



University of Massachusetts Amherst

School Counselor

Education Program

M.Ed./Ed.S. in School Counseling

2021-2022

Welcome to UMass Amherst!

Welcome to the University of Massachusetts School Counseling Program. We prepare our graduates to become school counselors who are skilled at implementing programs and interventions that support PreK-12 student growth and development, social and emotional skills, self-awareness, and well-being. We have a fundamental commitment to social justice and to creating school counseling programs that serve every student in the building. We believe that data-driven practices, the use of evidence-based interventions, and the evaluations of our outcomes are all key components of ethical and effective practice. We also believe that school college and career readiness for all students PreK-12 is a core component of school counseling practice. We follow the [MA state licensure standards](#) for school counseling and adjustment counseling, and the standards prescribed by the Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Students enter our program with a variety of undergraduate and prior work experiences, and we believe the diversity of our graduate students serves to create a strong learning environment. Our school counseling program prioritizes the 8 core standards of CACREP, which are: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation. The capstone of the training program is a year-long school counseling internship of at least 600 hours in local schools. What distinguishes our program is students can complete an additional 750+-hour clinical internship in adjustment counseling to qualify for state licensure as both a school counselor and adjustment counselor.

This School Counseling Program Handbook provides information about our counseling program. It provides you with information about our program, policies, and procedures and offers helpful information on how to derive maximum benefit from your educational experience. Please refer to the handbook as you progress through the program.

Lastly, please note that the School Counseling Program Manual does not replace the other official University documents such as the [Graduate Student Handbook](#); rather, it supplements them. It is important that you familiarize yourself with the entire handbook at the beginning of your program and that you keep it as a reference throughout your graduate studies. Faculty will also communicate with you through orientations, personal advising, classroom announcements, Moodle course sites, and our program listserv.

If any questions, please contact: schoolcounseling@umass.edu



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School Counselor Education Program Mission

The School Counselor Education program at the University of Massachusetts Amherst prepares professionals to create school environments where all students can thrive.

School counselors promote the academic, career, and personal/social development of all PreK-12 students through data-informed school counseling programs. We believe that all school counselors must be multiculturally competent and committed to social justice and equity in education, ensuring that all students have equal access to resources and opportunities. We also believe that school counselors are most effective when they work collaboratively across the multiple contexts that shape children's development—at the individual level and the classroom, school, family, and community levels.

We teach an innovative model of school counseling that understands schools as complex institutions that require classroom-based, small group, and individual school counseling interventions and programs. A key aspect of school counseling is our role as school leaders and advocates for students, working to create safe and supportive learning

environments. At UMass Amherst, our students develop an appreciation for the broad issues impacting the practice of school counseling, knowledge of current models and evidence-based interventions, and an understanding of the research base that supports practice. We also ensure that our graduates have thorough training in both mental health and the American School Counselor Association's National Model for School Counseling. Finally, our students have the opportunity to work with faculty in the UMass Amherst-based National Center for School Counseling Outcome Research & Evaluation (CSCORE), a widely respected source for school counseling resources. CSCORE works with professionals across the country to disseminate relevant research and put knowledge into practice. CSCORE hosts an annual [national conference](#) for school counselors.

School Counselor Education Program Objectives

1. To prepare counselors with the knowledge of school counseling history, ethics, theories, and current counseling models.
2. To train counselors in multicultural competencies and prepare them to be advocates for social justice and equity in education.
3. To train counselors who understand the foundation of human growth and development.
4. To prepare counselors to work collaboratively across the multiple contexts that shape a child's development at the individual level and the classroom, school, family and community levels.
5. To prepare counselors with the knowledge and skills to help students with career and life decisions.
6. To prepare counselors with the knowledge and skills to engage in the counseling and helping process across multi-tiered systems of support, providing individual, group, school, family, and community-based services and related referrals.
7. To prepare counselors to engage in and practice self care throughout their professional and personal experiences.
8. To prepare counselors with the knowledge and skills to facilitate group counseling.
9. To prepare counselors with the knowledge and skills to assess, interpret, and present student and school-level data.
10. To educate counselors to identify, implement, and evaluate evidence-based practices in their settings.
11. To prepare counselors to be knowledgeable and skilled in reading and conducting research and program evaluation.
12. To train counselors to enter supervised practicum and internship experiences prepared to put theoretical knowledge into practice and immerse themselves in the professional role.

Degrees & Licensure

All students are admitted into the combined M.Ed./Ed.S. program and take a total of 63 graduate credits. The UMass Amherst School Counselor Education graduate program provides students with both a 33-credit master's (M.Ed.) degree and a 30-credit educational specialist (Ed.S.) degree. The National Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires 60 credits for national accreditation in School Counseling.

In addition to course work, school counseling students complete 100+ hours of a Practicum, and participate in a 600+-hour Internship under the joint supervision of a certified school counselor and a program of study faculty member. Students can additionally complete a 750+-hour clinical internship in adjustment counseling. Students who complete the program of study are recommended for a school counselor provisional licensure with advanced standing (grade levels PreK-8, 5-12, or PreK-12). If students complete the adjustment counseling clinical internship, they are eligible to apply for an adjustment counselor provisional licensure in the Commonwealth of Massachusetts.

The program satisfies all requirements for CACREP national accreditation, as well as for Massachusetts school counseling and adjustment counseling licensure. Our curriculum ensures that graduates demonstrate knowledge and skills in individual, group, career, and academic counseling, implementing evidence-based interventions, leadership, advocacy and systems change, teaming and collaboration, program coordination, assessment and data use, and technology. Our students also build a strong understanding of national perspectives on school counseling as well as of issues in educational equity.

Accreditation

The University of Massachusetts School Counselor Education Program of study meets the Massachusetts State and the National Council for Accreditation of Teaching Education (NCATE) certification requirements. The program is in the process of obtaining accreditation from the Council for Accreditation of Counseling and Related

Educational Programs (CACREP). Please visit our [website](#) to see how our program of study aligns with CACREP national accreditation standards.

Department and University Context

The School Counselor Education concentration is part of the Department of Student Development. The three other concentrations housed within this department are School Psychology, Social Justice Education, and Special Education. The Department is part of a diverse and dynamic College of Education that includes departments of: Educational Policy, Research and Administration (EPRA) and Teacher Education and Curriculum Studies (TECS).





Required Coursework

For the M.Ed./Ed.S. School Counseling Program, at least 18 credit hours must be graded (A, B, C, D, F) and any portion of the rest may be taken pass/fail. However, many states will require that the majority of your coursework be taken for a grade for school counseling licensure. Transfer credits cannot be counted toward the 18 graded credits.

We encourage students to study full-time. Part-time study is available for students who cannot enroll full-time due to economic or family responsibilities. Part-time students are limited to no more than six credit hours each semester. While faculty offer some classes in the evening, it is highly unlikely that a student would be able to complete an entire graduate degree without taking daytime classes. All courses are taken in person, on campus. Students who enroll in the program of study who are working should be prepared to take release time to complete their daytime course work.

UMass Amherst School Counseling Program

Course Requirements and Recommended Course Sequencing

The combined M.Ed./Ed.S. in School Counseling is 63 credits. 57 of these credits are required coursework. Students can choose to take either the Adjustment Counseling Internship (6+ credits) or 6+ credits in electives within the Department of Student Development to meet the 63 credits required for degree conferral. To be considered a full-time student, you must be taking at least 6 credits a semester, though some on-campus jobs require you to be taking 9 credits. Most students take 3-4 courses (9-12 credits) each semester. Courses listed below are all in-person and on-campus. Courses are 3 credits, unless otherwise indicated.

Courses required:

EDUC 570	Professional Orientation to School Counseling
EDUC 594M	Child & Adolescent Development for Educators
EDUC 605	Evidence-Based School Counseling Practice
EDUC 606	Interventions and Consultation with Families and Schools
EDUC 607	Career Development Education and Placement in Schools
EDUC 631	Theories in School-Based Counseling
EDUC 690C	Trauma-Informed School Counseling
EDUC 688A	Techniques and Strategies in School-Based Counseling (631 prereq)
EDUC 685	Developmental Psychopathology
EDUC 688	Social & Cultural Foundations in Counseling
EDUC 634	Adjustment Counseling & Mental Health
EDUC 691E	Social Justice Issues in Education
EDUC 807	College Counseling
EDUC 886	Group Counseling in the Schools
EDUC 698W	Practicum (3 credits, 100+ hours in schools) ¹
EDUC 701	Internship in School Counseling (12 credits, 600+ hours in schools/taken for 2 semesters) ²
EDUC 798A	Internship in School Adjustment and Mental Health Counseling (3-12 credits, 750+ hours in mental health and adjustment counseling placements) ³

¹ Practicum (EDUC 698W) Pre-Requisites, need to have previously taken or taking concurrently: EDUC 570, EDUC 594M, EDUC 605, EDUC 631, EDUC 688A, EDUC 688, EDUC 886

² School Counseling Internship (EDUC 701) Pre-Requisites, need to have previously taken or taking concurrently: All Practicum pre-requisites as well as EDUC 691E, EDUC 690C, EDUC 685, EDUC 607, EDUC 807, EDUC 698W, EDUC 606

³ Adjustment Counseling Internship (EDUC 798A) Pre-Requisites, need to have previously taken or taking concurrently: All Internship pre-requisites as well as EDUC 634

You will meet with your advisor to plan out your course of study, but the following course sequence is the general recommended process:

Recommended School Counselor Education Program Sequence:

Year	Fall Semester	Spring Semester
1	<ol style="list-style-type: none"> 1. EDUC 570: Professional Orientation to School Counseling 2. EDUC 594M: Child & Adolescent Development for Educators 3. EDUC 631: Theories in School-Based Counseling 4. EDUC 688A: Techniques in School-Based Counseling (631 prereq) <p>[12 credits total]</p>	<ol style="list-style-type: none"> 1. EDUC 605: Evidence-Based Counseling Practices in Schools 2. EDUC 685: Developmental Psychopathology 3. EDUC 690C: Trauma-Informed School Counseling 4. EDUC 606: Interventions and Consultation with Families and Schools <p>[12 credits total]</p>
2	<ol style="list-style-type: none"> 1. EDUC 607: Career Counseling and Development 2. EDUC 886: Group Counseling in the Schools 3. EDUC 634: Adjustment Counseling and Mental Health 4. EDUC 691E: Social Justice Issues in Education <p>[12 credits total]</p>	<ol style="list-style-type: none"> 1. EDUC 698W: Practicum (3 credits, 100+ hours in schools) 2. EDUC 688: Social & Cultural Foundations in Counseling 3. Elective in department of Student Development OR adjustment counseling internship hours <p>[9 credits total]</p>
3	<ol style="list-style-type: none"> 1. EDUC 701: Internship (3-9 credits, 150-450+ hours in schools/semester) 2. EDUC 807: College Counseling 3. Elective in department of Student Development OR adjustment counseling internship hours <p>[9-12 credits total]</p>	<ol style="list-style-type: none"> 1. EDUC 701: Internship (3-9 credits, 150-450+ hours in schools/semester) 2. Elective in department of Student Development OR adjustment counseling internship hours 3. EDUC 798A: Internship in School Adjustment and Mental Health Counseling (for those doing adjustment counseling licensure) <p>[9-12 credits total]</p>

Course Transfers and Waivers

According to the UMass Graduate School policy, a maximum of six credit hours of graduate coursework may be transferred in from other accredited institutions. In addition, a maximum of six credit hours of graduate course work completed at UMass before admission to the program of study may be transferred into the program of study. University procedures for course transfer require the submission of the following forms:

- Transfer of Credits – [External](#)
- Transfer of Credits – [Nondegree](#)
- Transfer of Credits - [Undergraduate to Graduate](#)
 - Please note for undergraduate credit transfers, the credits must not have been used to fulfill bachelor's degree requirements. The student's advisor must approve all course transfers.

Students may also apply to waive program of study requirements based on previous graduate coursework. Students seeking a waiver should present complete documentation of the previous coursework (e.g. the course syllabus, copies of examinations, papers and projects) and a blank [waiver form](#) to the school counseling Program Coordinator. Program faculty will determine whether that previous course meets the program of study requirement. Waivers are not granted for practicum or internship.

Independent Study

An independent study offers students a way to receive academic credit for completing an in-depth examination of a topic related to their course of study. To pursue an independent study, students need to arrange for faculty supervision and submit a proposal for approval that includes the scope of work to complete, the academic value of the project, and the method for performance evaluation. Typically, three (3) credits are earned per course. Students must also complete and sign an [Individualized Study Contract](#) specifying the nature and scope of the independent study and the basis for evaluation. The Independent Study Contract must be signed by the faculty supervisor and approved by the Department Chair. An Independent Study would not count as a required course, instead it would be in addition to the required 63 credits for the program.

Credit Overload

If a student needs to register for more than 16 credits in a given semester, fill out the [Credit Overload Petition](#) and submit a completed copy to the Academic Affairs Office for processing.

Admissions & Enrollment Status

Our program is small by design so that we can work closely with everyone. We only admit students whom we anticipate will develop into exemplary school counselors and leaders in the field. For additional information about admissions and enrollment, visit the UMass School Counselor Education [website](#). Matriculation requirements are communicated to students through the Graduate School after acceptance. Information regarding receiving an application decision, committing, and submitting official transcripts is on the Graduate School's [website](#).

The Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation

To meet the need for program evaluation and outcome research, the Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE) opened in January 2003. The Center is dedicated to improving school counseling by grounding practice in research. The Center works nationally to promote outcome research and works regionally to promote the implementation of data-based decision-making and standards-based school counseling programs in public schools. For more information, explore the [CSCORE website](#).

Student Development Faculty



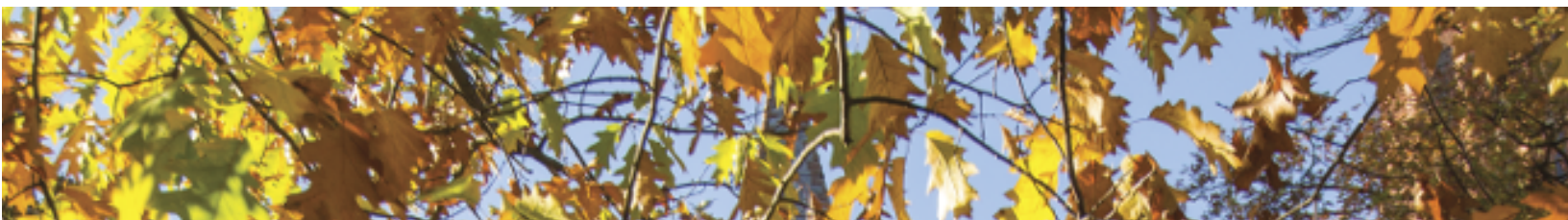
Carey Dimmitt, Ph.D.
Professor and Program
Coordinator, School
Counseling



Ian Barron, D.Ed.Psy.
Professor, School
Counseling



Jonique Childs, Ph.D.
Assistant Professor, School Counseling



SECTION 2:
Key
Submittals
and
Specifications

Expectations of Students & Program Culture

We pride ourselves on our positive and intentional program community. School counselors are called the “heart of the school” – we are the ones that people turn to for care, support, and compassion. Creating this in our graduate program is preparation and modeling for how to create this in PreK-12 schools. All interactions with each other, with other students across the college, with all staff and faculty, need to be conducted with respect and care.

In addition to thoughtful interpersonal interactions, it is critical that we all engage with each other from a stance of professionalism, collegiality, and collaboration. We strongly encourage our students to work together (within the constraints of ethical standards and plagiarism standards) and to support each other. Graduate school is not a competition! It is an opportunity to develop ongoing professional relationships that will serve you while in the program, and potentially for years in the future.

Several required courses include experiences designed to facilitate professional growth by helping students further develop their skills to self-reflect, take in feedback, and continuously assess and modify their own behavior. We consider these experiences essential to a training program of study for a profession that often requires intensive personal interaction. Program of study faculty take care to make these experiences as safe and confidential as possible. However, students sometimes disclose personal information or are confronted with areas that they need to address and may feel some discomfort. At these times, faculty members are available to discuss student concerns and refer students to helpful resources both on and off-campus.

If you ever experience or witness a situation that you believe is problematic, please check in thoughtfully with those involved if possible (frequently things are not what they seem) and consult with faculty or the [University Ombuds Office](#).

Academic Grievance Process:

In addition to the School Counseling Program’s established procedures, the University has a policy related to academic grievances, probation, warning and suspension. Students who have a grievance relating to a faculty member, department chair, or dean should see the University of Massachusetts [Academic Grievance Procedures](#). Copies of these materials are available from the Ombuds Office on campus as well.

Funding

Students fund their graduate studies in multiple ways, including Graduate Assistantships on campus, externships, scholarships, and through various financial aid supports. For more information on each of these funding sources, go to the [Funding section](#) of the School Counseling website.

Advising

Upon admission to the concentration all students are assigned a temporary advisor. Students are free to keep this advisor or change advisors without penalty. Students work with their advisors to construct their program of study, select courses, and determine appropriate sites for fieldwork. Advisors also brief students on the College of Education forms, which document progress in completing the degree program of study and overseeing student progress through the program.

Some students establish a warm mentoring relationship with their advisors that last them throughout their careers. Others primarily rely on their advisors only as necessary. And still others fail to call on their advisors when they should, and occasionally face problems or miss out on opportunities as a result (i.e. they might fail to learn about scholarship opportunities or miss important deadlines). Your faculty advisor is available during regular office hours, and also at other times, usually by appointment.

To optimize your working relationship with your advisor, we recommend the following:

- See your advisor at the end of each semester to register for courses for the next semester.
- Try not to wait until the last minute to set up an appointment - both of you may end up being rushed.
- Contact your advisor with general questions about the program or about your studies at the University.
- If you have concerns about a course or another faculty member, try to resolve them with that faculty member first. However, if you need further help or guidance, contact your advisor.
- If you need your advisor to sign paperwork, bring the forms with you to your meetings (e.g. add/drop forms, Documentation of Progress forms).
- If you need letters of recommendation from your advisor, be sure to give your advisor a current copy of your résumé, the name and address of the contact person, and the advertisement of the job that you are seeking. Please give as much advance notice as possible and a stamped and addressed envelope if the reference is to be mailed.

More advising information can be found in the [Advising Guidelines](#) for the Master of Education Degree (M.Ed.).

Housing

There are a variety of housing options off campus to explore once you know you will be attending UMass Amherst. Information on these options is highlighted in the [housing section](#) of the UMass Amherst School Counselor Education website.

Transportation & Parking

Information on Car Travel/Parking, PVRTA Bus Transportation, and Bicycling around campus can be found in the [transportation section](#) of the UMass Amherst School Counselor Education website.

Course Accommodations

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. Students with a documented physical, psychological, or learning disability on file with Disability Services may be eligible for reasonable academic accommodations to help them succeed in the program. Students with a documented disability that requires an accommodation should notify the relevant professors within the first two weeks of the semester so appropriate arrangements can be made. Students with undocumented disabilities should work with their advisors for optimal success in the program.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic

dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. Follow the link below for detailed information on the [Academic Honesty Policy](#).

Absences for Religious Reasons

Chapter 151C of the Massachusetts General Laws as amended guarantees that “any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in an examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such make up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.”

As a courtesy, please let your professors know ahead of time of any religious observances that may interfere with attending class.

Confidentiality

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. In several of your courses throughout this program, it is possible that personal information will be shared. It is imperative you be able to keep your fellow students’ personal disclosures to yourself. You may

describe the general activities of your classes to others, but it would be highly inappropriate to disclose another student's personal information to someone not in the class or to discuss/gossip about what is shared in your private sessions with classmates (or anyone else) who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

During your Practicum and Internship courses you will be working with actual clients. Client information is confidential. Students, family members of students, or colleagues may all be clients.

Protected information includes but may not be limited to:

- the fact that the person is, or has been, or has ever been a client
- any information given to the school counseling program at a school
- any personal data about a client

Categories of protected information include:

- The Record - the actual clinical written record, audio/video tapes and computerized information about the client
- Informal Information - any communication of a clinician or student about a client that is not a direct representation of the record

Clients control the release of information about themselves and must agree in written form to the release of information before it is released. If the client is a child under the age of 18, parent/caretaker permission must be obtained to release information. The exception to this rule would be a situation where the client is a danger to self or others, or, if a court referred client's records must be presented to the judicial system for verification of counseling. Additionally, court orders may require release of information.

We take confidentiality very seriously, and a breach of confidentiality may result in your dismissal from the School Counseling Program. Breaches of confidentiality may also result in ethical and/or legal charges, so it is vital that these guidelines be followed.

Enrolling in Courses

Returning Students: Enrolling in Courses through SPIRE

Students at UMass Amherst use SPIRE (the student information system for the University of Massachusetts Amherst) to enroll in classes. To enroll in classes: Log in to your [SPIRE](#) account, Go to Main Menu > Enrollment > Add Classes/Shopping Cart.

New Students: Enrolling in Courses through SPIRE

For new students or students who haven't been enrolled in a class recently, you will need to create a student record (or reactivate it) prior to being able to enroll in classes.

1. Create a student record. Go to SPIRE. From the menu options on the right-hand side, under the heading Apply/References click on Non-Degree Enrollment Application. Fill out the form there. You will receive an email with your NetID and password (this may take several days.)
2. Once you have received your NetID and password, follow the instructions for creating an enrollment appointment listed above under "Returning Students."

Dropping a Class Before the End of the Add/Drop Period: Before the Add/Drop Deadline for the term, you can drop classes using SPIRE. The course will not appear on your transcript and all the course fees will be removed from your account.

Dropping a Class After Add/Drop: Between the end of Add/Drop and the end of the withdrawal period, you can still drop a class using SPIRE. The course will appear on your transcript as "W" and you will receive a 50% refund on the course tuition (but not the registration fee). Late Drops Permission is seldom granted for withdrawal from a course after the mid-semester deadline. However, information about how to begin this course withdrawal process can be found on the University Registrar's [website](#). You should also seek advising from the Educator Licensure Office and Administrative Assistant in the Education Licensure Office about this process and the required steps you must take (413-545-2701, W144 Furcolo).

Clinical Instruction

Clinical instruction includes supervised Practicum (EDUC 698W) and Internships (EDUC 798 and 701) requirements that are to be completed within a student's program of study. The Practicum and Internship experiences are considered to be the most critical skill-building elements in the program. All faculty are committed to preparing professional school counselors and to promoting the development of students' professional counselor identity. Please reference the [clinical instruction manual](#) for in-depth descriptions of both practicum and internship online.

Licensure & Degree Conferral Forms

Upon completion of the School Counseling program and passage of the Communication and Literacy Skills portions of the Massachusetts Tests for Educator Licensure (MTEL), graduates are eligible for Initial Licensure as School Counselors at the grade level(s) in which they completed their School Counselor Internship(s).

Candidates submit applications for their Massachusetts License through the Certification Desk in the Teacher Education Office, 125 Furcolo Hall. The Teacher Education Office can process applications only for those licenses for which candidates completed the requirements through

the University. There will be a mandatory licensure meeting for new students at the beginning of the first semester.

Information on [degree forms and key milestones](#) can be found on the College of Education website. Additionally, information on [education licensing forms](#) and key milestones can be found on the College of Education website.

Every M.Ed. and Ed.S. form is given to the Student Development Department Administrator who checks it for accuracy and provides it to the Degree Program Office.

Master’s (M.Ed.) Forms:

	M-1: Projected Program of Study	M-2: Completed Program of Study	Master’s (M.Ed.) Degree Eligibility Form
Form Purpose	List the first 33 credits you plan on taking towards the full program requirements.	List the first 33 credits of coursework you actually took toward the full program requirements.	List the first 33 credits you have taken (usually matches the M-2 form).
Notes on Form Completion	<p>MUST TYPE THIS FORM and match the course titles in Spire exactly.</p> <p>Consult with your advisor on this form. After completing, print this form and submit it to the Student Development Department Administrator for review.</p> <p>After their check and approval, sign this form and have your advisor sign.</p> <p>Return completed and signed form to the Student Development Department</p>	<p>Some of these courses may be different from your proposed plan on the M-1 form.</p> <p>MUST TYPE THIS FORM and match the course titles on your unofficial transcript in Spire exactly.</p> <p>After completing, print this form and submit it to the Student Development Department Administrator for review.</p> <p>After their check and approval, have your advisor do a final review and sign this form.</p>	<p>MUST TYPE THIS FORM and match the course titles on your unofficial transcript in Spire exactly.</p> <p>Your advisor does NOT sign this form.</p> <p>After completing, print this form and submit it to the Student Development Department Administrator for review.</p> <p>After their check and approval, sign this form.</p> <p>Return completed and signed form to the Student Development</p>

	Administrator for submission.	Return completed and signed form to the Student Development Department Administrator for submission.	Department Administrator for submission.
Deadline for Completion	By the end of your first semester.	<p>After you register for your final semester of courses in the program and before the graduation deadline.</p> <p>You do NOT have to wait for the final semester's grades.</p> <p>Check your UMass email for deadline announcements. Or, you can check with the Student Development Department Administrator.</p>	<p>After you register for your final semester of courses in the program and before the graduation deadline.</p> <p>You do NOT have to wait for the final semester's grades.</p> <p>Check your UMass email for deadline announcements. Or, you can check with the Student Development Department Administrator.</p>
How to Access the Form	See PDF copy of the M-1 Form	See PDF copy of the M-2 Form	See PDF copy of the M.Ed. Degree Eligibility Form

Education Specialist (Ed.S.) Forms:

	ES-1: Projected Program of Study for Ed.S.	ES-2: Completed Program of Study for Ed.S.	Education Specialist (Ed.S.) Degree Eligibility Form
Form Purpose	List the final 30 credits you are planning to take for program completion – with no overlap with the M-1.	List the 30 credits you actually took for program completion – with no overlap with the M-2.	List the 30 credits from your ES-2 form.
Notes on Form Completion	MUST TYPE THIS FORM and match the course titles in Spire exactly.	MUST TYPE THIS FORM and match the course titles in Spire exactly.	MUST TYPE THIS FORM and match the course titles on your unofficial transcript in Spire exactly.

	<p>Consult with your advisor on this form. After completing, print this form and submit it to the Student Development Department Administrator for review.</p> <p>After their check and approval, sign this form and have your advisor sign.</p> <p>Return completed and signed form to the Student Development Department Administrator for submission.</p>	<p>After completing, print this form and submit it to the Student Development Department Administrator for review.</p> <p>After their check and approval, have your advisor do a final review and sign this form.</p> <p>Return completed and signed form to the Student Development Department Administrator for submission.</p>	<p>Your advisor does NOT sign this form.</p> <p>After completing, print this form, sign it, and submit it with the M.Ed. Degree Eligibility Form to the Student Development Department Administrator for review.</p> <p>Return completed and signed form to the Student Development Department Administrator for submission.</p>
Deadline for Completion	<p>By the end of your first semester.</p>	<p>After you register for your final semester of courses.</p> <p>You do NOT have to wait for the final semester's grades.</p> <p>Check your UMass email for deadline announcements. Or, you can check with the Student Development Department Administrator.</p>	<p>Before the graduation deadline for the semester you plan to graduate.</p> <p>Check your UMass email for deadline announcements. Or, you can check with the Student Development Department Administrator.</p>
How to Access the Form	<p>See PDF copy of the ES-1 Form</p>	<p>See PDF copy of the ES-2 Form</p>	<p>See PDF copy of the Ed.S. Degree Eligibility Form</p>

School Counseling Licensure Forms:

	L1	L2	L3b	L4
Form Purpose	Program Admission and Enrollment	<p>Practicum Placement Contract</p> <p>This refers to our internship-level course in the third year of the program</p>	<p>Candidate Assessment of Performance (CAP) Form</p> <p>For school counseling, this is a Professional Support Personnel Practicum / Practicum Equivalent Form</p> <p>This refers to our internship-level course in the third year of the program</p>	Program Completion, Eligibility for Licensure
Notes on Form Completion	<p>Purchase your license for the Tk20 portfolio and licensing system.</p> <p>Log in to Tk20 and fill out the L1 Form.</p> <p>Note: Also use Tk20 to submit MTEL results.</p>	<p>Depending on your licensure levels and/or program requirements, you may need more than one Practicum Placement Contract.</p> <p>If you have questions about these forms, please contact the Program Coordinator.</p>	<p>Fill this out carefully and accurately.</p> <p>Completed in collaboration between student, program supervisor, and supervising practitioner. Certain sections are assigned to each.</p> <p>Important to keep this file in a safe space your whole final year as you collect signatures following the 3 required meetings with the student, program supervisor, and supervising practitioner throughout the school year.</p> <p>If you have questions about these forms, please contact the Program Coordinator.</p>	<p>Done by Program Coordinator in Tk20 once all program requirements have been met, including full Tk20 Portfolio completion.</p> <p>Required for the licensure office to initiate MA state licensing process.</p>
Deadline for Completion	As early as possible in your graduate studies (e.g. during the summer prior to starting as a student or early	<p>Prior to starting your final year at your internship site(s).</p> <p>Needs to be submitted to the</p>	At the end of the school counseling internship in your final year.	Done by Program Coordinator once all program requirements have been met, usually just after

	in the first semester).	Licensure Office to be enrolled in EDUC 701 in Spire.		graduation.
How to Access the Form	See PDF of email from Licensure Office See PDF copy of the directions for purchasing a Tk20 Account & Completing the L1 Form [was attached to email communication]	See PDF copy of the L2 Form or DocuSign L2 Form	See PDF copy of the L3b Form	

Professional Associations

All students are encouraged to become active members of National and State Counseling Associations. Professional associations offer valuable resources for professional development and professional advocacy. A list of national, state and other relevant organizations is provided in the [Professional Associations](#) section of the UMass Amherst School Counselor Education website.

Resources on Campus

There are plenty of resources across the UMass Amherst campus that help our students take

care of themselves. Information on these resources is highlighted in the [Additional Resources](#) section of the UMass Amherst School Counselor Education website.

Email Contact Information College of Education

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Assoc. Dean Academic Affairs, Dr. Jennifer Randall - jrandall@educ.umass.edu
Kimberly Drake, Educator Licensure Office - kdrake@educ.umass.edu

Department of Student Development (SD)

SD Department Assistant, Emily Walker - pichette@educ.umass.edu

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School Psychology Faculty

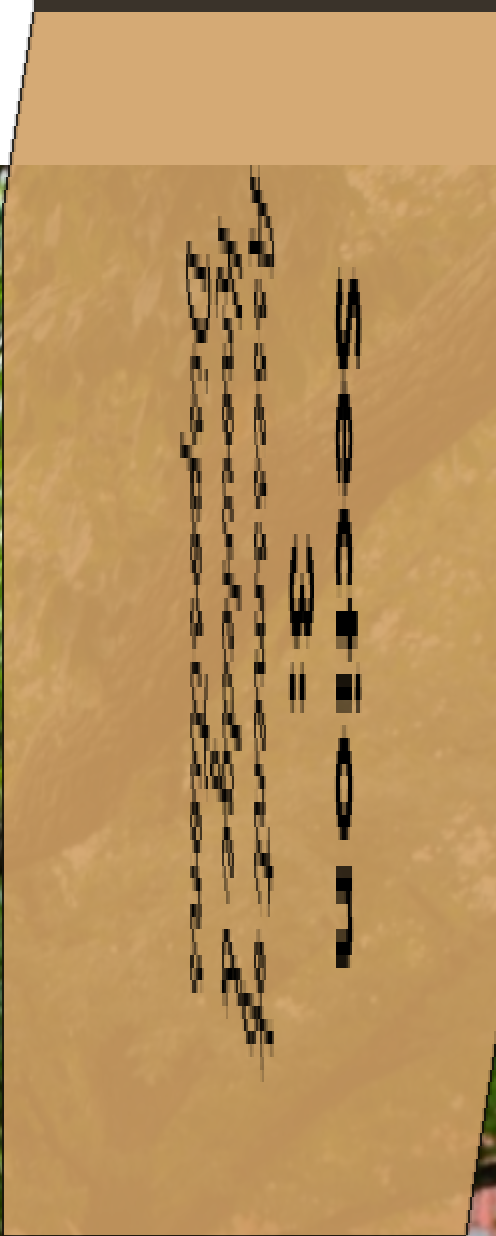
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Dr. Tammie Samuels, Undergraduate Special Education Coordinator - tsamuels@umass.edu



Admissions

Assessment of counselor knowledge and dispositions begins with our admissions process. We only invite candidates to our interview day who have applications that indicate both awareness of the profession, and who have a social justice advocacy awareness. In our group interview process, we assess dispositions across each of our interview questions. As part of our decision to take a student, we consider their overall interpersonal skills during the interview process, their stated ability to grow and change in response to life experiences, and their commitment to supporting all students. These core dispositions, in addition to the specific dispositions related to the interview questions, impact our decision to accept applicants.

Counselor Competencies Scale

The [Counselor Competencies Scale—Revised](#) (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors. We use the CCS-R throughout the course of our program to aid graduate students in their growth process and to develop self-awareness. The CCS-R is also filled out at the beginning and the end of the Practicum and the Internship by the student and by all supervisors in schools and at the university. During supervision meetings, the CCS-R is used to identify areas of strength and for growth.

Endorsement Policy

The Counselor Education program faculty follow the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2014). The code states: "Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement." In addition, "Counselor educators may require students to address any personal

concerns that have the potential to affect professional competency.”

Students who complete all the required coursework and practical experiences and who, in the professional judgment of the faculty, are ready to function effectively and ethically in an entry-level school counseling position are endorsed for licensure and employment as a school counselor. The Program Coordinator is responsible for communicating the program’s endorsement to the UMASS certification office, state agencies, school districts and prospective employers.

Student Review Policy

All students who are admitted into the School Counselor Education program undergo a continuous, on-going evaluation by the faculty. This evaluation takes three forms:

1. Academic Evaluation: Each student is evaluated in the traditional manner through grades. Students should consult the *Graduate School Bulletin* and *College of Education Advising Guidelines* for specific information on satisfactory progress definitions and determinations. Students may not register for EDUC 701, Internship in School Counseling, if they have an Incomplete in any required School Counseling course.
2. Ongoing Personal Evaluation: Each student is evaluated by the faculty both individually and collectively in faculty meetings on a regular basis and is provided with information about that evaluation through instructor response, advisor response (if necessary) in a personal interview, and/or formal, written notification. This evaluation provides students with an assessment of their progress, addressing strengths and weaknesses, encouraging improvement, and offering suggestions for remedial assistance if necessary.
3. Annual Review: Once yearly, the School Counselor Education faculty conducts a review of all students matriculating in the program. Academic progress and personal development related to the professional school counselor role are assessed. Viewpoints and information are shared and recommendations are made in writing to all students. Students whose progress is unsatisfactory are asked to meet with their advisors or with the faculty as a whole to discuss resolution of problem areas.

Student Review and Retention Policy/Process

As students progress through the UMass Amherst School Counseling (SC) master’s program they are evaluated to consider their progress in attaining the dispositions and skills necessary for professional practice in the school counseling field. Students are governed and protected both by this policy and that of the UMass Graduate School.

Students come into contact with this policy through two avenues. Every student will be reviewed each semester and all students will receive feedback on an annual basis in the Student Annual Review Process. A smaller subset of students will be reviewed on a case-by-case basis when a triggering event occurs in the Student Retention Review Process.

Student Annual Review Process:

The full-time School Counseling Faculty will meet at the end of each academic semester and review student progress. Student semester grades and Counselor Competencies Scale-Revised (CCS-R) results (provided by SC faculty at the end of each core course) are reviewed and students are evaluated to determine if they exceed expectations, meet expectations, or fail to meet expectations. Based on this determination they receive one of three letters (exceeds, meets, does not meet expectations) at both their end of academic year (May) meeting with their advisor and by email.

In the annual Student Review Meeting with their advisor, a collaborative discussion on student progress will occur. For those students who receive a letter of Not Meeting Expectations, this is a triggering event. The advisor meeting is considered the initial triggering event meeting and the aforementioned process is followed.

This process is designed to ensure that all students are provided timely feedback on their ongoing progress. It also ensures that any students who may not be making adequate progress are notified and offered a formalized process to engage in remedial activities aimed at improving student skills and dispositions. Alternatively, they may be offered early feedback that they may not successfully complete this program.

Student Retention Review Process:

Any student who receives a course grade below a B or exhibits behavior and/or professional dispositions that do not meet faculty benchmarks will be said to have a triggering event and will be formally responded to with the Student Retention Review Process. These benchmarks are those found in the CCS-R form that can be found in the appendix. Students can be identified either through the annual student review or at any time by a faculty member who notes a student concern.

Step 1: The faculty member who observes or is notified of a triggering event (by other individuals or from the Student Review Meeting findings) meets with the student and indicates the concern and suggests changes required to improve progress. The faculty documents the meeting and sends that information to the concentration coordinator and student advisor. If the faculty member does not see the student issue as remedial, they refer the issue to the Retention and Review Meeting. The student is informed that the Retention and Review Process is being engaged. (Go to Step 2)

Outcome 1: Student engages in remediation and situation improves. No further action is taken.

Outcome 2: Student either fails to engage in remediation or the remediation does not have the desired impact. The student issue is referred to the Retention and Review Meeting. (Go to Step 2)

Step 2: Retention and Review Meeting Level 1

Faculty of SC Concentration meet as a group to review concern. Student is informed of the process and is able to provide documentation or a statement to the SC faculty. Faculty determine whether student is placed on a **remediation** and **probation** plan or whether the issue requires a level 2 Review Meeting.

Response Option 1: Decision- Remediation and Probation

The student concern requires that the student engage in a process of remediation as described in the letter produced in this meeting. The standard remediation time is one semester. Restrictions may be put into place such as number of courses the student may enroll in, permission to enroll in practicum or internship may be withheld, etc.

If, upon review, the concentration chair believes the student has met the conditions of their probation they will return the student case to the Retention and Review Meeting Level 1 for a faculty vote to return the student to unrestricted status. If the student is returned to unrestricted status no further action is taken.

Response Option 2: Move to a Level 2 Review Meeting

This response can occur in two situations:

- (1) The SC faculty determine that the situation is not appropriate for a remediation and probation response upon first review of the situation. They will then refer the student to a Level 2 Review meeting.
- (2) The concentration chair reviews the student's progress and determines that the student has failed to engage in the required remediation or that the remediation activities have failed to produce the necessary changes in student achievement/behavior. The concentration chair will refer the student's case to a Retention and Review Meeting Level 2 (Go to Step 3).

Step 3: Retention and Review Meeting Level 2

The School Counseling faculty will review the student issue and make a final determination on either a further course of probation and remediation or separation from the program.

Option 1: Continued Remediation and Probation

Faculty institute a second probation with remediation expectations.

Option 2: Separation from the Program

Faculty determine the student and/or program are best served with the student 's suspension from the program.

Category 1: Faculty determine that either the student is uninterested or incapable of the necessary changes within the allowed timeframe and thus should be suspended from the program. Faculty send a recommendation for dismissal of the student to the Graduate School of Education Graduate Program Director (GPD).

Category 2: The conduct is so egregious as to require immediate suspension without a period of probation. Faculty send a recommendation for dismissal of the student to the Graduate School of Education Graduate Program Director (GPD).

Last Stage: Students are formally suspended by the Graduate School of Education. They are able to engage in the UMass Amherst Graduate School appeal process.

Probation Procedure

Whenever a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- a) A behavioral description of the problem
- b) Possible courses of remediation
- c) Criteria stated in behavioral terms for ending the probationary status
- d) A time frame for meeting these criteria
- e) A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation)
- f) A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all of these points with the student so that there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- a) Return the student to full graduate status;
- b) Continue the probation (which would necessitate preparation of another set of recommendations as specified above); or,
- c) Terminate the student's program

The Program Coordinator will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the advisor will meet with the student and provide both orally and in writing the following information:

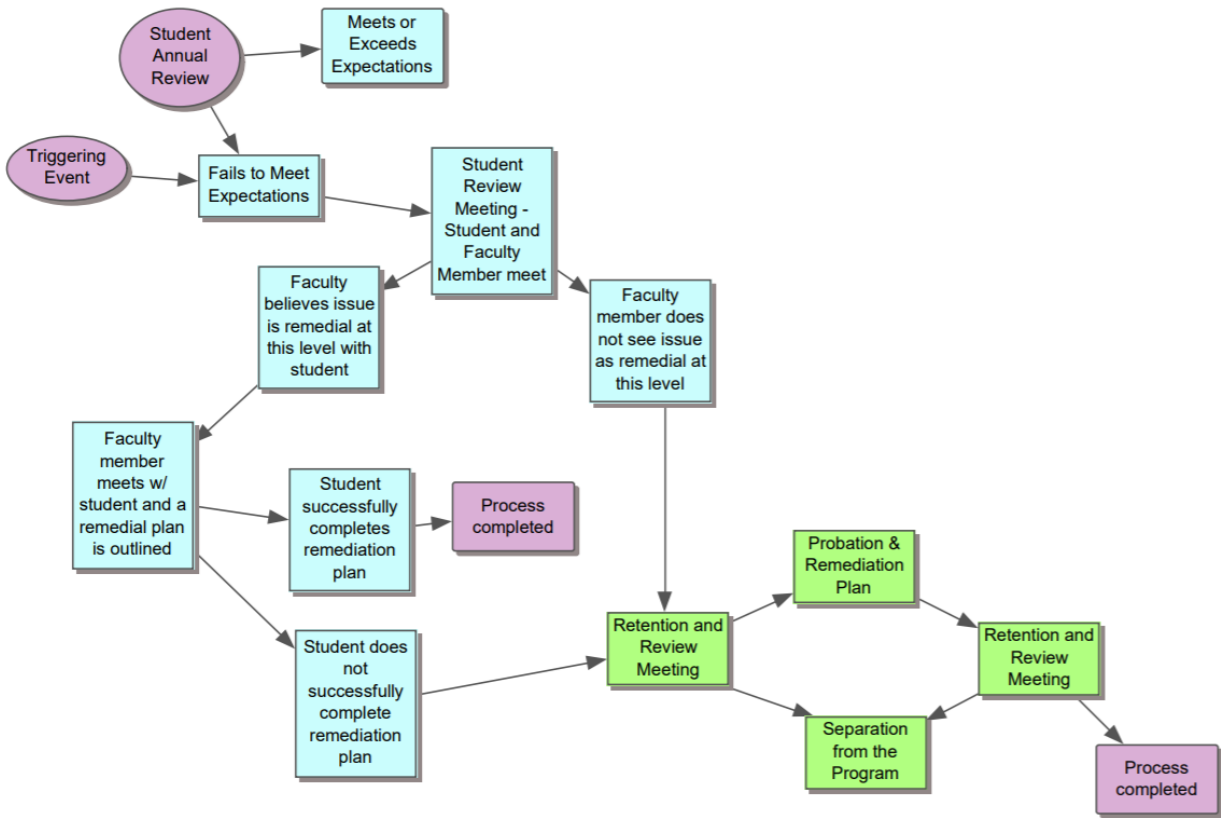
- a) Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- b) A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so that there is an understanding on the student's part of the reasons for the termination decision and the options available to him or her for appeal. The Program Coordinator will forward the termination decision to the department chairperson and the Dean for Academic Affairs for the College of Education. The advisor will then facilitate a student's transition out of the program in the most helpful and caring manner possible.

Academic Grievance Process

In addition to the School Counseling Program's established procedures, the University has a policy related to academic grievances, probation, warning and suspension. Students who have a grievance relating to a faculty member, department chair, or dean should see the University of Massachusetts Academic Grievance Procedures (pages 44-50) and review the Academic Grievance Guide. Should it be called for, students then complete and submit a Notice of Academic Grievance form to the Academic Honesty and Grievance Office for review.

Remediation Plan:



Student Portfolios & Exit Interviews

Students complete a professional portfolio in [Tk20](#), the College’s on-line portfolio system. The portfolio will be used to highlight your significant works and educational pursuits. The portfolio is representative of your practical knowledge, competencies and abilities to perform the duties of a professional school counselor. It’s recommended to upload portfolio materials to Tk20 after the completion of each course that has a portfolio requirement (see table on the next page). Please work with the Program Coordinator and your professors to determine which relevant assignments to upload.

Course	Tk20 Artifact
EDUC 570	School Counselor Interview Paper
EDUC 605	Final Paper
EDUC 607	Career Counseling Session Paper
EDUC 606	Final Consultation Analysis
EDUC 886	Group Program Project/Case Conceptualization
EDUC 698W	Scanned Copy of CCS-R form filled out by our on-site supervisor
EDUC 701	Scanned Copy of On-Site Supervisor Rating Form
EDUC 688	Autobiographical Analysis Paper
EDUC 594M	1 Choice Assignment
EDUC 631	Personal Theory Paper
EDUC 807	Final Paper

Towards the end of the final semester, students will schedule an exit interview with faculty to review the portfolio, discuss their growth during the program, and provide feedback for continuous improvement of the program.