



UNIVERSITY OF
MARYLAND

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July 25, 2023

Dr. Emily A.A. Dow
Assistant Secretary of Academic Affairs
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Assistant Secretary Dow:

I am writing to request approval for a new Post-Master's Certificate program in Supporting Immigrant Students for Professional School Counselors. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your review.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Kimberly Griffin, Dean, College of Education



Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, College Park
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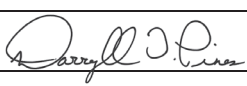
Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # JA251942	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check # JA251942	Amount: 850	Submitted: 7/17/2023

Department Proposing Program	College of Education		
Degree Level and Degree Type	Post-Master's Certificate		
Title of Proposed Program	Supporting Immigrant Students for Professional School Counselors		
Total Number of Credits	12		
Suggested Codes	HEGIS: 082602	CIP: 13.1101	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall	<input checked="" type="radio"/> Spring	<input type="radio"/> Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		

Preferred Contact for this Proposal	Name:	Michael Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Darryll J. Pines
	Signature:	 Date: 07/25/2023
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland (UMD) proposes a **Post-Master's Certificate in Supporting Immigrant Students for Professional Counselors**, which will be offered by UMD's College of Education. This program will equip Professional School Counselors in public K-12 school systems 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 in the certificate program are required to complete 12 credits. Two courses on educating immigrant and English-language learners will be offered by the College of Education's Department of Teaching and Learning, Policy and Leadership, and two courses on immigrant counseling and family support services will be offered by the College's Department of Counseling, Higher Education, and Special Education. The program has been developed in collaboration with Prince George's County Public schools.

Relation to Strategic Goals. UMD's recently adopted strategic plan, *Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good*¹, states that "Our education, research, scholarship and creative activities, and service are designed to accelerate solutions to humanity's grand challenges—within our communities and around the globe." Professional School Counselors strive to protect the welfare and promote the growth and development of students. In Prince George's County, where UMD is located, 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. 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 Professional School Counselors to work with students of families who have recently arrived and settled in Prince George's County.

Funding. The certificate program will be supported by tuition revenue. Details may be found in Tables 1 and 2, along with a narrative in section L.

Institutional Commitment. The program will be administered by UMD's College of Education using courses that exist and are used by multiple programs (both the Teaching and Learning, Policy and Leadership graduate programs and the Counseling Psychology, School Psychology, and Counseling Education graduate programs). The administrative infrastructure for the program already exists. In the event that the certificate program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program.

¹ <https://issuu.com/umaryland/docs/strategicplan2022?fr=sNDZhNTQ2MzkxOTM>

The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. Prince George's County has experienced settlement of immigrant families at one of the highest rates in the United States since 2015. By 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's Office of the Administration for Children & Families (2021, November 26),² we found 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 are available. Prince George's County Public Schools 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. Immigrant children 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 Professional School Counselors, must acquire highly-specialized knowledge and skills to work effectively with these new arrivals. 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.

State Plan. The proposed certificate aligns with the *Maryland State Plan for Postsecondary Education's* emphasis on student access, in particular, the State plan's *Priority 3* for student access: "*Analyze and improve systems that inform and evaluate a student's academic readiness for postsecondary education*".³ This certificate program will train Professional School Counselors to effectively work with immigrant students as they face and overcome the unique challenges facing immigrant students today, meeting the State Plan action item: "Engage with recent high school graduates and young adults to better identify barriers to access." Immigrant students who are better equipped to overcome their unique challenges will be more college-ready for one of the state's many post-secondary institutions.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

The Maryland Department of Labor's Occupational Projections for Professional School Counselors 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

² <https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-county>

³ [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

for 2028 [8,471], giving an absolute change of about 750).⁴ In the State of Maryland, four universities offer graduate-level training in school counseling leading to 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).⁵ Given the inevitable and anticipated turnover of Professional School Counselors (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 Professional School Counselors over the next decade. The proposed Post-Master's Certificate Program is also a highly specialized training experience that addresses an acute need for Prince George's County, which has experienced settlement of immigrant families at one of the highest rates in the United States since 2015, and has worked in partnership with UMD to develop this much needed program for its Professional School Counselors.

D. Reasonableness of Program Duplication

There are no similar programs in the state.

E. Relevance to Historically Black Institutions (HBIs)

No such certificate program currently exists at any of Maryland's Historically Black Institutions (HBIs).

F. Relevance to the identity of Historically Black Institutions (HBIs)

Since there are no other similar certificate programs at Maryland's HBI's this program is not anticipated to have an impact on the identities of the HBI's. UMD has a long history of providing counselor education for the state's public and private school workforce.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. Over recent years, Prince George's County Public School educators have observed a widening gap between the increasingly complex needs of its growing population of immigrant students and families, and Professional School Counselors' expertise to meet those needs. Prince George's County Public School educators 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 the County serves. Over the past two years, we formed an Advisory Board of County community members, Professional School Counselors, County school alumni, and UMD faculty, which

⁴ <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

⁵ <https://mhec.maryland.gov/publications/Pages/research/index.aspx>

mapped out the structure, process, and content of a Post-Master's Certificate program, consisting of four courses to be completed over a one-year period.

Faculty Oversight. Assistant Clinical Professor Jessica McKechnie, of the Department of Counseling, Higher Education, and Special Education, will serve as the Certificate Director for the program and Associate Professor Paul Gold, also of the Department of Counseling, Higher Education, and Special Education will also provide academic oversight of the certificate.

Educational Objectives. 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 Professional School Counselors, 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.

Learning Outcomes. The program's specific learning outcomes are as follows:

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.
2. Accelerate immigrant student educational, career, social, emotional, and personal skills development through individual counselor-student meetings.
3. 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 County School services.
4. Describe (a) diverse immigrant family cultural and family dynamics, (b) build trust and partnerships with families, and (c) deliver culturally appropriate counseling interventions.
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.

The plan for assessing these outcomes is included as Appendix B.

Institutional assessment and documentation of learning outcomes. Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school.

Course requirements. The certificate program consists of four courses (12 credits):

Core courses:

- TLPL788X Special Topics in Education: Immigration and Education 3 Credits
- TLPL440 Issues in the Education of English Language Learners 3 Credits
- EDCP665 Family and Social Support Systems 3 Credits
- EDCP789X Advanced Topics in Counseling and Personnel Services: Immigrant Child Counseling and Consultation 3 Credits

Course descriptions are included in Appendix A. Please note that the courses listed with an X suffix have been offered under temporary numbers and will be given permanent (non-suffixed numbers) at a later time.

General Education. Not applicable as this is a graduate program.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations. The offering unit will not contract with another institution or non-collegiate organization for offering this program.

Student Support. The advising and student support infrastructure for this program already exist within the College of Education. The College of Education has many years of experience supporting graduate certificate programs and will provide advising to students on admissions, financial aid, payment, and IT-related needs. Advising will be supervised by the College's Department of Counseling, Higher Education, and Special Education.

Marketing and Admissions Information. General information about the program will be available in UMD's Graduate Catalog. The program will initially only be offered to Prince George's County Public Schools staff; consequently, marketing and admissions information will be coordinated with County Schools staff. The program may be expanded to other school districts or individuals outside of Prince George's County later, at which time admissions information will be more widely available. Admission policies will be those of the Graduate School of the University of Maryland.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. At least 50% of the curriculum will be taught by full-time faculty. Tuition revenue will be used to cover all instructional needs and all other program expenses (including salaries, benefits, program materials).

See faculty biographies in Appendix C for those currently expected to teach in the program.

Faculty training. The Teaching and Learning Transformation Center at the University of Maryland inspires and supports effective, engaging, efficient, and equitable teaching innovations among the university's instructors and assistants. This team provides faculty with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University Libraries staff have reviewed the proposal and determined that the Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The physical facilities and infrastructure needs are minimal as faculty and students will use classrooms and office space that is already provided by the University.

For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures. Resources for the program are derived from tuition revenue. The tuition rate will be \$828 per credit with the assumption of a 3% increase each year. The program expects a part-time cohort of 15 students per year. The program will take one year to complete, and there will only be one cohort per year.

Faculty expenditures are based on fractions of FTE per course for the various courses to be taught, and staff expenditures are for grading and other supports for instruction. Other expenditures include a modest budget for computer equipment and operational costs that include administrative support from central university offices, including the Office of Extended Studies and the Graduate School, as well as a modest budget for advertising, course development and recruitment.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the College of Education are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

Program participants will be recruited directly from our partner, the Prince George's County Public Schools System. Professional School Counselors must have the support of their principals or administrators to be eligible for consideration.

Across the nation, the vast majority of Professional School Counselors 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 working with the County, we know that a majority of County Professional School Counselors are women of color.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Appendix A. Course Descriptions

TLPL788X: Immigration and Education (3 Credits)

Focus on the experiences of immigrants as well as how immigration status impacts students' educational opportunities and social mobility.

TLPL440: 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 in education as they relate to English language learners in K-12 and other settings.

EDCP665: Family and Social Support Systems (3 Credits)

Principles and methods useful for understanding the role of family support systems in counseling. Specialized skills for counseling impaired adults and their families.

EDCP789X: Immigrant Child Counseling and Consultation (3 Credits)

Theory, research, and experiential learning of child therapy for immigrant families, through an integrated didactic-practicum format.

Please note: the "X" suffixed courses have been taught using temporary numbers but will be given permanent numbers if this proposal is approved.

Appendix B. Learning Assessment Plan

Learning Objective
<p>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.</p> <p><u>TLPL 788X: Immigration and Education</u></p> <p><i>Assignment 2: Theoretical Synthesis</i></p> <p>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?</p> <p><i>Assignment 3: Interview Analysis</i></p> <p>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:</p> <ul style="list-style-type: none">● 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 <p>Second, practicing research skills, including critically analyzing data in relation to scholarship</p> <p><u>TLPL 440: Issues in the Education of English Language Learners</u></p> <p><i>Final research project:</i> 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.</p>

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

EDCP 789X: 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 788X: 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 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 788X: 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.

Appendix C. Faculty

The following faculty members are projected to teach in the program.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Ileana Gonzalez	Ph.D., Counselor Education, University of Maryland	Clinical Assistant, part-time (will be full-time as of Spring 2024)	EDCP665
Colleen O'Neal	Ph.D., Clinical Psychology, Long Island University	Associate Professor, full-time	EDCP789X
Sophia Rodriguez	Ph.D., Educational Policy, Loyola University Chicago	Associate Professor, full-time	TLPL 788X
Advanced graduate student		TLPL	TLPL 440

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$149,040	\$153,511	\$158,117	\$162,860	\$167,746
a. #FT Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students (all graduate students)	15	15	15	15	15
e. Credit Hour Rate	\$828	\$853	\$878	\$905	\$932
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$149,040	\$153,511	\$158,117	\$162,860	\$167,746
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$149,040	\$153,511	\$158,117	\$162,860	\$167,746

The tuition rate assumes an increase of 3% each year.

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$98,384	\$101,335	\$104,375	\$107,507	\$110,732
a. #FTE	0.40	0.40	0.40	0.40	0.40
b. Total Salary	\$91,350	\$94,090	\$96,913	\$99,820	\$102,815
c. Total Benefits	\$7,034	\$7,245	\$7,462	\$7,686	\$7,917
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	0.20
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	\$2,000	\$2,000	\$2,000	\$2,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Marketing	\$500	\$500	\$500	\$500	\$500
8. Operational Expenses	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
9. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 9)	\$131,484	\$132,784	\$136,633	\$140,597	\$144,325

Salary assumes a 3% increase each year. Operational expenses include travel for recruitment of students, administrative processing and support, and course development.