, Cano Miguel Ángel, Zamboanga, B. L., Baezconde-Garbanati, L., Des Rosiers, S. E., Soto, D. W., Villamar, J. A., Lizzi, K. M., Pattarroyo, M., & Schwartz, S. J. (2017). Longitudinal effects of latino parent cultural stress, depressive symptoms, and family functioning on youth emotional well-being and health risk behaviors. *Family Process*, 56(4), 981–996.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy*. Guilford Press.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention (3rd ed.)*. New York: W.W. Norton.

Additional Resources: On the class' CANVAS page you will find the course syllabus, assignments, course resource materials.

Genopro (www.genopro.com): A free copy of genogram software. It provides you with short-term access and limited features.

Course Structure

This course has 6 days of live sessions via Zoom that are mandatory. This class provides opportunities for both theory and experiential learning. Family practice models will be presented through a combination of lectures, in-class role plays and demonstrations of the practice interventions, and discussions about skills and experiences. Small groups will be formed to facilitate peer learning and application of techniques. The online nature of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor on a regular basis both, in live sessions, as well as through group work and activities. Additionally, this course has a five-hour learning module that can be completed independently.

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course, and I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, it's important that I note that students do best when they have adequate time to devote to the class. Schedule time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Policies and Resources for Graduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please see the University's website for graduate course-related policies at:

<https://gradschool.umd.edu/course-related-policies>

Course Guidelines

Academic Integrity for Family and Social Support Systems

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the

integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all your fellow Terps.

Communication with Instructor:

Email: If you need to reach out and communicate with me, please email me at ileanag@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e., When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me during business hours.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit, and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

For all assignments, you should use APA style 7th edition. Points will be subtracted for spelling, grammatical, and APA formatting errors.

1. Attendance and Active Participation (10 points) See Appendix A for Rubric

Attendance and active participation in class including engaging in class discussion and any online discussion are an important requirement in this class. An important goal of this course is for you to begin to see the persons you work with through a wider lens. To get the most out of the readings you must be engaged with the material and participate in class/online discussions and activities. Learning support groups will also be formed as research on adult learners suggests that you will learn as much from each other in the class as from the instructor. Most class meetings will have time allotted for groups to discuss topics and/or questions posed in class. We are training you to be counselors; therefore, you are required to demonstrate important professional dispositions. These dispositions include adherence to professional ethics, respect for diverse views, tolerance of ambiguity, appreciation and openness to cultural difference and to exploring multiculturalism, willingness to challenge your own cultural biases, openness to feedback, awareness of impact on others, CONFIDENTIALITY, respect for the professor and your classmates, willingness to engage in self-reflection and self-exploration, willingness to collaborate with classmates, and other professional attitudes required of a counselor and counselor educator.

2. Theory Presentation (25 points) Due on Assigned Date See Appendix B for Rubric

A flipped classroom model will be used to discuss family therapy theories. Students will be randomly assigned to a theory by the second day of class. Student learning groups (1-2 students) will each research evidence-based articles and materials and present one of the family theories to help students explore how the theory could be applied to counseling families in schools. The aim is to help students understand the theory and the skills and techniques associated with them and then explore how to apply it in their work with families in schools. Specifically, the presentation must include main goals of the theory; any stages or phases of family development; major terms or tenants with definitions; techniques or skills that can be used in the school counseling context including strengths and limitations; multicultural and ethical concerns and a reference slide. A one-page handout with this information will also be created as a reference sheet for students. The handout should be in the form of a one-page resource sheet that a counselor could consult to help counsel a family in session (see template in CANVAS). The PowerPoint and one-page handout should be submitted to the professor and shared with everyone in CANVAS. The theory presentation should be 40 mins [AND NO MORE]. Present the theory in 20-25 mins and then use an interactive activity to help students apply the theory within the context of schools and leave time for questions.

3. My Family Paper (30 points) Due Sunday January 23rd Midnight See Appendix C for Rubric

This paper will consist of 5 parts.

Part 1: Family Metaphor: Include your family metaphor developed in class.

Part 2: Family Description: This can be 5-6 pages in length. You must complete each of the following questions:

Briefly describe each member of your immediate family of origin. What family life cycle stage would you consider your family to be in presently? What events shaped moving from one stage to another? Describe examples of rules, sequences, subsystems, feedback loops, hierarchy, and organization in your family of origin. What social, cultural, economic, and governmental changes have impacted your family of origin?

How would you define your family in terms of structure (Symmetrical/Complementary, disengaged or enmeshed, rigid or adaptable?) How does your family struggle to find the right balance of independence and interdependence? What processes and/or patterns that you have been learning about are emerging that you feel could be impacting your family (complimentary patterns, attachments, triangulation, etc.)

Describe any salient vertical and horizontal stressors and how your family were able to cope with these stressors. In your family of origin, what were the basic homeostatic behaviors and roles for each person? When there was positive feedback, what were the forms of negative feedback used to restore balance and “normalcy” to the family?

Part 3: Family Interview: You are to interview a family member or family members from your family of origin (if possible) and share what you learned. Please include: Interview notes (e.g., additional list of questions you asked your family members and their responses).

Ask the following questions in a way that is developmentally and culturally appropriate:

1. What do you consider the rules of our family (both overt and covert)?
2. How is the family structured? Who has the most power in our family? The least?
3. What social, cultural, economic, and governmental changes have impacted the family?
4. How do we handle stress as a family? What are our sources of strength and resilience a family?
5. What family secrets and rituals have been important in our family?
6. What do you think our family values the most?
7. In times of crisis, how do we restore “normalcy” to the family?
8. Ask additional questions you feel would be appropriate to learn more about your family of origin dynamics discussed in the course.

Part 4: Integration & Personal reflection: How did interviewing family members reinforce what you already now or uncover things you were unaware of? What surprising things did you learn about your family? Choose a family counseling theory that helps you understand your family and discuss the rationale behind choosing this particular theory. What types of techniques would be most applicable if your family went to counseling? What does this all teach you about yourself and how does this shape you as a school counselor? (3 pages total)

Part 5: Family Genogram: Draw a genogram of your family of origin spanning at least three generations (i.e., your grandparents) or four generations (i.e., your great grandparents) if you can get that far. Information on additional generations, though interesting and meaningful, is optional. Use structural family therapy and Bowen’s therapy to show the family interactional patterns you see between members of your family. You may choose to use any software to help you draw your genogram including a free trial version

of the software Genopro (<http://www.genopro.com/genogram/>). Other genogram programs may also be available free on the internet. You may also use to hand draw your genogram. Hand-drawn genograms are typically the case in clinical work, but if you want to go computerized you can. If hand drawn, use straight edges and fine-tipped writing instruments for neatness. Don't sacrifice content for fancy design. A sloppy genogram sends a negative message to a family.

References

Note: Please remember that you oversee what you choose to disclose in this project. You do not have to reveal any information that you choose not to reveal. I consider any information that you do disclose confidential unless I am required by law to disclose as a mandated reporter.

4. Media Case Conceptualization (25 points) Due Sunday January 23rd Midnight See Appendix D for Rubric

You will compose a case study analysis of the family dynamics identified in a film or television series of your choice (see suggestions below). **Please send the media family you choose to the instructor by Wednesday, January 12th.** Everyone in the course will choose a different family. You will conceptualize these identified dynamics through the lens of an integrated theoretical framework based on the theories presented in class and in the readings. You are **required** to complete Theory 1 & 2, then you must select and complete 3 other theoretical orientations. Use the Framework template in CANVAS to complete your case conceptualization.

Suggestions for Media Case Conceptualization

A Bronx Tale	West Side Story	Precious
A Raisin in the Sun	Joy Luck Club	Prince of Tides
Bend It Like Beckham	Kramer vs. Kramer	Raising Victor Vargas
Boyz n the Hood	Life is Beautiful	Soul Food
Color Purple	Grace & Frankie	Steel Magnolias
Daddy Day Care	Meet the Fockers	Stepmom
Eve's Bayou	Meet the Parents	Bridgerton
Encanto	My Big Fat Greek Wedding	The Godfather, Parts I & II
Father of the Bride	National Lampoon's Vacation	The Kids are Alright
Schitts Creek	On Golden Pond	The Royal Tenenbaums
Home for the Holidays	Ordinary People	The Story of Us
It's a Wonderful Life	Parenthood	What's Eating Gilbert Grape

The Simpsons	Fresh off the Boat	Family Matters
The Sopranos	Transparent	Parenthood
Wonder Years	Jane the Virgin	Growing Pains
Family Guy	Roseanne	Malcom in the Middle
Blackish	Married with Children	Bobs Burgers
Arrested Development	Two and a Half Men	Fresh Prince of Bel-Air
The Goldbergs	The Middle	Family Guy

One Day at a Time	Shameless	Succession
Modern Family	This is Us	Game of Thrones
Everybody Loves Raymond	Six Feet Under	Coco
Never Have I Ever	Fuller House	Big Fish
Brady Bunch	Gilmore Girls	Moana

5. Family Resilience Module (10 pts) Individual Responses Due Sunday, January 16th, midnight Responses to student postings Due Friday January 21st midnight. See Appendix E for Rubric Students will (a) read the assigned readings and watch webinar (available on CANVAS) on family resilience, (b) respond to discussion questions about their thoughts on the readings/video, and (c) finally respond to three other students' postings. Students' discussion posts should focus on their thoughts about the reading as well as their thoughts about their own family resilience and the protective factors that have been/are present in their own lives that helped them to be resilient in the face of personal and family challenges and risk. See discussion questions on CANVAS.

Grading Structure

Assignment	Percentage %
Attendance and Active Participation	10%
Theory Presentation	25%
My Family Paper	30%
Media Case Conceptualization	25%
Family Resilience Module	10%
Total	100%

Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this

course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each exam or assignment you must write out and sign the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!***

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
A+	97.00%	B+	87.00%	C+	77.00%	D+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
A-	90.00%	B-	80.00%	C-	70.00%	D-	60.00%		

Course Outline

Date	Topics Discussed	Readings Due	Assignment Due
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Monday, January 10	<p>Morning Session: Syllabus Review; Introductions; Define Family; Marriage and Family Therapists vs. School Counselors</p> <p>Afternoon Session: Family Stages/Life Cycle; Functionality of Families; Level of Family Need</p>	Syllabus Kilpatrick and Holland Chapters 1-4	
Wednesday, January 12	<p>Morning Session: Competency in Working with Families; Multicultural Considerations</p> <p>Afternoon Session: Evidence Based Research</p>	<p>Kilpatrick and Holland Chapters 5-6</p> <p>Evidence Based Articles on Theory</p>	Media Case Conceptualization Family Choice DUE via email
Friday, January 14	<p>Morning Session: Overarching Philosophical Traditions of Family Therapy</p> <p>Afternoon Session: First Level of Family Need: Basic Survival; Theoretical Interventions; Family Need on Level 2</p>	Kilpatrick and Holland Chapters 7-12 for reference	Family Resilience Module Responses DUE by Sunday Midnight
Monday, January 17 th MLK Holiday – No Class Meeting			
Tuesday, January 18	<p>Morning Session: Theory Presentations: Systemic & Strategic Therapy; Structural Family Therapy</p> <p>Afternoon Session: Family Need Level 3 and 4; Intergenerational</p>	Kilpatrick and Holland Chapters 7-12 for reference	Theory Presentation DUE

	and Psychoanalytic Therapy Theory Presentation		
Wednesday, January 19	Morning Session: Theory Presentations: Experiential/Humanistic Family Therapy; Solution- Focused Family Therapy Afternoon Session: Theory Presentations: Cognitive Behavioral Family Therapy; Narrative & Collaborative Therapy; Functional Family Therapy	Kilpatrick and Holland Chapters 7- 12 for reference	Theory Presentation DUE
Friday, January 21	Morning Session: Families in Schools; Family Ethics in Schools; Accessing Your Competency Afternoon Session: Genograms; Course Wrap Up & Next Steps	McCarthy & Watson (2018); Amatea et al. (2004); Genogram Materials in CANVAS	Responses to Classmates in Family Resilience Module Due
Sunday, January 23rd Midnight			My Family Paper DUE; Media Case Conceptualization DUE

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks

before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Technology Policy

Please refrain from using cellphones, laptops, and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

Netiquette Policy [Optional]

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Appendix A
Class Participation/Discussion Rubric
10 points

	Unacceptable 0 Points	Proficient 1 point	Exemplary 2 points
Attendance	Not present in class – unexcused absence	Not present- excused absence	Present in class
Preparation	Exhibits little evidence of having read, prepared assignment or thought about assigned material	Arrives mostly prepared with assignments completed, and some notes on reading, observations, questions	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions, and online discussion
Quality of Contributions	Comments reflect little understanding of either the assignment or previous remarks in class	Comments are relevant and reflect understanding of: assigned texts(s); previous remarks of other students; and insights about assigned material	Comments add depth and richness to class and reflect deep structural understanding of: assigned texts(s); previous remarks of other students; and insights about assigned material
Impact on Course	Comments do not advance the conversation or are actively harmful to it	Comments frequently help move classroom conversation forward	Comments consistently help move classroom conversation forward

Frequency of Participation	Seldom participates and generally not engaged	Actively participates at appropriate times	Actively participates at appropriate times and balances the right to speak with the need to listen and hear others
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Appendix B
Theory Presentation
25 points

	Unacceptable 1 point	Approaching Proficient 2 points	Proficient 3 points	Exemplary 4-5 Points
Presentation-Knowledge: Main goals Major terms Phases/Stages	Unacceptable analysis and little evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Approaching acceptable organization of analysis and some evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Reasonably well-organized analysis and substantial evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Well organized, forthright, and insightful analysis and a preponderance of evidence of main goals, major terms with definitions, and phases/stages of family counseling theory
Presentation-Skills: Skills and Techniques associated with theory including strengths and limitations for	Unacceptable analysis of skills and techniques associated with theory and no exploration of strengths and limitations for school counselors and no exploration of multicultural and ethical concerns	Approaching acceptable analysis of skills and techniques associated with theory and some exploration of strengths and limitations for school counselors and some exploration of	Reasonable analysis of skills and techniques associated with theory and meaningful exploration of strengths and limitations for school counselors and meaningful exploration of	Clear and focused analysis of skills and techniques associated with theory and thorough exploration of strengths and limitations for school counselors and exemplary exploration of

school counselors		multicultural and ethical concerns	multicultural and ethical concerns	multicultural and ethical concerns
Presentation-Interactive Activity:	Weak activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Approaching acceptable activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Reasonable activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Well organized, forthright, and insightful activity that allows audience to explore how to apply family counseling theory in their work with families in schools.
One Page Resource Sheet	Little to no information included	Limited information is included	Most information is included	All information is included
APA 7th Edition Format and writing Mechanics including references	Meets limited APA formatting requirements and writing has significant mechanical errors with no reference information	Somewhat meets APA formatting requirements and writing has some mechanical errors with limited reference information	Mostly meets all APA formatting requirements and writing is mostly free of mechanical errors with some reference information	Meets all APA formatting requirements and writing is free of mechanical errors including all reference information and materials

Appendix C
My Family Paper
30 points

	Unacceptable (0-1 point)	Approaching Proficient (2 points)	Proficient (3 points)	Exemplary (4-5 points)
I. Family Metaphor	No inclusion of Family Metaphor	Poor Family Metaphor	Proficient Family Metaphor	Exemplary Family Metaphor
II. Family Description	Poor responses to questions missing several responses to questions posed in Family Description section	Approaching acceptable in responses to most of the questions posed in Family Description section	Reasonable Well-organized responses to all the questions posed in Family Description section	Well organized, concise, and insightful responses to all the questions posed in Family Description section
III. Family Interview	Missed many questions in the interview, poor transcription	Missed a few questions in the interview, proficient transcription	Include all the elements in the interview, proficient transcription	Well organized, concise, and insightful inclusion of all elements of interview, exemplary transcription
IV. Integration & Personal Reflection	Poor analysis of integration and personal reflection missed many elements in the outline	Approaching acceptable analysis of integration and personal reflection Missed a few elements in the outline	Reasonable well-organized analysis of integration and personal reflection. Include most of the elements in the outline	Well organized, concise, and insightful analysis of integration and personal reflection. Include all the elements in the outline

V. Family Genogram	Poor analysis of family genogram, major elements missing	Approaching acceptable analysis of family genogram a few elements missing	Reasonable well-organized analysis of family genogram Includes most of the elements	Well organized, concise and insightful analysis of family genogram. Includes all the elements
APA 7^h Edition Format and writing Mechanics	Meets limited APA formatting requirements and writing has significant mechanical errors.	Somewhat meets APA formatting requirements and writing has some mechanical errors	Mostly meets all APA formatting requirements and writing is mostly free of mechanical errors	Meets all APA formatting requirements and writing is free of mechanical errors

Appendix D
Media Case Conceptualization
25 Points

	Unacceptable	Approaching Proficient	Proficient	Exemplary
Part 1 & Theory 1 Systemic and Strategic 6 points	Unacceptable analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (0-1)	Approaching acceptable organization analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (2-3)	Reasonably well-organized analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (4-5)	Well organized, forthright, and insightful analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (6)
Theory 2 Structural Theory 4 points	Unacceptable analysis of Theory 2 components (1)	Approaching acceptable analysis but needs a clearer articulation of Theory 2 components (2)	Reasonably well-organized analysis but could be improved with a clearer articulation of Theory 2 components. (3)	Clear and focused analysis with a clear articulation of Theory 2 components (4)
3 Additional Theories 5 points per Theory 15 points total	Unacceptable analysis of Theory components (0-1)	Approaching acceptable analysis but needs a clearer articulation of Theory components (2)	Reasonably well-organized analysis but could be improved with a clearer articulation of Theory components. (3)	Clear and focused analysis with a clear articulation of Theory components (4-5)

Appendix E
Family Resilience Module
10 Points

	Unacceptable 1 point	Approaching Proficient 2 points	Proficient 3 points	Exemplary 4-5 Points
Discussion Question Responses 5 points	Ideas are not well presented, and responses show limited understanding of family resilience readings.	Ideas are mostly well presented, and responses mostly reflect an understanding of family resilience readings.	Ideas are thoughtful and responses reflect an understanding of family resilience readings.	Ideas are incisive, logical, and responses reflect in-depth understanding of family resilience readings.
Responses to two Students Postings 5 points	Weak responses to student postings	Approaching acceptable responses to student postings	Reasonably well-organized and insightful responses to student postings.	Exemplary and insightful responses to student postings.



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING, HIGHER EDUCATION,
AND SPECIAL EDUCATION

3214 Benjamin Building
College Park, Maryland 20742-1161
301.405.2858 TEL 301.405.9995 FAX

January 20, 2022

Dear Colleagues,

As Department Chair for Counseling, Higher Education, and Special Education (CHSE), I am in full support of the post masters certificate program in counseling on immigrant studies. This collaborative program with the Department of Teaching and Learning, Policy and Leadership (TLPL) is innovative and meets a growing demand from our communities to understand how to better work with immigrant students. This program will equip Professional School Counselors (PSC) to work more effectively with students and their families in the Prince George's County Public Schools. The program of study is comprehensive and effective, and will allow PCSs to have the skills and knowledge necessary to work with our growing immigrant communities. I am happy to elaborate more on my letter of strong endorsement.

Sincerely,

A handwritten signature in black ink, appearing to read 'William Ming Liu'.

William Ming Liu, Ph.D.
Professor & Department Chair, CHSE



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
Teaching and Learning, Policy and Leadership

2311 Benjamin Bldg.
3942 Campus Dr.
College Park, Maryland 20742-1125
301.405.3324 TEL 301.314.9055 FAX

January 24, 2022

Jessica Diaz McKechnie
Assistant Clinical Professor/Director of Field Experiences
Counseling, Higher Education, and Special Education
University of Maryland
College Park, MD 20742

Dear Jessica,

I am writing this letter of support for the interdepartmental program agreed to by CHSE and TLPL for the Post Master's Certificate in Counseling on Immigrant Students. In this 1-year program of 4 courses, it is understood that TLPL will offer two of the courses: TLPL 440 and TLPL 788.

This 4 course sequence will make significant contributions to the preparation of School Counselors with the specialized skills necessary to work with recently immigrated families in Prince George's County. TLPL is pleased to offer the specialized knowledge and skills that faculty have in working with immigrant children and their families. We look forward to this program commencing and the collaboration that lies ahead.

Sincerely,

A handwritten signature in cursive script that reads "Francine Hultgren".

Francine Hultgren, Professor and Chair
Department of Teaching and Learning, Policy and Leadership
University of Maryland

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ -	\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 230,400	\$ 237,312	\$ 244,431	\$ 251,764	\$ 259,317
a. #FT Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$ -	\$ -	\$ -	\$ -	\$ -
c. Annual FT Revenue (a x b)	\$ -	\$ -	\$ -	\$ -	\$ -
d. # PT Students (all graduate students)	25	25	25	25	25
e. Credit Hour Rate	\$ 768.00	\$ 791.04	\$ 814.77	\$ 839.21	\$ 864.39
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$ 230,400	\$ 237,312	\$ 244,431	\$ 251,764	\$ 259,317
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$230,400	\$237,312	\$244,431	\$251,764	\$259,317

Undergraduate

(FY2022)

resident tuition

non-resident tuition

Full time

annual

\$ 9,000.00

\$ 36,683.00

Part Time

per credit hour

\$ 374.00

\$ 1,529.00

inflation

1.03

Full time

Part time

% in-state

0.80

0.20

0.90

0.10

Graduate

(FY2022)

resident

non-resident

Change 2b and 2e, depending on whether this is a graduate or undergraduate program.

annual

\$ 13,824.00

\$ 30,708.00

per credit hour

\$ 768.00

\$ 1,706.00

Tuition and Fees can be found at <https://bursar.umd.edu/>

If the program is using something other than the standard rates, it must be approved by the Finance Committee prior to program delivery. Please contact the Office of Academic Planning and Programs.

Mandatory fees should not be included, because they support specified campus activities that are not part of an academic program.

Specific program fees should be included as a resource to operate the program.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$98,384	\$101,335	\$104,376	\$107,508	\$105,367
a. #FTE	0.40	0.40	0.40	0.40	0.50
b. Total Salary	\$91,350	\$94,091	\$96,914	\$99,821	\$97,834
c. Total Benefits	\$7,034	\$7,245	\$7,462	\$7,686	\$7,533
2. Admin. Staff (b+c below)	\$19,364	\$19,945	\$20,543	\$21,160	\$21,794
a. #FTE	0.20	0.20	0.20	0.20	0.55
b. Total Salary	\$14,930	\$15,378	\$15,839	\$16,314	\$16,804
c. Total Benefits	\$4,434	\$4,567	\$4,704	\$4,845	\$4,991
3. Total Support Staff (b+c below)	\$5,236	\$7,004	\$7,214	\$7,431	\$7,299
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$3,850	\$5,150	\$5,305	\$5,464	\$5,628
c. Total Benefits	\$1,386	\$1,854	\$1,910	\$1,967	\$1,671
4. Equipment	\$6,000	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Marketing	\$0	\$0	\$0	\$0	\$0
8. Operational Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
9. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 9)	\$129,984	\$129,284	\$133,133	\$137,098	\$135,460
resources less expenditures	\$100,416	\$108,028	\$111,298	\$114,667	\$123,857

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

faculty benefits 0.077
 admin staff benefits 0.297
 support staff benefits 0.36
 inflation 1.03

Other expenses might include Space rental (if offsite), advertising/recruitment, course development, travel. Please specify in a footnote.

If new or renovated space is required beyond what is currently allocated to the College, this should be negotiated with the Office of the Provost prior to proposal submission.

Instructors

Course	Instructor
TLPL 440	Advanced GA
EDCP 665	Ileana A. Gonzalez, Ph.D. Assistant Professor, School Counseling Counseling and Human Development Program Johns Hopkins University Or Other adjunct instructor
EDCP 789	Colleen O'Neal, Ph.D. Associate Professor, School Psychology Department of Counseling, Higher Education, and Special Education University of Maryland
TLPL 788	Sophia Rodriguez, Ph.D.. Assistant Professor Department of Teaching and Learning, Policy and Leadership University of Maryland

DATE: 3/08/22

TO: Jessica McKechnie

Counseling, Higher Education and Special Education,

Teaching, Learning, Policy and Leadership

FROM: On behalf of the University of Maryland Libraries:

Tahirah Akbar-Williams, Education and African American Studies Librarian

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean of Collections

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by Jessica McKechnie to create Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors. The Counseling, Higher Education and Special Education & Teaching, Learning, Policy and Leadership departments asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is a hybrid course (online and in-person), it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on immigrants and counseling.

The Libraries subscribe to several of the top ranked and/or popular journals that are listed in the counseling and immigration studies category in the Social Sciences Edition of *Journal Citation Reports*. * These journals include the following, all of which are available online:

Diaspora: a journal of transnational studies
Demography
Ethnic and Racial Studies
Ethnicities
Georgetown Immigration Law Journal
Global Networks: A Journal of Transnational Affairs
Hispanic Journal of Behavioral Sciences
International Journal of Refugee Law
Immigration Daily
International Migration
International Migration Review
Journal of American Ethnic History

Journal of Ethnic and Migration Studies
Journal of International Migration and Integration
Journal of Immigrant and Refugee Studies
Journal of Refugee Studies
Migration Research Centre
Population Research and Policy Review
Population and Development Review
TRANSIT
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
The Journal of Humanistic Counseling
Journal of school counseling

However, articles in journals that we do not own will likely be available through Interlibrary Loan/Document Delivery.

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of immigration studies and school counseling Education Source, ERIC, Education Index Retrospective, APA PsycInfo, Family Studies Abstracts, Family & Society Studies Worldwide, Race, Chicano Database, PAIS International, Academic Search Ultimate and JSTOR.

Some of the other subject databases that would be relevant to this curriculum include Women's Studies International, Sociological Abstracts, Social Sciences Full Text, Linguistics & Language Behavior, Abstracts, ERIC, CINAHL Plus with Full Text, Criminal Justice Abstracts, Opposing Viewpoints, CQ Researcher, Statistical Abstracts, Historical Abstracts Full Text, Ethnic NewsWatch.

Also, there are general/multidisciplinary databases, GenderWatch, SIRS Issues Researcher, Worldwide Political Studies Abstracts, Project Muse, and SocIndex.

In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in counseling and/or school counseling and immigration studies and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, using the subject terms *education counseling vocational guidance* yielded 5,000 books and using the subject term *immigrants in the united states* gave us 54,000 books. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) increases these holdings and citations using the subject terms *education counseling* yielded 6,100 from BTAA holdings and the subject terms *emigration and immigration* resulted in 46,000 books. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. Thus, with interlibrary loan (ILL) we provides a service called Scan & Deliver (*Request and Articles or Request a Copy*) which will provide copies of chapters (within copyright) of books we have in the library. The only other way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarian for the College of Education is Tahirah Akbar-Williams (takbarwi@umd.edu), who serves as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in immigration studies and school counseling. These include the Library of Congress, the National Archives, and the Smithsonian, to name just a few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in immigration studies and school counseling. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver (*Request and Articles or Request a Copy*) and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors.

Attachment #01 OES In-House Market Research: Projected Employment Information

OES In-House Market Research: Projected Employment Information				
Supporting Immigrant Students for Professional School Counselors				
Occupation	# of Jobs in Field	Where Professionals Employed	Professional Salary Info	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook				
School & Career Counselors /Advisors	332,000	Elementary & secondary schools state, local, & private: 45% Junior colleges, colleges, universities, & prof schools state, local, & private: 35% Healthcare & social assistance: 6% Other educational services state, local & private: 5% Self-employed workers: 2%	\$60,500 / yr \$29,09 / hr	11% Faster than average
Information from State of Maryland's Occupational and Industry Projections				
Educational, Guidance and Career Counselors /Advisors	6,170	Elementary & secondary schools state, local, & private: 45% Junior colleges, colleges, universities, & prof schools state, local, & private: 35% Healthcare and social assistance: 6% Other educational services state, local & private: 5% Self-employed workers: 2%	\$72,730 / yr	16.44% faster than average

Plan for Assessing Learning Outcomes

Learning Objective

1. Enhance knowledge of (a) English language acquisition and cross-cultural teaching approaches and (b) grasp how differences between the US and other nations' educational counseling systems require modification of evidenced-based counseling practices in the US to meet specific and unique immigrant student and family needs.

TLPL 788: Immigration and Education

Assignment 2: Theoretical Synthesis

This paper aims to show that students can define core concepts / theoretical constructs for studying (im)migration. Goals are to 1.) Define the major theories for studying immigration (assimilation, integration, segmented assimilation, racialization/race, citizenship, etc). 2.) Compare and contrast a minimum of two of the theories. What assumptions do these approaches contain? What questions are scholars/researchers able to ask/pursue from these particular theories? 3.) What are the limitations of these approaches? 4.) Which theory would you pursue as a researcher, and why?

Assignment 3: Interview Analysis

There are two goals for this assignment. First, to synthesize research literature and apply theory on major course themes and additional issues related to the immigrant experience, such as:

- The process of migration (push and pull factors)
- Experience as a migrant (barriers and opportunities to integration)
- Connection to home country
- Reasons for migration
- Detention and Deportation

Second, practicing research skills, including critically analyzing data in relation to scholarship

TLPL 440: Issues in the Education of English Language Learners

Final research project: Students are required to conduct an in-depth examination of a K-12 school system from a country outside of the United States. Students are strongly encouraged to select a country representative of the student population at their school site. Once they have identified a country, they will need to investigate the following topics related to the school system: the structure of the educational system (e.g., levels of schooling, years at each level), training and working conditions of teachers, the place of school in students' lives, education standards, services for diverse learners, required assessments, opportunities/requirements for continuing education, etc. If possible, they should interview at least one student (or their family) participating in the school system from your selected country.

2. Accelerate immigrant students' educational, career, social, emotional, and personal skills development through individual counselor-student meetings.

EDCP 789: Immigrant Child Therapy and Consultation

This course is a didactic-practicum course involving child therapy theory, research, and experiential learning. As a result, we will discuss, evaluate effectiveness, demonstrate, and role-play empirically effective treatments and techniques in addition to putting these techniques into practice in the field.

Supervision: The goal of supervision will be to critically review taped sessions of immigrant clients and help draw connections with readings and theories being reviewed and discussed in the seminar. These sessions will also provide opportunities for growth, exchange of ideas for follow-up sessions, and analysis of potential biases.

Empirically-supported immigrant child therapeutic intervention case paper (IC): The paper aims to apply intervention theory, research, and clinical methodology to one of your cases. The paper should be on a topic relevant to your ongoing experiential case. A thorough literature search of recent literature should be included. Research and clinical evidence should be critically reviewed and summarized. Ideally, a brief therapeutically-consistent assessment that is evidence-based will have been completed towards the beginning of therapy. A clear evaluation of your therapeutic progress should also be visually depicted, ideally, and discussed based on your evaluation tools used in therapy.

3. Gain insight into how Prince George's County's recent and historical immigration policies have influenced (a) immigrant student and family wellbeing, growth, and development, and (b) subsequent post-high school career paths, as a basis for modifying policies to enhance current and future students' equity of access to and benefit from PGCPs services.

TLPL 788: Immigration and Education

Assignment 5: Final Policy Brief: This policy brief will be on an issue related to immigration. The "policy" can be interpreted as a strategy to reduce inequalities for immigrants/related to immigration. Policy can occur at multiple levels, i.e., federal, state, local, school, and classroom. Students will be encouraged to target one level and a particular audience to be the most effective. This can be broadly interpreted. In the spirit of making our knowledge shareable/practical with policy-makers, the brief will only be 2000 words. Students can include graphics, tables, or other visuals in the brief. Students should study the Immigration Initiative at Harvard policy briefs as models. Topics might include: immigration enforcement, ICE related, detention, deportation, educator awareness of immigration, school-based personnel/educational leaders/counselors, access to higher education etc.

4. Describe (a) diverse immigrant family cultural and family dynamics, (b) build trust and partnerships with families, and (c) deliver culturally appropriate counseling interventions.

EDCP 665: Family & Social Support Systems

Assignment 3 (especially parts 3-5)

Part 3: Family Interview: Students are to interview a member of their own family **AND a member(s) from a family of origin different from their own** and share what they learned. Include all Interview notes.

Ask the following questions in a way that is developmentally and culturally appropriate:

- What do you consider the rules of our family (both overt and covert)?
- How is the family structured? Who has the most power in our/your family? The least?
- What social, cultural, economic, and governmental changes have impacted the family?
- How do we handle stress as a family? What are our sources of strength and resiliency as a family?
- What family secrets and rituals have been important in our family?
- What do you think our family values the most?
- In times of crisis, how do we restore “normalcy” to the family?
- Ask additional questions you feel would be appropriate to learn more about your family of origin dynamics discussed in the course.

Part 4: Integration & Personal reflection: Students should reflect on the interview. Did family members reinforce what they already know or did they uncover things they were unaware of? What surprising things did they learn about their and second family interview? Choose a family counseling theory that helps them understand the family and discuss the rationale behind choosing this particular theory. What types of techniques would be most applicable if the family went to counseling? What does this teach them about themselves, and how does this shape them as a school counselor?

Part 5: Family Genogram: Draw a genogram of your family of origin spanning at least three generations (i.e., your grandparents) or four generations (i.e., your great grandparents) if you can get that far. Information on additional generations, though interesting and meaningful, is optional. Use structural family therapy and Bowen’s therapy to show the family interactional patterns you see between members of your family.

Assignment 5: Family Resilience Module

Students will (a) read the assigned readings and watch webinar (available on CANVAS) on family resilience, (b) respond to discussion questions about their thoughts on the readings/video, and (c) finally respond to three other students’ postings. Students’ discussion posts should focus on their thoughts about the reading as well as their

thoughts about their own family resilience and the protective factors that have been/are present in their own lives that helped them to be resilient in the face of personal and family challenges and risk. See discussion questions on CANVAS.

5. Increase sensitivity to how the diversity of immigrant students—especially intersecting identities of race, gender, religion, ethnicity, ability/disability, culture, sexual orientation, and immigration status—must be considered in crafting counseling strategies maximizing health, mental health, acculturation, and achievement.

TLPL 788: Immigration and Education

Assignment 3: Interview Analysis

The purpose of this assignment is first to synthesize research literature and apply theory on major course themes and additional issues related to the immigrant experience such as:

- The process of migration (push and pull factors)
- Experience as a migrant (barriers and opportunities to integration)
- Connection to home country
- Reasons for migration
- Detention and Deportation

Second, to practice your research skills, including critically analyzing data in relation to scholarship. You will analyze the transcript, examining key themes in it related to course readings/themes/theories. The paper should be 6-8 pages, double-spaced, 12pt Times New Roman excluding references.

Assignment 4: Ethnography Book Review Presentation and Reflection

Students will select one seminal ethnographic text that is listed at the beginning of the syllabus to read during the semester with a small group/partner. There will be two parts to this assignment: a group/partner presentation and short reflection paper. You will select, read, and present a book review based on one of the books listed at the beginning of the syllabus. The text must be one that you have not previously read. This review [the review is in the form of presentation] should demonstrate a knowledge and understanding of the study's design, methods, and findings, and a critical perspective of its strengths and limitations. You should plan to present for 20-25 minutes with your group. You will prepare slides for us and/or a handout.

EDCP 665: Family & Social Support Systems

Assignment 4: Media Case Conceptualization

Students will compose a case study analysis of the family dynamics identified in a film or television series of your choice (suggestions provided in syllabus). Everyone in the course will choose a different family. You will conceptualize these identified dynamics through the lens of an integrated theoretical framework based on the theories presented in class and in the readings. You are required to complete Theory 1 & 2, then you must select and complete 3 other theoretical orientations. Use the

Framework template in CANVAS to complete your case conceptualization.