

UMassAmherst

College of Education

School-Based Counselor Education Program

M.Ed. & Ed.S. in School-Based Counseling | Program Handbook & Clinical Manual, 2025-2026

Welcome to UMass Amherst!

Welcome to the University of Massachusetts Amherst School-Based Counselor Education (SBCE) Program. We prepare our graduates to become school counselors and school adjustment counselors who are skilled at implementing programs and interventions that support K-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 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 college and career readiness for all students K-12 is a core component of school counseling practice. We follow the [Massachusetts State Licensure Standards](#) for school counseling and school adjustment counseling.

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 (SC) and school adjustment counseling (SAC) program prioritizes ethical practice, human growth and development, relevant assessment practices, career development, helping relationships, group work, mental health support, social and cultural diversity, and program evaluation. The capstone of the training program is a year-long internship under the supervision of a licensed school counselor (for SC), licensed adjustment counselor (for SAC), or two placements with the relevant licensed professionals for licensure in both areas. These placements are 600+ hours for school counseling licensure, 900+ hours for school adjustment counseling licensure, or 1350+ for licensure in both.

This handbook provides information about our program, policies, and procedures. It provides an overview of expectations and offers helpful information on how to derive maximum benefit from your educational experience. The [clinical manual](#) within the handbook has been included so that student-counselor interns, site supervisors, and university supervisors will have the policies, procedures, objectives, and evaluation criteria that pertain to the field-based experiences and training. There are many procedures, sequences of courses, deadlines, and academic requirements that graduate students need to know so they may proceed smoothly through the program. Please refer to this handbook as you progress through each step in the program, from application to graduation.

Lastly, please note that the School-Based Counselor Education Program Handbook and Clinical 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. For general information about Educator Preparation that applies to all programs, please review the [EdPrep Website](#). Faculty will also communicate with you through orientations, personal advising, classroom announcements, Canvas course sites, and our program listserv.

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

Handbook Updated 12/2025

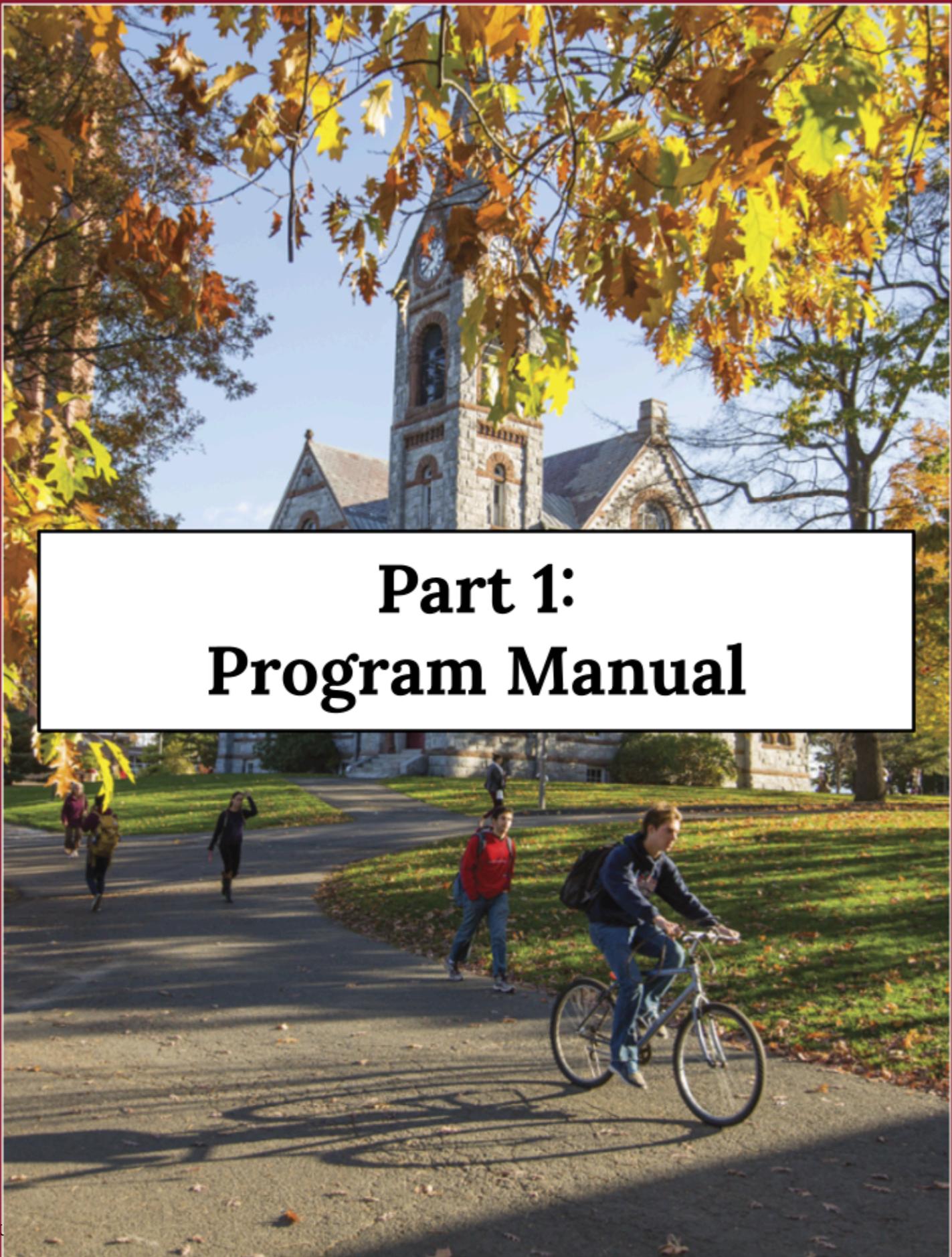
Table of Contents

Welcome to UMass Amherst!	1
Table of Contents	2
Section 1: Introduction to the UMass Amherst School-Based Counselor Education Program	7
School-Based Counselor Education Program Mission	7
Accreditation	7
Department & University Context	8
School Counselor Education Program Faculty	8
Admissions	8
Application Timeline	9
Admission Prerequisites	9
Section 2: Program of Study	10
School-Based Counselor Education Program Objectives	10
Degrees & Licensure	11
What's in a Name? Pre-Practicum, Practicum, and Internship	11
Pathway Declaration & Specialization Process	11
School Counseling	11
School Adjustment Counseling	12
School Counseling & School Adjustment Counseling Dual Pathway	12
Required Coursework	13
School Counseling Pathway: Course Requirements & Recommended Sequence	14
Recommended Course Sequencing & Milestones	15
SCHOOL COUNSELING LICENSURE ONLY	15
Adjustment Counseling Pathway: Course Requirements & Recommended Sequence	16
Recommended Course Sequencing & Milestones	17
SCHOOL ADJUSTMENT COUNSELING LICENSURE ONLY	17
Dual Licensure Pathway: Course Requirements & Recommended Sequence	18
Recommended Course Sequencing & Milestones	19
SCHOOL COUNSELING & SCHOOL ADJUSTMENT COUNSELING DUAL LICENSURE	19
Clinical Instruction	20
Course Transfers & Waivers	20
Independent Study	21
Credit Overload	21
Course Enrollment	21
Dropping a Class Before the End of the Add/Drop Period	22
Dropping a Class After the Add/Drop Period	22
Degree Conferral Forms	22
Master's (M.Ed.) Forms	22
Education Specialist (Ed.S.) Forms	23
Section 3: Policies & Procedures	23
Expectations of Students & Program Culture	23
Academic Grievance Process	24

Student Review Policy	24
Advising Policy	25
Student Support Policy	26
Performance Support	26
Placement Support	27
Funding	27
Transportation & Parking	27
Field-Based Experiences: Transportation Policy	27
Course Accommodations	27
Academic Honesty	27
Absences for Religious Reasons	28
Confidentiality	28
UMass & Internship School Closure Policy	29
Policies for Field-Based Experiences	29
Attendance Policy	29
Substitute Policy	29
March Break Policy	30
Dress Policy	30
Professional Dispositions: Counselor Competencies Scale–Revised (CCS-R)	30
Endorsement Policy	30
Section 4: Licensure Requirements	30
Licensure Overview	30
School Counseling vs. School Adjustment Counseling	31
Massachusetts Tests for Educator Licensure (MTEL)	31
Licensure Forms	32
Licensure Forms	32
Timeline of Forms	33
Student Portfolios & Exit Interviews	33
Tk20 Artifact Requirements	34
If Seeking Licensure Outside of Massachusetts	35
Section 5: Additional Resources	35
The Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation	35
Professional Associations	35
Resources on Campus	36
The Clinical Manual & Field Experiences	38
Section 1: Overview of Clinical Instruction	38
Admission to Pre-Practicum & Internship	38
Massachusetts Tests for Educator Licensure (MTEL)	38
Clinical Instruction Environments	39
Student Counselor Behavior	39
Procedures for Problem Resolution & Termination from Site	39
Criteria for Selections of School (Site) Supervisors	40

Direct Service vs. Indirect Service in School Counseling Placements	40
Insurance	41
Section 2: Pre-Practicum, EDUC 698W	41
Components of the Pre-Practicum	41
Pre-Practicum Requirements	41
Guidelines for Pre-Practicum Experiences	42
Site Requirements: School Counseling vs. Adjustment Counseling	42
Phases of the Pre-Practicum Experience	42
Pre-Practicum Supervision, Relationships, & Contracts	43
Objectives	44
Clinical Experience	44
Supervision & Evaluation	45
Roles & Responsibilities of the Student Counselor During Pre-Practicum	45
Roles & Responsibilities of the Site Supervisor During Pre-Practicum	45
Roles & Responsibilities of the University Supervisor During Pre-Practicum	46
Section 3: Internship, EDUC 701: For licensure as a School Counselor	47
Components of the Internship	47
Internship Requirements	47
Guidelines for Internship Experiences	48
Phases of the Internship Experience	48
Supervision, Supervisory Relationship, & Contract	49
Criteria for Evaluation of Student Performance	50
Objectives	50
Expectations, Requirements, & Clinical Experience	51
Clinical Experience	52
Supervision & Evaluation of School Counseling Internship Students	52
Roles & Responsibilities of the Student Counselor During School Counseling Internship	52
Roles & Responsibilities of the Site Supervisor During Internship	52
Roles & Responsibilities of the University Supervisor During Internship	53
Section 4: Adjustment Counseling Internship, EDUC 798A: For licensure as a School Adjustment Counselor	53
Components of the Adjustment Counseling Internship	53
Adjustment Counseling Internship Requirements	54
Guidelines for Adjustment Counseling Site Supervision & Evaluation	55
Phases of the Adjustment Counseling Internship Experience	55
Supervision, Supervisory Relationship, & Contract	55
Criteria for Evaluation of Student Performance	56
Objectives	56
Expectations, Requirements, & Clinical Experience	57
Clinical Experience	58
Supervision & Evaluation of Internship Students	58
Roles & Responsibilities of the Student Counselor During Internship	58
Roles & Responsibilities of the Site Supervisor During Internship	58

Roles & Responsibilities of the University Supervisor During Internship	59
Section 5: Evaluation	59
Counselor Competency Scale-Revised (CCS-R) Evaluations	59
Three-Way Meeting Protocols	60
Section 6: Appendix	61
PRE-PRACTICUM CONTRACT	62
SCHOOL COUNSELING INTERNSHIP CONTRACT	65
ADJUSTMENT COUNSELING INTERNSHIP CONTRACT	68
Confidentiality	
Student Agreement Form	70
Consent Form to Participate in	
Recorded Supervised Counseling	71
University of Massachusetts	
School Counselor Education Program	
Proof of Liability Insurance	72
Resources for International Students	73
School-Based Counselor Education, University of Massachusetts Amherst	73
On-Campus Resources	73
Off-Campus Resources	73



Part 1: Program Manual

Section 1: Introduction to the UMass Amherst School-Based Counselor Education Program

School-Based Counselor Education Program Mission

The School-Based Counselor Education (SBCE) Program at the University of Massachusetts Amherst prepares professionals to create school environments where all students can thrive.

School counselors and school adjustment counselors promote the academic, career, and personal/social development of all K-12 students through data-informed counseling programs. Children's development is shaped by the contexts within which they live; counselors need to be able to intervene or collaborate across the individual, school, family, and community systems levels. It is the ethical obligation of counselors to ensure that the schools in which they work provide quality education for all children. We believe that all 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 take great care in developing a community composed of our faculty and students and expect everyone to be responsible and contributing members of that community.

We teach an innovative model of school-based counseling that understands schools as complex institutions that require classroom-based, small group, and individual counseling interventions and programs. A key aspect of this model 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 counseling in schools, knowledge of current models and evidence-based interventions, and an understanding of the research base that supports practice. We enable counselors-in-training to be attuned to children and adolescents from a myriad of communities and cultures. We ensure that our graduates have coursework and clinical experiences in school-based mental health counseling and the [American School Counselor Association's National Model for School Counseling](#). With the appropriate field-based experiences, our program satisfies all the requirements for K-12 licensure as either a School Counselor or School Adjustment Counselor in Massachusetts (MA) and meets the licensure requirements for school counseling in most other states.

Finally, our students have the opportunity to work with faculty in the UMass Amherst-based [Ronald H. Fredrickson 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, as well as an [open-access, peer reviewed journal](#).

We typically admit 7-15 applicants per year so that we can work closely with all our students. We expect that all our students will be leaders in creating equitable educational systems through advanced skills in leadership, systemic change, advocacy, teaming, collaboration, cultural competencies, program coordination, use of data, and use of technology. We expect that these skills will be used to promote the development of public educational systems that serve all children well and facilitate the full development of all children's rich potential.

Accreditation

The University of Massachusetts Amherst School Counselor Education Program meets the Massachusetts State requirements for student licensure as school counselors and school adjustment counselors. The university is accredited by the New England Commission of Higher Education.

Department & University Context

The School Counselor Education Program is part of the Department of Student Development within the College of Education. The three other programs 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 the departments of Educational Policy, Research, & Administration (EPRA) and Teacher Education & Curriculum Studies (TECS).

School Counselor Education Program Faculty



[Ian Barron, D. Ed. Psy.](#)
Professor



[Carey Dimmitt, Ph.D.](#)
Professor, Program Coordinator



[Amanda Hernandez, M.Ed./Ed.S.](#)
Clinical Lecturer

Admissions

Students apply to the program in January, then start in the Fall Semester (September). All students in this program complete both a Master of Education degree (33 credits) in School-Based Counselor Education and an Education Specialist degree (30 credits) in School-Based Counselor Education. Students then complete a specialized internship in either school counseling or school adjustment counseling to qualify for the appropriate licensure in Massachusetts.

Assessment of counselor knowledge and dispositions begins with our admissions process. We choose to interview candidates who have applications that indicate awareness of the profession as well as a social justice

advocacy awareness. In our 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.

Our program is small by design so that we can work closely with everyone. We only admit students whom we anticipate will develop into excellent school-based counselors and leaders in the field. For additional information and enrollment, visit the [UMass School-Based Counselor Education Program 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](#).

Application Timeline

Applications are due January 2nd, though we do sometimes do rolling admissions during the spring as well. Typically, a selected group of applicants will be invited to campus for a day-long group interview that occurs in late February, or we will invite applicants to interview via Zoom. Initial admissions decisions are finalized in March and successful applicants will be notified directly. All applicants will receive an email from the Graduate School about the official admissions decisions by late March. If your mailing address, email address, or phone number changes, please be sure to notify the Graduate Admissions Office of the best way to reach you. Before classes begin, new School Counselor Education students will participate in an orientation to the program. Students will receive more information about this during the summer.

Admission Prerequisites

Students applying to the School-Based Counselor Education Program must adhere to the Graduate School's minimum requirements. Further information can be found on the [Graduate School's website](#).

Section 2: Program of Study

School-Based Counselor Education Program Objectives

The Program of Study for the School-Based Counselor Education Program is designed to:

1. Prepare counselors with the knowledge of counseling history, ethics, theories, skills, and models.
2. Ensure that counselors know and follow ethical practices, regulations and laws (federal, state, and school) including Federal and state special education laws, Section 504 and IEPs, and writing, progress monitoring, and reporting IEP goals.
3. Train counselors in multicultural competencies and prepare them to be advocates for social justice and equity in education.
4. Train counselors who have a deep understanding of human growth and development, including the psychology of learning, and who know how to identify and remediate individual and contextual challenges (such as learning difficulties, trauma, maltreatment, neglect, violence, addiction, mental health challenges, etc.) to that development.
5. Provide counselors with the ability to use principles of therapeutic relationships in multiple modalities to support student development and growth.
6. To ensure counselors have the knowledge and skills to interpret assessment of behavioral, emotional, intellectual, and social development.
7. Prepare counselors with the knowledge and skills to help students make effective life decisions related to career, college, and multiple post-secondary options.
8. Prepare counselors to work collaboratively with all partners across the multiple contexts that shape a child's development at the individual level and the classroom, school, family, and community levels.
9. 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.
10. Educate counselors about the multiple community systems and agencies that students and families may be involved with (such as the Department of Children and Families, Juvenile Justice, the Department of Youth Services, state and federal welfare programs, etc.) as well as understanding the impact these systems might have on students and their families.
11. Prepare counselors with the knowledge and skills to assess, interpret, and present student and school-level data.
12. Educate counselors to identify, implement, and evaluate evidence-based counseling and educational practices in their settings.
13. Prepare counselors to be knowledgeable and skilled in understanding the multiple types of counseling assessment, research and evaluation, including statistics, research design, data collection, program evaluation, and conducting assessment and evaluation of student outcomes.
14. Prepare counselors to engage in and practice self-care throughout their professional and personal experiences.
15. Train counselors to enter supervised pre-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-Based Counselor Education Program provides students with both a 33-credit master's (M.Ed.) degree and a 30-credit education specialist (Ed.S.) degree.

In Massachusetts, school-based counseling professionals may be school counselors or school adjustment counselors (called school social workers in most other states). While school counselors are generally focused on the social-emotional, academic, and postsecondary development of students, school adjustment counselors typically prioritize the mental health needs of the student population. The specific duties and responsibilities of each professional may vary depending on the school, district, or student population.

The program satisfies all requirements for Massachusetts School Counseling and School Adjustment Counseling licensure; after their first year of study, students will decide whether to specialize in school counseling, school adjustment counseling, or both. Our curriculum ensures that graduates demonstrate the full range of knowledge and skills required to do these jobs effectively (see the School-Based Counselor Education Objectives on the prior page).

What's in a Name? Pre-Practicum, Practicum, and Internship

The state of Massachusetts Department of Elementary and Secondary Education (DESE) uses the term "Pre-Practicum" for an initial placement in schools. This is our EDUC 698W course. DESE uses the term "Practicum" for the year-long practical training placement, which is EDUC 701 and EDUC 798A in our program. National Counseling Accreditation (CACREP) uses the terms "Practicum" and "Internship" for these two experiences instead. We have chosen to use **Pre-Practicum (initial placement)** and **Internship (full-time placement)**, so there is no confusion about what the term applies to.

Pathway Declaration & Specialization Process

All students admitted to the UMass Amherst School-Based Counselor Education Program will complete the same initial coursework, designed to prepare them with the appropriate skills and foundational knowledge to work as counselors in schools. During this time, students will learn about the responsibilities and work of both school counselors and school adjustment counselors, and are encouraged to further explore both pathways to determine which area they wish to specialize in.

After the first year of study, students will officially declare their specialization: school counseling, school adjustment counseling, or both. Depending on their selection, this will dictate which additional coursework students will need to complete (EDUC 607 for school counseling, additional credits of EDUC 798A for school adjustment counseling). Those wishing to pursue dual licensure will need to complete requirements for both specializations. Further information about each pathway, and their requirements, are outlined below, in the [required coursework](#) section, and the [licensure section](#) of this handbook.

School Counseling

Students interested in pursuing K-12 School Counseling Licensure in Massachusetts must be prepared to address students' academic, social-emotional, and post-secondary goals/needs. In addition to the general program coursework, school counseling students must take EDUC 607: Counseling for Career & Postsecondary

Planning and another elective within the college to help them prepare to support students' goals and development in this domain of practice. This pathway takes three years full-time to complete.

School counseling students will complete 100+ hours of a pre-practicum and participate in 600+ hours of an internship under the joint supervision of a certified school counselor (site supervisor) and a university program faculty member (university supervisor). Students who complete this program of study are recommended for an Initial School Counselor License (K-12), which is equivalent to a provisional educator certificate with advanced standing. This license is valid for five years and can be renewed at the MA Education Commissioner's discretion. For further information about licensure requirements and documentation, please visit the [Licensure Section](#) of this handbook.

School Adjustment Counseling

Students interested in pursuing K-12 School Adjustment Counseling Licensure in Massachusetts must be prepared to address students' holistic development and mental health/wellbeing. In addition to the general program coursework, school adjustment counseling students also complete 18 credits of supervised field-work. This pathway typically takes three years to complete.

School adjustment counseling students will complete 100+ hours of a pre-practicum, and participate in 900+ hours of an internship under the joint supervision of a certified school adjustment counselor (site supervisor) and a university program faculty member (university supervisor). Students who complete this program of study are recommended for an Initial School Adjustment Counselor License (K-12), which is equivalent to a provisional educator certificate with advanced standing. This license is valid for five years and can be renewed at the MA Education Commissioner's discretion. Please note: School Adjustment Counseling licensure does not qualify for reciprocity with other states, as it is a unique position in Massachusetts. For further information about licensure requirements and documentation, please visit the [Licensure Section](#) of this handbook.

School Counseling & School Adjustment Counseling Dual Pathway

Some students may wish to be dual licensed as School Counselors and School Adjustment Counselors in Massachusetts; through this program, students will complete requirements for both pathways in order to be prepared to address K-12 students' holistic needs across domains. In addition to the general program requirements, dual-pathway students will complete EDUC 607: Counseling for Career & Postsecondary Planning, as well as additional internship credits. This pathway takes three and a half years full-time to complete.

Dual pathway students must complete the field-based requirements for both school counseling and school adjustment counseling. Students will complete 100+ hours of a prepracticum under the supervision of a certified counselor (site supervisor) and a university program faculty member (university supervisor). Students must find a dual-certified site supervisor (licensed as both a school counselor and school adjustment counselor) or seek the supervision of two counselors at the same site (with one licensed as a school counselor and the other an adjustment counselor) in order to observe and practice the skills related to both pathways.

After completion of the pre-practicum, students will complete 600+ hours of a school counseling internship (12 credits) and 750+ hours of a school adjustment counseling internship (15 credits) under the joint supervision of an appropriately certified counselor (site supervisor) and university supervisor. Per the Department of Elementary and Secondary Education (DESE), 150 hours may overlap between school counseling

and adjustment counseling, bringing the total number of internship hours to 1350+ (as opposed to 1500+). Students who complete this program of study are recommended for an Initial School Counseling License (K-12) and an Initial School Adjustment Counselor License (K-12), which are equivalent to a provisional educator certificate with advanced standing. These licenses are valid for five years and can be renewed at the MA Education Commissioner's discretion. Please note: School Adjustment Counseling licensure does not qualify for reciprocity with other states, as it is a unique position in Massachusetts. For further information about licensure requirements and documentation, please visit the [Licensure Section](#) of this handbook.

Required Coursework

For the M.Ed./Ed.S. in School-Based Counseling, the College of Education requires that at least 18 credit hours must be graded (A, B, C, D, F) and any portion of the rest may be taken as 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. The program takes three years to complete full-time for students seeking an individual licensure pathway; this increases to three and a half years for those wishing to pursue dual-licensure. 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 (about two courses) each semester. While most classes are in the evening, it is highly unlikely that a student would be able to complete the entire graduate program without taking daytime classes. Almost all courses are taken in person, on campus. Students who enroll in the program who are working should be prepared to take release time to complete their coursework.

To be considered a full-time student, you must be taking at least six credits a semester, though some on-campus jobs require you to be taking nine credits. Most students take 3-4 courses (9-12 credits) each semester. Each course is three credits, and offered in-person and on-campus, unless otherwise indicated. You will meet with your advisor to plan out your course of study.

The program of study below outlines all the required coursework necessary to meet the rigorous expectations of our program. The program was designed to meet the expectations and state standards for school counselor licensure in Massachusetts. It details each course you will undertake, providing a clear roadmap of your academic journey in the School Counselor Education Program. By following this program of study, you will acquire the essential knowledge and skills needed to excel in the field and make a positive impact on students. The coursework and field-based experiences are designed to ensure that you are well-prepared and equipped to succeed both academically and professionally.

School Counseling Pathway: Course Requirements & Recommended Sequence

The combined M.Ed./Ed.S. in School-Based Counselor Education with a specialization in School Counseling is 63 credits, with 60 credits of required coursework. Students can choose to take 3+ credits of electives within the College of Education to meet the 63 credits required for degree conferral.

Course Number	Course Title	Credits
REQUIRED COURSEWORK		
* = indicates prerequisite/corequisite for pre-practicum. ^ = indicates prerequisite/corequisite for internships.		
EDUC 570	Orientation to School-Based Counseling *	3
EDUC 594M	Child & Adolescent Development for Educators *	3
EDUC 605	Evidence-Based Counseling Practice * (offered every other year)	3
EDUC 606	Interventions & Consultation with Families & Schools ^ (offered every other year)	3
EDUC 607	Counseling for Career & Postsecondary Planning ^	3
EDUC 622J	Self-Awareness for Social Justice Educators *	3
EDUC 628	Prevention & Intervention of Mental Health Problems ^ (offered every other year)	3
EDUC 631	Theories in School-Based Counseling *	3
EDUC 634	Adjustment Counseling & Mental Health ^	3
EDUC 678E	Confronting Oppression in Education ^	3
EDUC 679G	Trauma-Informed Counseling in Schools ^	3
EDUC 685	Developmental Psychopathology *	3
EDUC 688A	Counseling Skills & Strategies in Education *	3
EDUC 807	Seminar in School-Based Counseling ^	3
EDUC 886	Group Counseling in the Schools ^ (offered every other year)	3
REQUIRED FIELD-BASED EXPERIENCES		
EDUC 698W	Pre-Practicum ^ (100+ hours in schools, 1 semester)	3
EDUC 701	Internship in School Counseling (600+ hours in schools required, over 2 semesters, for 12 credits total)	3-12
POSSIBLE ELECTIVES		
EDUC electives	3+ credits of electives, see List of Recommended Electives or search EDUC 500+ on SPIRE	3

Recommended Course Sequencing & Milestones

Below is a sample program of study for school counseling students studying full-time. Please note: based on faculty availability, student needs, or other factors, **the timing of each student's program of study may differ**. Courses are offered once per year or once every two years; courses offered biennially are marked with an asterisk (*), and may be taken in a different order than listed below.

SCHOOL COUNSELING LICENSURE ONLY	
Fall, Year 1	
Coursework, 12 credits EDUC 570: Orientation to School-Based Counseling EDUC 594M: Child & Adolescent Development for Educators EDUC 631: Theories in School-Based Counseling EDUC 688A: Counseling Skills & Strategies in Education	Milestones <ul style="list-style-type: none"> • Create your Tk20 account & complete the L1 form. • Complete the Proposed Program of Study Forms for both the M.Ed. & Ed.S. • Attend initial licensure meeting.
Spring, Year 1	
Coursework, 12 credits EDUC 622J: Self-Awareness for Social Justice Educators EDUC 628: Prevention & Intervention of Mental Health Problems * EDUC 634: Adjustment Counseling & Mental Health EDUC 685: Developmental Psychopathology	Milestones <ul style="list-style-type: none"> • Take/pass the MTEL.
Fall, Year 2	
Coursework, 12 credits EDUC 606: Interventions/Consultation w. Families & Schools * EDUC 678E: Confronting Oppression in Education EDUC 679G: Trauma-Informed Counseling in Schools EDUC 886: Group Counseling in the Schools *	Milestones <ul style="list-style-type: none"> • Attend the pre-practicum planning meeting. • Confirm pre-practicum site for next spring & complete necessary paperwork.
Spring, Year 2	
Coursework, 9 credits EDUC 605: Evidence-Based Counseling Practice * EDUC 607: Counseling for Career & Postsecondary Planning EDUC 698W: Pre-Practicum	Milestones <ul style="list-style-type: none"> • Attend the internship planning meeting. • Confirm internship site(s) & complete necessary paperwork.
	Field Experience: 1 day/week in schools, 100+ hours.
Fall, Year 3	
Coursework, 9 credits EDUC XXX: Elective EDUC 701: Internship in School Counseling (6 credits)	Milestones
	Field Experience: 3 days/week in schools, 300+ hours.

Spring, Year 3

Coursework, 9 credits EDUC 701: Internship in School Counseling (6 credits) EDUC 807: Seminar in School-Based Counseling	Milestones <ul style="list-style-type: none"> Complete the Degree Eligibility Forms. Complete the Portfolio Review & Exit Interview.
Field Experience: 3 days/week in schools, 300+ hours.	

Adjustment Counseling Pathway: Course Requirements & Recommended Sequence

The combined M.Ed./Ed.S. in School-Based Counselor Education with a specialization in School Adjustment Counseling is 63 credits, with 63 credits of required coursework.

Course Number	Course Title	Credits
REQUIRED COURSEWORK		
* = indicates prerequisite/corequisite for pre-practicum. ^ = indicates prerequisite/corequisite for internships.		
EDUC 570	Orientation to School-Based Counseling *	3
EDUC 594M	Child & Adolescent Development for Educators *	3
EDUC 605	Evidence-Based Counseling Practice * (offered every other year)	3
EDUC 606	Interventions & Consultation with Families & Schools ^ (offered every other year)	3
EDUC 622J	Self-Awareness for Social Justice Educators *	3
EDUC 628	Prevention & Intervention of Mental Health Problems ^ (offered every other year)	3
EDUC 631	Theories in School-Based Counseling *	3
EDUC 634	Adjustment Counseling & Mental Health ^	3
EDUC 678E	Confronting Oppression in Education ^	3
EDUC 679G	Trauma-Informed Counseling in Schools ^	3
EDUC 685	Developmental Psychopathology *	3
EDUC 688A	Counseling Skills & Strategies in Education *	3
EDUC 807	Seminar in School-Based Counseling ^	3
EDUC 886	Group Counseling in the Schools ^ (offered every other year)	3
REQUIRED FIELD-BASED EXPERIENCES		
EDUC 698W	Pre-Practicum ^ (100+ hours in schools, 1 semester)	3
EDUC 798A	Internship in School Adjustment & Mental Health Counseling (900+ hours in schools required, over 2 semesters, for 18 credits total)	3-18

Recommended Course Sequencing & Milestones

Below is a sample program of study for school adjustment counseling students studying full-time. Please note: based on faculty availability, student needs, or other factors, **the timing of each student's program of study may differ**. Courses are offered once per year or once every two years; courses offered biennially are marked with an asterisk (*), and may be taken in a different order than listed below.

SCHOOL ADJUSTMENT COUNSELING LICENSURE ONLY	
Fall, Year 1	
<p>Coursework, 12 credits EDUC 570: Orientation to School-Based Counseling EDUC 594M: Child & Adolescent Development for Educators EDUC 631: Theories in School-Based Counseling EDUC 688A: Counseling Skills & Strategies in Education</p>	<p>Milestones</p> <ul style="list-style-type: none"> • Create your Tk20 account & complete the L1 form. • Complete the Proposed Program of Study Forms for both the M.Ed. & Ed.S. • Attend initial licensure meeting.
Spring, Year 1	
<p>Coursework, 12 credits EDUC 622J: Self-Awareness for Social Justice Educators EDUC 628: Prevention & Intervention of Mental Health Problems * EDUC 634: Adjustment Counseling & Mental Health EDUC 685: Developmental Psychopathology</p>	<p>Milestones</p> <ul style="list-style-type: none"> • Take/pass the MTEL.
Fall, Year 2	
<p>Coursework, 12 credits EDUC 606: Interventions/Consultation w. Families & Schools * EDUC 678E: Confronting Oppression in Education EDUC 679G: Trauma-Informed Counseling in Schools EDUC 886: Group Counseling in the Schools *</p>	<p>Milestones</p> <ul style="list-style-type: none"> • Attend the pre-practicum planning meeting. • Confirm pre-practicum site for next spring & complete necessary paperwork.
Spring, Year 2	
<p>Coursework, 9 credits EDUC 605: Evidence-Based Counseling Practice * EDUC 698W: Pre-Practicum EDUC 807: Seminar in School-Based Counseling</p>	<p>Milestones</p> <ul style="list-style-type: none"> • Attend the internship planning meeting. • Confirm internship site(s) & complete necessary paperwork.
<p>Field Experience: 1 day/week in schools, 100+ hours.</p>	
Fall, Year 3	

Coursework, 9 credits EDUC 798A: Internship in School Adjustment & Mental Health Counseling (9 credits)	Milestones
	Field Experience: 5 days/week in schools, 450+ hours.
Spring, Year 3	
Coursework, 9 credits EDUC 798A: Internship in School Adjustment & Mental Health Counseling (9 credits)	Milestones
	<ul style="list-style-type: none"> • Complete the Degree Eligibility Forms. • Complete the Portfolio Review & Exit Interview.
	Field Experience: 5 days/week in schools, 450+ hours.

Dual Licensure Pathway: Course Requirements & Recommended Sequence

The combined M.Ed./Ed.S. in School-Based Counselor Education with a dual specialization in School Counseling and School Adjustment Counseling is 75 credits, with 75 credits of required coursework.

Course Number	Course Title	Credits
REQUIRED COURSEWORK		
* = indicates prerequisite/corequisite for pre-practicum. ^ = indicates prerequisite/corequisite for internships.		
EDUC 570	Orientation to School-Based Counseling *	3
EDUC 594M	Child & Adolescent Development for Educators *	3
EDUC 605	Evidence-Based Counseling Practice * (offered every other year)	3
EDUC 606	Interventions & Consultation with Families & Schools ^ (offered every other year)	3
EDUC 607	Counseling for Career & Postsecondary Planning ^	3
EDUC 622J	Self-Awareness for Social Justice Educators *	3
EDUC 628	Prevention & Intervention of Mental Health Problems ^ (offered every other year)	3
EDUC 631	Theories in School-Based Counseling *	3
EDUC 634	Adjustment Counseling & Mental Health ^	3
EDUC 678E	Confronting Oppression in Education ^	3
EDUC 679G	Trauma-Informed Counseling in Schools ^	3
EDUC 685	Developmental Psychopathology *	3
EDUC 688A	Counseling Skills & Strategies in Education *	3
EDUC 807	Seminar in School-Based Counseling ^	3
EDUC 886	Group Counseling in the Schools ^ (offered every other year)	3

REQUIRED FIELD-BASED EXPERIENCES		
EDUC 698W	Pre-Practicum ^ (100+ hours in schools, 1 semester)	3
EDUC 701	Internship in School Counseling (600+ hours in schools required, over 2 semesters, 12 credits total)	3-12
EDUC 798A	Internship in School Adjustment & Mental Health Counseling (900+ hours in schools required, over 2 semesters, 18 hours total)	3-15

Recommended Course Sequencing & Milestones

Below is a sample program of study for dual licensure pathway students studying full-time. Please note: based on faculty availability, student needs, or other factors, **the timing of each student's program of study may differ**. Courses are offered once per year or once every two years; courses offered biennially are marked with an asterisk (*), and may be taken in a different order than listed below.

SCHOOL COUNSELING & SCHOOL ADJUSTMENT COUNSELING DUAL LICENSURE	
Fall, Year 1	
Coursework, 12 credits EDUC 570: Orientation to School-Based Counseling EDUC 594M: Child & Adolescent Development for Educators EDUC 631: Theories in School-Based Counseling EDUC 688A: Counseling Skills & Strategies in Education	Milestones <ul style="list-style-type: none"> • Create your Tk20 account & complete the L1 form. • Complete the Proposed Program of Study Forms for both the M.Ed. & Ed.S. • Attend initial licensure meeting.
Spring, Year 1	
Coursework, 12 credits EDUC 622J: Self-Awareness for Social Justice Educators EDUC 628: Prevention & Intervention of Mental Health Problems * EDUC 634: Adjustment Counseling & Mental Health EDUC 685: Developmental Psychopathology	Milestones <ul style="list-style-type: none"> • Take/pass the MTEL.
Fall, Year 2	
Coursework, 12 credits EDUC 606: Interventions/Consultation w. Families & Schools * EDUC 678E: Confronting Oppression in Education EDUC 679G: Trauma-Informed Counseling in Schools EDUC 886: Group Counseling in the Schools *	Milestones <ul style="list-style-type: none"> • Attend the pre-practicum planning meeting. • Confirm pre-practicum site for next spring & complete necessary paperwork.
Spring, Year 2	
Coursework, 12 credits EDUC 605: Evidence-Based Counseling Practice * EDUC 607: Counseling for Career & Postsecondary	Milestones <ul style="list-style-type: none"> • Attend the internship planning meeting. • Confirm internship site(s) & complete

Planning EDUC 698W: Pre-Practicum EDUC 807: Seminar in School-Based Counseling	necessary paperwork.
	Field Experience: 1 day/week in schools, 100+ hours.
Fall, Year 3	
Coursework, 9 credits EDUC 701: Internship in School Counseling (6 credits) EDUC 798A: Internship in School Adjustment & Mental Health Counseling (3 credits)	Milestones
	Field Experience: 5 days/week in schools, 450+ hours.
Spring, Year 3	
Coursework, 9 credits EDUC 701: Internship in School Counseling (6 credits) EDUC 798A: Internship in School Adjustment & Mental Health Counseling (3 credits)	Milestones
	Field Experience: 5 days/week in schools, 450+ hours.
Fall, Year 4	
Coursework, 9 credits EDUC 798A: Internship in School Adjustment & Mental Health Counseling (9 credits)	Milestones <ul style="list-style-type: none"> • Complete the Degree Eligibility Forms. • Complete the Portfolio Review & Exit Interview.
	Field Experience: 5 days/week in schools, 450+ hours.

Clinical Instruction

Clinical instruction includes the supervised pre-practicum (EDUC 698W) and internship (EDUC 701, EDUC 798A) requirements that are completed within a student's program of study. The pre-practicum and internship experiences are considered to be the most critical skill-building elements in the program. Please reference the [clinical manual](#) of this handbook for in-depth descriptions of both pre-practicum and internship.

Course Transfers & 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 coursework completed at UMass before admission to the program of study may be transferred into the program of study. The student's advisor must approve all course transfers. University procedures for course transfer require the submission of the following forms:

- Transfer of Credits, [External](#)
- Transfer of Credits, [Non-degree](#)
- 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.

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 from the SCE program coordinator. Program faculty will determine whether the previous course meets the program of study requirement. Waivers are not granted for pre-practicum or internship.

Independent Study

An Independent Study (IS) 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 IS, 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 credits are earned per course. Students may earn a maximum of nine credits through IS or Independent Practicum/Internship placements (IP). Similarly, students have the option to complete additional internship hours at their school site as a part of an IP.

Students must also complete and sign an [Independent Study Contract](#) (or the [Independent Practicum/Internship Contract](#)) specifying the nature and scope of the IS and the basis for evaluation. The contract must be signed by the faculty supervisor and approved by the department chair. IS are generally considered electives. The process for completing an IS or IP is listed below:

1. Identify an instructor whose knowledge or professional competency will provide depth in a particular area (your advisor might be helpful in this process). Contact the instructor to see if they are willing to act as your supervisor for the semester.
2. With the instructor, develop a contract describing the goals, procedures, and outcomes of the IS or IP.
3. You cannot self-register on SPIRE; to enroll, you must fill out the corresponding contract ([Independent Study Contract](#) or [Independent Practicum/Internship Contract](#)) and submit the form to Academic Affairs.
 - a. NOTE: If your instructor is not a member of the Graduate Faculty, a faculty sponsor from your academic concentration will have to sign the contract.
4. **All paperwork, including the contract and your statement of objectives, must be submitted no later than 2 weeks prior to the start of an academic semester to Academic Affairs (education@umass.edu).**

Credit Overload

If a student needs to register for more than 16 credits in a given semester, they must fill out the [Credit Overload Petition](#) and submit a completed copy to the Academic Affairs Office for processing. Even if students have done more than 15 credits a year as undergraduate students, we do not recommend that they do so as graduate students.

Course Enrollment

Students at UMass Amherst use SPIRE (the student information system for the University of Massachusetts Amherst) to enroll in classes:

- Log into your [SPIRE](#) account using your NetID and password
- Go to Main Menu > Enrollment > Add Classes/Shopping Cart

Dropping a Class Before the End of the Add/Drop Period

Before the add/drop deadline for the semester, 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 the Add/Drop Period

Between the end of the add/drop deadline and the end of the withdrawal period, you can still drop a class using SPIRE. The course will appear on your transcript as “DR” 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 [Graduate School’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).

Degree Conferral Forms

In order to receive your diplomas upon graduation, students must complete the following paperwork:

- Fall, Year 1: Proposed Program of Study Form (required for both the [M.Ed./Ed.S.](#))
- Spring, Year 3: Degree Eligibility Form, in SPIRE ([required for both the M.Ed./Ed.S.](#))

Information on [degree forms and key milestones](#) and [education licensing forms/milestones](#) can be found on the College of Education website. Descriptions of required forms for these degrees are included below:

Master’s (M.Ed.) Forms

	M.Ed. Proposed Program of Study Form	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 you have taken. There should be no overlap with the Ed.S. Degree Eligibility Form. *usually matches the PPS, but not always!
Notes on Form Completion	YOU MUST TYPE THIS FORM Course titles must match SPIRE exactly. Consult with your advisor on this form. After completing, sign this form and have your advisor sign.	FORM IS LOCATED IN SPIRE. Course titles must match SPIRE exactly. Consult with your advisor on this form. Forms are completed on SPIRE and forwarded to the Graduate Program Director electronically.
Deadline for Completion	By the end of your first semester.	After you register for your final semester of courses in the program, and before the graduation deadline. You do NOT have to wait for the final semester’s grades. Check your UMass email for deadline announcements, or check with the Student Development Department Administrator.
Form Access	See Master’s Proposed Program of Study Form	See Graduate Degree Eligibility Instructions

Education Specialist (Ed.S.) Forms

	Ed.S. Proposed Program of Study Form	Ed.S. Degree Eligibility Form
Form Purpose	List the final 30 credits you plan on taking towards the full program requirements.	List the final 30 credits you have taken/are planning to take for program completion. There should be no overlap with the M.Ed. Degree Eligibility Form. *usually matches the PPS, but not always!
Notes on Form Completion	YOU MUST TYPE THIS FORM Course titles must match SPIRE exactly. Consult with your advisor on this form. After completing, sign this form and have your advisor sign.	FORM IS LOCATED IN SPIRE. Course titles must match SPIRE exactly. Consult with your advisor on this form. Forms are completed on SPIRE and forwarded to the Graduate Program Director electronically.
Deadline for Completion	By the end of your first semester.	After you register for your final semester of courses in the program, and before the graduation deadline. You do NOT have to wait for the final semester's grades. Check your UMass email for deadline announcements, or check with the Student Development Department Administrator.
Form Access	See Proposed Program of Study Form-Ed.S.	See Graduate Degree Eligibility Instructions

Section 3: Policies & Procedures

In addition to meeting the expectations outlined in the [UMass Amherst Code of Student Conduct](#), the School Counselor Education program has policies that delineate the essential expectations governing the student's journey. This section specifies the professional dispositions required of candidates to ensure alignment with the program's expectations for effective practice. Additionally, this section encompasses the advising policy and the process for students who need additional support. Familiarity with these policies is crucial for navigating the program and achieving success as an educator and counselor.

Expectations of Students & Program Culture

We pride ourselves on our positive and intentional program community. School-based 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 K-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 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 be sure to prioritize time for self-care, and check in thoughtfully with those involved, if possible. There is a wide variety of supports available to students during these challenges, including faculty, the department chair, and the [University Ombuds Office](#). Faculty or the department chair are often the first step in this process, depending on the level of support needed and the nature of the concerns. For more sensitive situations, the Ombuds Office is a confidential and impartial resource available to all members of the UMass community; students can utilize their services to resolve conflicts or develop next steps.

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.

Student Review Policy

School Counselor Education program faculty engage in ongoing evaluation of how our students are doing in the program. The 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 academic progress definitions and determinations. Students may not register for EDUC 701: Internship in School Counseling, or EDUC 798A: Internship in School Adjustment Counseling & Mental Health, if they have an incomplete in any required course.
2. **Ongoing Personal Evaluation:** Each student is evaluated by the faculty both individually and collectively in faculty meetings on a regular basis. If there are any concerns, students are provided with relevant information through instructor response, advisor response (if necessary), 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. If there are any concerns, recommendations are made in writing to students. Students whose progress is unsatisfactory are asked to meet with their advisor or with the faculty as a whole to discuss resolution of problem areas.

Advising Policy

Upon admission to the program, all students are assigned an advisor. Students are free to keep this advisor or change advisors without penalty. Students **collaborate** with their academic advisors to construct their program of study, select courses, and determine appropriate sites for fieldwork. Advisors are also helpful in securing professional opportunities, determining academic or career goals, and decision-making. Through this process, advisors also brief students on the College of Education forms, which document progress in completing the degree program of study. Generally, academic advisors oversee student progress through the program. According to the [Graduate Student Handbook](#), academic advisors are responsible for being:

- Familiar with college and university policies/procedures, including milestone requirements for the student's program of study.
- Available and responsive to the student by appointment or email.
- Mindful of cultural or personal differences.
- Knowledgeable about academic services and resources, and able to refer the student to the appropriate resources.
- In compliance with appropriate confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA).

Because academic advising is a collaborative process, students are also expected to participate in the advising process. According to the [Graduate Student Handbook](#), students are responsible for being:

- Familiar with the policies, procedures, and requirements of the university, the college, their program, and their concentration to make informed decisions about their academic progress.
- Responsive in communicating with the academic advisor.

- Prepared for scheduled meetings by reviewing and submitting appropriate materials in advance.
- Responding to feedback provided by the advisor.
- Using appropriate academic services and resources as recommended by the advisor.

Some students establish a warm mentoring relationship with their advisors that lasts them throughout their careers. Others primarily rely on their advisors as necessary. Some 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:

- Communicate with your advisor at the end of each semester about 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, use the University DocuSign system or bring the forms with you to your meetings (e.g. add/drop forms, proposed program of study 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.

More advising information can be found in the [Advising Guidelines](#) for the Master of Education degree (M.Ed.) or in the [Graduate Student Handbook](#).

Student Support Policy

In the School Counselor Education Program, we believe every student can thrive and meet our program's rigorous expectations. Occasionally, students require additional support regarding their performance and/or their counseling site placement. Below is an outline of the procedures and resources available to students who may need additional support. Our approach is designed to be both responsive and personalized. We employ a collaborative process that involves a team to create tailored interventions and strategies. By addressing individual needs through targeted support and continuous assessment, we strive to foster an inclusive and nurturing environment where all students can achieve their full potential.

Performance Support

A need for additional support may be raised by the student, faculty, advisor, site supervisor, or university supervisor and may include academic work, punctuality, attendance, adequate progress in site activities, or professionalism.

Intervention during coursework will likely proceed in the following sequence:

1. The additional need for support is brought to the attention of the program coordinator.
2. An Action Plan addressing the focus of need for support is drafted, if appropriate, and presented to the student, the program coordinator, and the course instructor for review and signatures. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.

3. Further meetings will be arranged, per the Action Plan, to evaluate the success of the preliminary interventions or to determine further action.

Intervention during field-based experiences will likely proceed in the following sequence:

1. Additional need for support is brought to the attention of the university supervisor, who notifies the program coordinator of the problem.
2. An Action Plan addressing the focus of concern is drafted, if appropriate, and presented to the supervisory team (site supervisor and university supervisor) for review. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.
3. The supervisory team will meet to explain the Action Plan to the student.
4. Further meetings will be arranged, per the Action Plan, to evaluate the success of the preliminary interventions or to determine further action.

If preliminary interventions do not adequately address the identified areas of concern, or if circumstances are so serious that immediate action is necessary, the following options can be considered:

- Probationary status is assumed upon the necessitation of an Action Plan.
- Enter the next semester on probation.
- Lengthen or repeat the internship.
- Failing grade in the internship.
- Termination of the student's recommendation for licensure.

Placement Support

Placement concerns may involve conflicts in philosophy, or other personal matters, that cause either the student counselor or the site supervisor to feel unable to continue with the placement. If attempts at open communication and/or mediation, with the help of the university supervisor, have been unsuccessful, the supervisory team may decide that a move to another site is in the best interest of the student counselor. This decision typically would not be made until six weeks into pre-practicum and four weeks into the internship. If a move is authorized, and adequate progress is not made in the second placement, options listed above will be considered.

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 Graduate School website.

Transportation & Parking

Information on car travel/parking, PVRTA bus transportation, and bicycling around campus can be found in the [transportation section](#) of the School Counselor Education website.

Field-Based Experiences: Transportation Policy

A critical component of the School Counselor Education Program and a requirement of the Massachusetts Department of Elementary and Secondary Education (DESE) is diverse and extensive fieldwork.

This program strives to find and recommend high-quality placements in a variety of educational settings. Students are responsible for finding and securing their own field placement site. Public transportation is not available to many sites. It is the student counselor's responsibility to ensure they have adequate and reliable transportation to their field placement sites.

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 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. For further information, please review the University's [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 pre-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 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 Counselor Education Program. Breaches of confidentiality may also result in ethical and/or legal charges, so it is vital that these guidelines be followed.

UMass & Internship School Closure Policy

If your placement school is closed due to inclement weather (or for any other unforeseen event), your internship is canceled for the day. If UMass remains open, university courses will continue as scheduled. If UMass is closed, your internship and courses will be canceled for the day, even if your placement school remains open.

Policies for Field-Based Experiences

Attendance Policy

Students are expected to be at their school placements on time each day and are expected to remain in their placement until the determined ending time. Students are required to notify their site supervisor and university supervisor if they will be absent from their placement. Notification should be made as soon as the student counselor knows they will be absent and before the school day starts. Any scheduled activities such as counseling sessions should be rescheduled, with site supervisors made aware of the changes.

Keep all documentation of extended illnesses (Health Services notes, doctor's notes) and submit them to the university supervisor. Excessive tardies or absences may result in the need for make-up days during the final exam period, in January, or at the end of the spring semester.

Substitute Policy

It is the program's policy that no student counselor may act as a substitute in their site supervisor's place during the pre-practicum without permission of the university supervisor. Student counselors may not act as a substitute for other counselors or teachers during the pre-practicum. During the internship, acting as a substitute counselor is allowed, but acting as a substitute teacher is not. Student counselors must let their university supervisor know if they will be acting as a substitute counselor.

March Break Policy

During your internship, you are expected to attend your field placement during UMass Amherst's scheduled March Break. There are no exceptions to this policy; please plan accordingly.

Dress Policy

The School Counselor Education Program does not maintain a dress code; however, we do expect student counselors to dress consistently with the expectations of their field placement sites and their role as an educator. Student counselors should become familiar with the norms, expectations, and dress codes of their field placement sites.

Professional Dispositions: Counselor Competencies Scale-Revised (CCS-R)

The [Counselor Competencies Scale-Revised](#) (CCS-R; Lambie et al., 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 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 pre-practicum and the internship by the student counselor and by site supervisors and university supervisors. During supervision meetings, the CCS-R is used to identify areas of strength and for growth.

Endorsement Policy

The School 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 Educator Licensure Office, state agencies, school districts and prospective employers.

Section 4: Licensure Requirements

Licensure Overview

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 Program provides students with both a 33-credit master's (M.Ed.) degree and a 30-credit education specialist (Ed.S.) degree.

The program satisfies all requirements for Massachusetts School Counseling and School Adjustment Counseling licensure. Our curriculum ensures that graduates demonstrate knowledge and skills in individual, group, career, college, 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.

School Counseling vs. School Adjustment Counseling

In Massachusetts, school-based counseling professionals may be school counselors or school adjustment counselors (called school social workers in most other states). While school counselors are generally focused on the social-emotional, academic, and postsecondary development of students, school adjustment counselors typically prioritize the mental health needs of the student population. The specific duties and responsibilities of each professional may vary depending on the school, district, or student population. Requirements for each pathway are listed in the table below:

	School Counseling (SC)	School Adjustment Counseling (SAC)	Dual Licensure
Unique Coursework	<ul style="list-style-type: none"> • EDUC 607: Counseling for Career & Postsecondary Planning (3 credits) • 3+ credit elective 	N/A	<ul style="list-style-type: none"> • EDUC 607: Counseling for Career & Postsecondary Planning (3 credits)
Pre-Practicum Course	EDUC 698W: Pre-Practicum (3 credits)		
Pre-Practicum Hours	<ul style="list-style-type: none"> • 100+ hours in SC 	<ul style="list-style-type: none"> • 100+ hours in SAC 	<ul style="list-style-type: none"> • 50+ hours in SC • 50+ hours in SAC
Internship Course	<ul style="list-style-type: none"> • EDUC 701: Internship in School Counseling (12 credits) 	<ul style="list-style-type: none"> • EDUC 798A: Internship in School Adjustment & Mental Health Counseling (18 credits) 	<ul style="list-style-type: none"> • EDUC 701: Internship in School Counseling (12 credits) • EDUC 798A: Internship in School Adjustment & Mental Health Counseling (15 credits)
Internship Hours	<ul style="list-style-type: none"> • 600+ hours in SC 	<ul style="list-style-type: none"> • 900+ hours in SAC 	<ul style="list-style-type: none"> • 600+ hours in SC • 750+ hours in SAC
Site Supervisor Requirements	All field-work must be supervised by a certified counselor in the corresponding licensure pathway.		

Massachusetts Tests for Educator Licensure (MTEL)

School counseling and school adjustment counseling licensure requires candidates to complete the Communication & Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL). Students are strongly encouraged to complete the MTEL before pre-practicum (EDUC 698W), as it is required before students are allowed to begin their internships (EDUC 701 or EDUC 798A). Students who do not complete the MTEL will not be eligible for their internship or licensure in the Commonwealth of Massachusetts.

Licensure Forms

Throughout the program, candidates must submit a series of Licensure Forms (L Forms) to initiate and move through the licensure process. Students can find all relevant L Forms and instructions on the [Ed Prep website](#). A list of these forms, as well as a timeline of their completion, is included below.

Licensure Forms

	L1	L2	L3b	L4
Form Purpose	Program admission and enrollment	Pre-Practicum & Internship Placement contract	This is a Practicum/ Internship Completion Form This refers to the completion of the year-long internship.	Program Completion, Eligibility for Licensure
Notes on Completion	Purchase your license for the Tk20 portfolio and licensing system. Log in to Tk20 and fill out the L1 Form. Note: Also use Tk20 to submit MTEL results.	While the form is the same, you must submit a new entry for each placement (even if your pre-practicum and internship sites are the same).	Fill this out carefully and accurately. Completed in collaboration between student counselor, university supervisor, and site supervisor. Certain sections are assigned to each. Keep this file in a safe space your whole final year as you collect signatures following the 3 required meetings with the student counselor, university supervisor, and site supervisor.	Done by Program Coordinator in Tk20 once all program requirements have been met, including full Tk20 Portfolio completion. Required for the licensure office to initiate MA state licensing process.
Deadline for Completion	As early as possible in your graduate studies (e.g. during the summer prior to starting as a student or early in the first semester).	Prior to starting your pre-practicum in year 2 or your internship in year 3. Needs to be submitted to the Licensure Office to be enrolled in the pre-practicum (EDUC	At the end of the school counseling internship in your final year.	Done by the Program Coordinator once all program requirements have been met, usually just after graduation.

		698W) and internship (EDUC 701; EDUC 798A) courses.		
How to Access the Form	See PDF of email from Licensure Office. Should be completed in Tk20.	Complete this survey .	See this template and this completion guide .	Not completed by students.

Timeline of Forms

Date	Form	Purpose	Individuals Involved
Program Entrance (fall, year 1)	L1	Notification of program admission & enrollment	Student counselor
Before Pre-Practicum (fall, year 2)	L2 PPC	Pre-practicum placement contract	Student counselor, site supervisor, university supervisor
Before internship (spring, year 2)	L2 PPC	Internship placement contract (required, even if at same site as pre-practicum)	Student counselor, site supervisor, university supervisor
After internship (spring, year 3)	L3b	Notification of internship completion	Student counselor, site supervisor, university supervisor
After graduation	L4	Notification of program completion & licensure eligibility	Program coordinator

Upon completion of the School Counselor Education Program and passage of the Communication & Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL), graduates are eligible for their Initial Licensure as School Counselors or School Adjustment Counselors, depending on the applicable field-work.

Candidates submit applications for their Massachusetts License through the Certification Desk in the Educator Preparation Office, 125 Furcolo Hall. This office can process applications only for those licenses for which candidate completes the requirements through the University. There will be a mandatory licensure meeting for new students at the beginning of the first semester, and licensure requirements are reviewed before students enter pre-practicum and internship placements.

Student Portfolios & Exit Interviews

Tk20 stands for “Technology in Kindergarten through Age 20.” It is an online portfolio system administered by UMass that serves multiple purposes. The Tk20 system allows your licensure program to collaborate with the Educator Preparation Office to track each student’s progress toward licensure. Tk20 also allows students to upload assignments and documents specific to their program.

The School Counselor Education Program requires students to purchase the data management system Tk20 upon admission to the program/licensure. Part of the requirement for program completion, graduation, and licensure is to upload all required documents to Tk20. Students whose Tk20 uploads are not complete will receive an incomplete in internship and will not be recommended for licensure until uploads are verified. To purchase a license online, go [here](#) and click the button “Click here to purchase or register your student account” link (below the login fields) and follow the prompts on the subsequent screens.

Through Tk20, licensure candidates document their path to licensure for the university and the state, ensuring that once endorsed for licensure you will have met all preparation requirements for your specific license. All licensure candidates are required to purchase a Tk20 account. This includes candidates in teacher licensure programs and those in specialist and administrative programs (e.g., school counseling, special education administrator). To learn more about the Tk20 system, visit the [Ed Prep Tk20 Blog](#). It is highly recommended to visit the Tk20 FAQ pages for both [students](#) and [faculty](#) to understand the many facets to Tk20. If you have any questions and the office is not currently open, please email Anthony Eastmond at tk20@educ.umass.edu. You can anticipate a response to your email within 1-3 business days.

Students complete a professional portfolio in Tk20 linked to their UMass email. 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-based counselor. It’s recommended to upload portfolio materials to Tk20 after the completion of each course that has a portfolio requirement (see table below). Please work with the Program Coordinator and your professors to determine which relevant assignments to upload.

Tk20 Artifact Requirements

Course	Tk20 Artifact
EDUC 570	Final Project/Presentation
EDUC 594M	1 Choice Assignment
EDUC 605	Final Project
EDUC 606	Final Consultation Analysis
EDUC 607	Career Counseling Session Paper (for SC licensure)
EDUC 631	Personal Theory Paper
EDUC 634	Adjustment Counseling & Mental Health Reflective Journal
EDUC 679G	Trauma Informed Module Journal
EDUC 622J	Social Identity Autobiography
EDUC 807	Final Summative Assessment
EDUC 886	Group Counseling Project
EDUC 698W	Scanned copy of CCS-R form (completed by site supervisor), school contract, completed hours log
EDUC 701, EDUC 798A	Scanned copy of CCS-R form (completed by site supervisor), school contract, completed hours log

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.

If Seeking Licensure Outside of Massachusetts

The School Counselor Education Program at the University of Massachusetts Amherst is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to meet the requirements for Initial Licensure in School Counseling or School Adjustment Counseling in the state of Massachusetts.

Many US states are signatories to the [NASDTEC Interstate Agreement](#), which facilitates the mobility of educators among the states that are members of NASDTEC. This agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction, with possible additional requirements. If you are seeking licensure in another state, refer to the [Teacher Licensure Agency Directory](#) for information on contacting other states. Students who achieve their School Counseling Licensure may be able to transfer their license to another state, so long as they meet the minimum requirements. **School Adjustment Counseling licensure is specific to Massachusetts, and cannot be transferred to another state.**

Section 5: Additional Resources

The Ronald H. Fredrickson Center for School Counseling Outcome Research & 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](#).

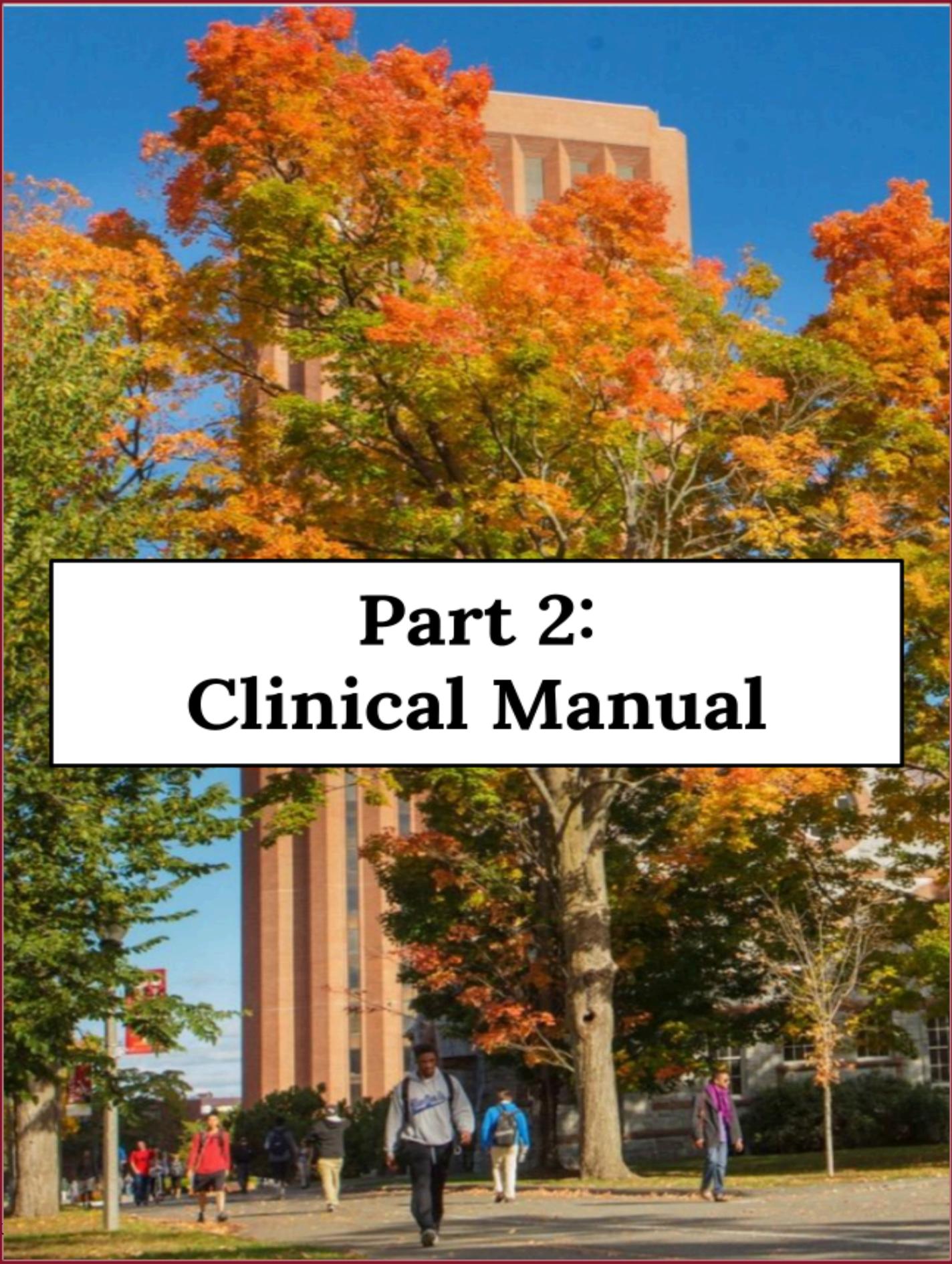
CSCORE promotes the research and scholarship of school counselors, counselor educators, and allied professions. It is home to the [Evidence-Based School Counseling Conference](#), a national conference dedicated to providing school counselors and counselor educators with professional development in research and interventions designed to support school counseling programs and education. CSCORE's official journal, [Counseling Scholarship & Practice in Educational Communities \(CSPEC\)](#), is an open-access, peer-reviewed journal that highlights rigorous scholarship related to school counseling and allied professions. Further information about the conference and journal are available through the CSCORE website.

Professional Associations

All students are encouraged to become active members of the National and State Counseling Associations. In the case of school counseling, this includes the [American School Counselor Association \(ASCA\)](#) and the [Massachusetts School Counselor Association \(MASCA\)](#). MASCA also has special interest groups (SIGs) for Adjustment Counselors. 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.

A photograph of a university campus during autumn. In the foreground, several students are walking on a paved path. The trees are in various stages of fall color, with some showing bright orange and yellow leaves, while others are still green. In the background, a large, multi-story brick building with a prominent central tower is visible under a clear blue sky.

Part 2: Clinical Manual

The Clinical Manual & Field Experiences

This Clinical Manual for the University of Massachusetts Amherst School Counselor Education Program has been prepared so that student counselors, site supervisors, and university supervisors will have the policies, procedures, objectives, and evaluation criteria that pertain to pre-practicum and internship training. There are many procedures, sequences of courses, deadlines, and academic requirements that students need to know so they may proceed smoothly through the program. This clinical manual provides the basic information and guidelines for planning pre-practicum and internship experiences. Each student has an assigned advisor with whom they are expected to consult on an ongoing basis about the progress through the program of study. Each student is responsible for knowing the information in this clinical manual and for keeping apprised of deadlines and ongoing requirements and responsibilities.

All Educator Licensure programs at the University of Massachusetts Amherst are approved by the Massachusetts Department of Elementary and Secondary Education to meet licensure requirements in the state of Massachusetts only. Many U.S. states are signatories to the [NASDTEC Interstate Agreement](#) which facilitates the mobility of educators among the states that are members of NASDTEC. This agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction, with possible additional requirements. If you are seeking licensure in another state, please check the requirements of that state or utilize the [Teacher Licensure Agency Directory](#) to contact other states and ensure you get the experiences you need for licensure there.

Section 1: Overview of Clinical Instruction

Clinical instruction includes supervised pre-practicum (EDUC 698W) and internship (EDUC 701, EDUC 798A) requirements that are to be completed within a student's program of study. The pre-practicum and internship experiences are the most critical skill-building elements in the program. All faculty are committed to preparing professional school-based counselors and to promoting the development of students' professional counselor identity.

Admission to Pre-Practicum & Internship

Students must be in good standing with their coursework to be eligible to proceed into the pre-practicum and/or internship. No student may begin their placement with incompletes or failing grades in their coursework. Please see the [Student Support Policy](#) for additional information on the process if students require support with meeting expectations.

Additionally, in Massachusetts, all Educator Preparation candidates are required to pass prior coursework as part of their preparation and licensure process. Program courses involve assessments that evaluate student counselors' readiness to advance to the next stage of their counselor preparation program, and allow student counselors to demonstrate their knowledge, skills, and dispositions aligned with state standards and expectations for educators and counselors. Successful completion ensures student counselors have met the necessary benchmarks and are adequately prepared to enter the school counselor workforce, contributing to the overall quality and effectiveness of the educator workforce.

Massachusetts Tests for Educator Licensure (MTEL)

School counseling and school adjustment counseling licensure requires candidates to complete the Communication & Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL). Students are

strongly encouraged to complete the MTEL before pre-practicum (EDUC 698W), as it is required before student counselors are allowed to begin their internships (EDUC 701 or EDUC 798A). Students who do not complete the MTEL will not be eligible for their internship or licensure in the Commonwealth of Massachusetts.

Clinical Instruction Environments

Clinical instruction environments, both on- and off-campus, are conducive to modeling, demonstration, and training for work as a K-12 counselor in schools. School Counselor Education Program faculty and site supervisors provide orientation, consultation, supervision, and professional development opportunities. The clinical instruction environments include all of the following:

1. Settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, videotaping or other types of recording).
2. Settings for small-group work with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies that assist learning.
4. Procedures that ensure that students' confidentiality and legal rights are protected.

Student Counselor Behavior

1. All student counselors are responsible for reading and understanding the [Ethical Guidelines of the American School Counselor Association](#) (ASCA). Student counselors should always abide by these guidelines.
2. Student counselors should discuss any counseling situations and tapes only in the relevant course (EDUC 698W, EDUC 701, EDUC 798A) or in supervision, and never outside of class.
3. All information concerning hours spent in clinical contact, supervision, and other activities involved with pre-practicum and internship are to be truthfully and accurately reported.

Procedures for Problem Resolution & Termination from Site

Supervisors need to make sure that there is, and has been, due process regarding the parameters of a supervision experience. The student counselor should know what is expected of them in order to do well. Supervisors must monitor the student counselor's progress closely and offer intervention if the student counselor is not performing well personally, interpersonally, and/or professionally. Periodic feedback, preferably in writing that both student counselor and supervisor sign, is recommended.

If the student counselor is not responding to feedback regarding personal, interpersonal, and/or professional behavior and skills and related responsibilities, the site supervisor should contact the university supervisor and discuss the problem(s). A joint meeting with both supervisors and the student counselor will then take place. Areas that need improvement along with methods to bring about change within a specified and reasonable time should be specified in writing.

If the student counselor is unable to demonstrate improvement after the established time frame, and clients' welfare or the student counselor's own personal and/or professional well-being is at stake, the site and university supervisor may terminate the student counselor from the placement. Site supervisors may terminate a student counselor immediately, upon conferring with the university supervisor, for unethical behavior.

Termination of the student counselor within a field placement can also occur for the following reasons: inadequate provisions on the part of the site as outlined in this clinical manual; and inadequate performance of

student counselor’s responsibilities in the seminar, also as outlined in this clinical manual. Issues that need to be clarified prior to discussion of a student counselor’s termination from placement are:

- What is the problem(s)?
- Who is involved/ Who sees it as a problem?
- How long has it existed?
- What has been attempted to solve the problem?
- What has to be different for the problem to be solved?
- What would be small signs of progress in the solution of this problem?

University supervisors in conjunction with site supervisors will conduct evaluations of a student counselor’s progress and proficiency. If a student counselor does not receive a grade of Pass in any internship course, the student counselor is unable to proceed in the program and they will have to repeat the course in the following semester, dependent upon the recommendation of the program faculty.

Criteria for Selections of School (Site) Supervisors

Student counselors are responsible for contacting possible site supervisors and securing a site for their pre-practicum and internship experiences. Our recommended criteria includes the following:

1. Respect for and understanding of the unique needs of school counselors-in-training with the ability to designate appropriate assignments.
2. Professional competence.
3. Interest and ability to teach school counseling curriculum content.
4. Background in training, supervision, and teaching if possible.
5. Ability to help student counselors translate theoretical knowledge into practice.
6. Ability to work cooperatively with the university, complete all required forms, and attend site visits.
7. Availability of adequate time to supervise.
8. Earned Master’s or Doctoral degree in counseling, social work, or counseling psychology, with the relevant professional licensure (as a School Counselor and/or School Adjustment Counselor).

Direct Service vs. Indirect Service in School Counseling Placements

All School Adjustment Counseling hours are considered direct service. For School Counseling, during field-based experiences and training, at least 40% of student counselors’ time must be spent in direct service. As outlined by the American School Counselor Association (ASCA), direct service is interactions directly with clients (students, families, etc.) which may include the following: individual counseling (either directly or with a site supervisor), co-facilitation of a group, consultation with families and school colleagues (either directly or with a site supervisor), and teaching guidance curriculum (either directly or co-teaching). A chart outlining direct vs. indirect services in School Counseling is included below.

Direct Services in School Counseling	Indirect Services in School Counseling
Individual Counseling Group Counseling Consultation: School Colleagues Consultation: Families Classroom Guidance	Orientation to Site Observation Supervision Development of: Interventions, Guidance Curriculum, etc.

Crisis Response Other Activities with Clients	Attending Meetings (without Clients) Record Keeping/Consulting Administrative Tasks Professional Development Other Activities without Clients
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Insurance

All pre-practicum students (EDUC 698W) and internship students (EDUC 701, EDUC 798A) are required to have some form of liability insurance. Please get a copy of the paperwork for your school site and the university. **Your school may prefer that you be covered under their policy; please determine where your coverage will come from while you are doing initial pre-practicum and internship paperwork.** Membership in the American School Counselor Association (ASCA) provides you with [access to free insurance coverage](#). We strongly recommend that student counselors have some form of insurance coverage, whether from their site, ASCA, or the American Counseling Association (ACA).

Section 2: Pre-Practicum, EDUC 698W

During the Spring Semester of Year 2 in the School Counselor Education Program, you will complete at least 100 hours in pre-practicum in a local public school (about 1 day per week). The pre-practicum provides for the development of counseling skills under supervision and presents an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed school counselor or would be expected to perform. All students, regardless of their licensure track, are enrolled in the same pre-practicum course.

As part of this pre-practicum experience, you will observe and actively participate in the counseling/learning process. Throughout the semester, you will gradually move from observations and indirect service to scaffolded independence and direct service. Students seeking School Counseling licensure need to complete 40 hours of direct service to students and families during the pre-practicum. Further details, including policies, procedures, and expectations, are outlined below.

Components of the Pre-Practicum

The pre-practicum consists of enrollment in EDUC 698W: Pre-Practicum, and at least 100 hours of supervised experience in schools (with 40 of these hours being direct service for School Counselor licensure). The purpose of the pre-practicum is to provide student counselors with supervised experiential learning opportunities in school settings. The chance to apply classroom material in the school context provides student counselors with unique learning possibilities. The pre-practicum is begun only after successful completion of the student counselor's preliminary coursework and upon approval of the program faculty. EDUC 698W is taken Pass/Fail.

Pre-Practicum Requirements

In order to enroll in the Pre-Practicum course (EDUC 698W), student counselors are required to have taken or be taking concurrently the following core courses in school counseling:

EDUC 570	Orientation to School-Based Counseling
EDUC 594M	Child & Adolescent Development for Educators
EDUC 605	Evidence-Based Counseling Practice
EDUC 622J	Self-Awareness for Social Justice Educators
EDUC 628	Prevention & Intervention of Mental Health Problems
EDUC 631	Theories in School-Based Counseling
EDUC 685	Developmental Psychopathology
EDUC 688A	Counseling Skills & Strategies in Education

Students must be in good academic standing (grades of B or better in all courses) and must have the permission of their advisor, the pre-practicum instructor, and the program coordinator. Only students accepted and enrolled in the School Counselor Education Program can be admitted into the pre-practicum.

Guidelines for Pre-Practicum Experiences

Site Requirements: School Counseling vs. Adjustment Counseling

All students should select a site for their pre-practicum that aligns with their licensure track. Among qualities such as school culture, supervisor-supervisee relationship, and student population, it is important that all students be supervised by a certified counselor in their target licensure area.

- Students seeking school counseling licensure should complete 100+ hours under the supervision of a certified school counselor in Massachusetts. At least 40 of these hours must be direct service.
- Students seeking school adjustment counseling licensure should complete 100+ hours under the supervision of a certified school adjustment counselor in Massachusetts.
- Students seeking dual licensure in school counseling and school adjustment counseling must complete 50+ hours under the supervision of a certified school counselor and 50+ hours under the supervision of a certified school adjustment counselor in Massachusetts. Across the 100+ total hours, at least 40 must be direct service. It is recommended that students find a supervisor who holds dual licensure in school and school adjustment counseling, though some may opt to complete their pre-practicum under the dual supervision of a certified school counselor and certified adjustment counselor.

Phases of the Pre-Practicum Experience

Once placement is decided, there are three main phases of the pre-practicum experience:

1. The beginning phase focuses on gaining information about counselors' roles, the work setting, applicable rules and regulations, and duties and responsibilities of other staff.
2. The second phase is a movement from information gathering to beginning practice in a collaborative effort with the site supervisor and other professionals.
3. Finally, in phase three the student counselor assumes entry-level responsibility for providing services in the school setting.

Movement from one phase to the next is not discrete and overlapping will certainly occur. Additionally, the actual time necessary in each phase will vary depending upon the student counselor and their previous experience and requires professional judgment on the part of the supervisor as to the appropriateness of movement to the next phase. The student counselor will need clear expectations of their roles and responsibilities during each phase.

By the end of the pre-practicum, student counselors seeking School Counselor licensure will need to have completed 40+ direct hours of service. Those seeking Adjustment Counselor licensure should have most of their pre-practicum hours be direct service. Below is an example of how this movement from indirect to direct service may look. With this in mind, student counselors may move into independence faster/slower than this suggested timeline.

Week Number	Suggested Activities
Week 1-3	Orientation to the school and school personnel, attend meetings, observe site supervisor
Weeks 3-6	Observe site supervisor, assist/support supervisor during academic advising, counseling, or classroom guidance

Weeks 7-9	At the discretion of the site supervisor, begin co-counseling or co-leading groups, continue observation
Weeks 10-12	Increase responsibility during counseling sessions/groups/lessons, working independently with students/ families/ colleagues
Weeks 13-14+	Supervisor ensures that the student is ready for internship through increasing independence and responsibility

Pre-Practicum Supervision, Relationships, & Contracts

Following the first meeting between student counselor and site supervisor, both need to have clear expectations about supervision and the student counselor’s activities and responsibilities during the semester. A written contract should be developed, based on the pre-practicum contract template provided by the program ([see Appendix](#)), taking into consideration the following:

1. Site supervisors and student counselors need to clarify plans for oversight of student counselor time while in the school.
2. How will you handle “emergency” situations (e.g., suicidal students)? How can the student counselor reach the site supervisor in an emergency? What does the student counselor do if the site supervisor is unavailable?
3. In what contexts will the student counselor observe the site supervisor and other professionals?
4. How and when will the student counselor engage in co-counseling, co-consultation, co-referral, or other activities in which both the site supervisor and student counselor can undertake?
5. With what type of clients will the student counselor work? Who does the screening and assignment of clients? Can the student counselor express preferences (i.e., individual, group, classroom interventions)? What happens if there are an insufficient number of clients to provide the student counselor with enough experience to fulfill the pre-practicum direct service requirements?
6. The university supervisor will meet with the site supervisor and student counselor within the first month of placement to clarify and negotiate the specific requirements, expectations, goals, evaluation procedures, and contact between the supervisors. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
7. The university supervisor will meet with the site supervisor and student counselor at the end of the semester to complete assessments of student counselor performance and skills. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
8. Along with a written contract ([see Appendix](#)), student counselors will also need to fill out the [L2](#).

Objectives

In the pre-practicum, student counselors must complete a minimum of 100 hours of supervised counseling experiences, which includes all of the following:

1. For those seeking School Counseling licensure, forty (40) hours of direct service with students and their families. These hours may be at the elementary or secondary level. Direct service can include the following:
 - a. Individual counseling (either directly or with a site supervisor)

- b. Co-facilitation of a group
 - c. Consultation with families and school colleagues (either directly or with a site supervisor)
 - d. Teaching guidance curriculum (either directly or co-teaching)
2. An average of at least one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the student counselor's pre-practicum by a program faculty member or a university supervisor under the supervision of a program faculty member. These hours are **not** part of the 100 hours.
 3. Formal evaluation of the student counselor's performance throughout the pre-practicum by site supervisor(s) and by the university supervisor.
 4. Evaluation of counseling skills using the Counselor Competencies Scale-Revised (CCS-R) done at the beginning of the semester by student counselors and at the end of the pre-practicum by student counselors, site supervisor(s), and university supervisor/instructor.

Clinical Experience

By the end of the pre-practicum, student counselors should be able to demonstrate the following clinical competencies:

1. Counseling process skills, including the ability to:
 - a. Establish rapport
 - b. Provide structure to a counseling session
 - c. Communicate empathic understanding with students and colleagues
 - d. Assess student strengths, challenges, and progress
 - e. Set goals and plan activities
 - f. End counseling relationships appropriately, including termination due to leaving a school site
 - g. Conduct follow-up support and referrals as needed
2. Understanding of ethical issues and knowledge and application of ethical counseling behavior.
3. Increased awareness of the multiple intersectional social contexts and identities of students, including but not limited to social class, race/ethnicity, gender identity and expression, cultural/ethnic/religious background, English language learning status, sexual orientation, and family structures.
4. Implementation of guidance curriculum and other classroom interventions.
5. Knowledge of group counseling facilitation (co-facilitation of a group, not facilitation).
6. Administrative skills related to counseling (i.e., organization of IEP parent conferences, record keeping).
7. Consultation with caregivers and staff (done with supervisor).
8. Working effectively with supervisor(s) and colleagues, including appropriate presentation of counseling sessions and case studies.
9. Professional behavior.
10. Referral processes and resources.
11. Providing information.
12. Developing and supporting family/school partnerships.

Supervision & Evaluation

Roles & Responsibilities of the Student Counselor During Pre-Practicum

1. The pre-practicum student counselor shall assume responsibility for making and keeping their schedule with the school pre-practicum site. They are required to work a minimum of 100 hours under

- supervision for the pre-practicum experience, at least 40 of which are in direct service to students and their families (for School Counselor licensure, more for School Adjustment Counselor).
2. The pre-practicum student counselor will be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
 3. The pre-practicum student counselor will actively participate in university and school site supervision with university and site supervisors.
 4. During pre-practicum placement, student counselors will participate in a weekly seminar and group supervision as part of EDUC 698W.
 5. The student counselor shall assume responsibility regarding:
 - a. The basic principles of counseling methods, especially the confidential nature of the work.
 - b. Ethical relationships with the site supervisor, colleagues, students, families, and community members.
 - c. Adherence to the ASCA and ACA Ethical Standards.
 6. The student counselor shall complete records and assignments as required by the school and the university supervisors.
 7. Student counselors are expected to:
 - a. Be introspective, open, and receptive to feedback.
 - b. Demonstrate flexibility by making appropriate changes in response to feedback.
 - c. Evidence behavior in counseling relationships that reflects ethical standards, compassion and understanding, positive regard, multicultural competency, and congruence.

Roles & Responsibilities of the Site Supervisor During Pre-Practicum

1. The site (school) shall provide orientation for the student counselor.
2. During the pre-practicum, the site supervisor will provide an average of one (1) hour per week of individual supervision to the student counselor.
3. The site supervisor shall be responsible for the assignment and administrative supervision of tasks within the student counselor's capabilities that allow them to use and further develop their counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with other staff/other agencies/careers/schools, and attendance at staff meetings. The site supervisor will make decisions about the nature of the direct work that pre-practicum student counselors do.
4. The site will provide space, equipment, and supplies as needed by the student counselor to carry out site assignments. This should include clerical service for record keeping if this service is provided for other staff.
5. The school will allow the student counselor to gain supervised experience in the use of a variety of professional resources available.
6. The school will allow the student counselor to obtain audio and/or videotapes for use in supervision of the student counselor's interactions with students, with written permission of the student(s) involved and their parents/caregivers.
7. The site supervisor is responsible for all the student counselor's work under their supervision.
8. The site supervisor will be available for consultation by the pre-practicum student counselor as needed.
9. The EDUC 698W grade will reflect the evaluation of both the site and university supervisors, with the university supervisor having the final responsibility for grade assignment. Because the goal of pre-practicum is initial orientation to the field and development of counseling skills, the assessment of skills will be based primarily on whether the student counselor was able to take advantage of the opportunities afforded by the site, and whether their school counseling skills developed over the course

of the semester. Forms for student counselor assessment (the [CCS-R](#), primarily) will be provided by the university supervisor and will be completed by both the site and university supervisors. Student counselors will have the opportunity to assess their own skills (using the [CCS-R](#) primarily) as well as to assess their site experience and their supervisory experiences.

10. The site supervisor is strongly encouraged to initiate contact with the university supervisor as soon as there are any questions or concerns regarding the student counselor, expectations, or responsibilities.
11. The site supervisor will participate in the development of the student counselor's plan for the semester.

Roles & Responsibilities of the University Supervisor During Pre-Practicum

1. The School Counselor Education (SCE) Program shall designate a faculty member who will serve as the university supervisor during the pre-practicum experience. This person will teach the pre-practicum class (EDUC 698W).
2. The program faculty will evaluate the student counselors' academic, personal, and interpersonal readiness for pre-practicum placements and recommend student counselors for field experience.
3. Major responsibility for maintaining communications between the SCE Program and the school rests with the university supervisor; however, the site is encouraged to initiate contacts when indicated.
4. During the pre-practicum experience, the university supervisor conducts a weekly seminar for all student counselors who are in a pre-practicum placement and provides at least one and one half (1 ½) hours per week of group supervision per session meeting.
5. Evaluation of the student counselor's performance by the university supervisor will be ongoing throughout the pre-practicum, with a formal evaluation after the student counselor completes the pre-practicum. Student counselors will have the opportunity to self-evaluate at the end of the semester.
6. The EDUC 698W grade (pass/fail) will reflect the evaluation of both site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

Section 3: Internship, EDUC 701: For licensure as a School Counselor

During Year 3 in the School Counselor Education Program, school counseling track students will complete about 600 hours of internship in a local public school (about 3 days/week). You will initially spend some time observing, but you will then quickly assume the responsibilities of a school counselor in the building.

The purpose of the internship is to provide student counselors with extensive supervised experiential learning opportunities in school settings. The internship is begun only after successful completion of the student counselor's pre-practicum and upon approval of the program faculty. The internship provides an opportunity for the student counselor to perform all the activities that a regularly employed school counselor in the setting would be expected to perform, with supervision provided by both a site supervisor and a university supervisor.

Components of the Internship

The UMass School-Based Counselor Education (SCE) Program internship for School Counseling consists of enrollment in EDUC 701: Internship in School Counseling for two consecutive semesters (12 credits total), and 600 hours of supervised experience in schools. EDUC 701 is taken for three to nine credits (usually six credits a semester) for two subsequent semesters. Student counselors typically enroll in the internship course during the fall and spring semesters of their 3rd year. A minimum of 240 hours (40%) out of the 600 hours must be direct service.

All students completing the UMass SCE Program and this internship experience will be licensed for K-12 School Counseling. However, options for internship experiences including the following:

1. Students may complete a 600-hour internship in one school, at any level. This is most useful for students who know which level (elementary or secondary) they want to work in.
2. Students may complete their 600-hours of internship across multiple sites, with the aim of getting relevant experience that will serve them in applying for elementary, middle, or high school positions. If students are not sure what level or context they want to work at, we recommend getting internship hours at more than one site. This can be split 300/300, 150/450, or any balance of hours that is 600+ hours by the end of the internship experience.

Internship Requirements

In order to enroll in the internship courses (EDUC 701 or EDUC 798A) student counselors are required to have taken or be taking concurrently the following classes:

EDUC 570	Orientation to School-Based Counseling
EDUC 594M	Child & Adolescent Development for Educators
EDUC 605	Evidence-Based Counseling Practice
EDUC 606	Interventions & Consultation with Families & Schools
EDUC 607	Counseling for Career & Postsecondary Planning
EDUC 622J	Self-Awareness for Social Justice Educators

EDUC 628	Prevention & Intervention of Mental Health Problems
EDUC 631	Theories in School-Based Counseling
EDUC 634	Adjustment Counseling & Mental Health
EDUC 678E	Confronting Oppression in Education
EDUC 679G	Trauma-Informed Counseling in Schools
EDUC 685	Developmental Psychopathology
EDUC 688A	Counseling Skills & Strategies in Education
EDUC 698W	Pre-Practicum
EDUC 807	Seminar in School-Based Counseling
EDUC 886	Group Counseling in the Schools

To be enrolled in the internship class, students must be in good academic standing (grades of B or better in all courses) and must have the permission of their advisor and the program coordinator. Only students accepted and enrolled in the SCE Program can be admitted into the internship class.

Furthermore, as in all certification areas for school personnel in Massachusetts, student counselors are expected to take and pass the Literacy and Communications portions of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended to complete the MTEL as soon as possible, ideally before entrance into the pre-practicum. Student counselors are required to pass this exam before they can enroll in internship placements in public schools in Massachusetts. Information on the MTEL can be obtained from the Educator Preparation Office: <https://websites.umass.edu/edprep/>.

If you do not need certification in Massachusetts (for instance, you are planning to work in another country), please talk to your advisor about the possibilities for your pre-practicum and internship in which you may not need to take the Literacy and Communications test (such as a private school).

Guidelines for Internship Experiences

Phases of the Internship Experience

As with pre-practicum, for the internship there are three phases of the experience:

1. The beginning phase focuses on gaining information about school counselors' roles, the work setting, applicable rules and regulations, and duties and responsibilities of other staff.
2. The second phase is a movement from information gathering to beginning practice in a cooperative effort with the site supervisor or other professionals. Internship students should begin this second phase as soon as possible, ideally by their second week in the placement.
3. Finally, in the third phase the student counselor assumes entry-level responsibility for providing services in the school setting, at the discretion of their site supervisor.

Movement from one phase to the next is not discrete and overlapping will certainly occur. Additionally, the actual time necessary in each phase will vary depending on the student counselor and their previous experience and requires professional judgment on the part of the site supervisor as to the appropriateness of movement to the next phase. The student counselor will need clear expectations of their roles and responsibilities during each phase. All involvement is at the discretion of the site supervisor.

By the end of the internship, student counselors will need to have completed 240 direct hours (40%) of service. Below is an example of how this movement from indirect to direct service may look. With this in mind, student counselors may move into independence faster/slower than this suggested timeline.

Week Number	Suggested Activities
Weeks 1-2	If needed, orientation to site, observation as needed, attend meetings, assist in first week activities, at the discretion of the site supervisor, begin to develop caseload (15-20+ students)
Weeks 3-4	Continue to develop caseload, continue observations as needed, co-lead groups/classroom guidance, co-counseling students
Weeks 5-6	Increase responsibility during groups/lessons, working independently with students/families/colleagues
Weeks 7-14	Continue independent work with clients, adjust caseload as needed, lead groups/classroom guidance
Weeks 15-19	Continue attendance during university winter break
Weeks 20-33	Continue independent work with clients, adjust caseload as needed, lead groups/classroom guidance
Weeks 34-35+	Begin termination of counseling with clients, final wrap-up at site

Supervision, Supervisory Relationship, & Contract

Following the first meeting between student counselor and site supervisor, both need to have clear expectations about supervision and the student counselor’s activities and responsibilities during the duration of the internship. A written contract should be developed, based on the internship contract template provided by the program ([see Appendix](#)), taking into consideration the following:

1. Site supervisors and student counselors need to clarify plans for oversight of student counselor time while in the school.
2. How will you handle “emergency” situations (e.g., suicidal students)? How can the student counselor reach the site supervisor in an emergency? What does the student counselor do if the site supervisor is unavailable?
3. In what contexts will the student counselor observe the site supervisor and other professionals?
4. How and when will the student counselor engage in co-counseling, co-consultation, co-referral, or other activities in which both the site supervisor and student counselor can undertake?
5. With what type of clients will the student counselor work? Who does the screening and assignment of clients? Can the student counselor express preferences (i.e., individual, group, classroom interventions)?

What happens if there are an insufficient number of clients to provide the student counselor with enough experience to fulfill the internship direct service requirements?

6. The university supervisor will meet with the site supervisor and student counselor within the first month of placement to clarify and negotiate the specific requirements, expectations, goals, evaluation procedures, and contact between the supervisors. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
7. The university supervisor will meet with the site supervisor and student counselor at the end of the placement to complete assessments of student counselor performance and skills. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
8. Along with a written contract ([see Appendix](#)) student counselors will also need to fill out the [L2](#).

Criteria for Evaluation of Student Performance

EDUC 701 is taken Pass/Fail, and not for a grade. Overall, student counselors are expected to adhere to the following criteria:

1. Be regular in attendance and participation in classes and on-site.
2. Demonstrate professional behavior in all interpersonal interactions in classes and on-site.
3. Demonstrate quality in completed on-site work requirements.
4. Demonstrate quality in completed seminar requirements.
5. Be self-initiating.
6. Be introspective, open, and receptive to feedback.
7. Be flexible in making appropriate changes in response to feedback.
8. Be aware of and demonstrate behavior consistent with the ASCA Ethical Standards and of a caliber necessary to maintain effective professional relationships.
9. Demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors.
10. Maintain acceptable written records and reports of professional activities as required by the campus and site supervisors.

To evaluate student counselors' level of performance in the school site, the site supervisor completes a summative evaluation (primarily the [CCS-R](#)) at the end of the internship. In addition, student counselor performance is discussed at the three meetings with the site supervisor and university supervisor. The evaluation process is led by the university supervisor.

Objectives

The objective of the internship is to refine and expand student counselors' skills and knowledge so that they can become an effective school counselor. Internship students are given opportunities to synthesize and apply knowledge gained in their course of study through practical experience and through group and individual supervision.

Student counselors must complete supervised internship experiences that total a minimum of 600 clock hours. In addition to building on the foundations and competencies learned from pre-practicum, the internship experience has several specific objectives:

1. To gain supervised experience in individual and group counseling with students.

2. To gain supervised experience in communication and consultation with families and school colleagues.
3. To become familiar with a variety of professional activities, including guidance curriculum, academic/college/career counseling, individual planning, responsive services, and systems support.
4. To gain supervised experience in the use of a variety of professional resources such as appraisal instruments, web-based resources, print and non-print media, professional literature, and research.
5. To use professional referrals, informational, and legal resources that relate to work with students.
6. To conceptualize strategies appropriate for assessing client development, problem solving, decision-making, co-developing client goals and action plans, test interpretation, providing information, and utilization of referral resources.
7. To follow the American School Counselor Association (ASCA) professional ethical standards, consulting with supervisors as necessary.

Expectations, Requirements, & Clinical Experience

Completion of EDUC 701 meets the following requirements:

1. Of the 600 hours spent at a school site, at least 240 hours is spent in direct service with clients providing the following:
 - a. Individual counseling for students
 - b. Group counseling for students
 - c. Parent/family meetings
 - d. Collaboration and/or consultation with teachers and families
 - e. Guidance curriculum interventions for students
2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship (provided by the site supervisor).
3. An average of one and one half (1 ½) hours per week of group supervision is provided on a regular schedule through the internship (performed by the university supervisor). Time spent in supervision at both the university and at the site **can** be counted as indirect service time, and part of the 600 hours of the required internship.
4. The opportunity for the internship student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service, and staff meetings).
5. The opportunity for the internship student to develop program-appropriate audio and/or videotapes of their interactions with clients for use in supervision.
6. The opportunity for the internship student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.
7. A formal evaluation of the internship student's performance during the internship by a program faculty member in consultation with the site supervisor.

Additionally, internship experiences at UMass Amherst meet the following standards:

1. Group supervision for internship students does not exceed 12 students.
2. Clinical experiences provide opportunities for students to counsel clients who represent the demographic diversity of their community.
3. Students formally evaluate their supervisors and learning experience at the end of their pre-practicum and internship experiences.

4. Students are required to be covered by professional liability insurance while enrolled or participating in the pre-practicum or internship.

Clinical Experience

Clinical experiences for elementary and secondary school counseling internships should include the following:

1. Teaming and Collaboration with:
 - a. School Counseling and Student Support Personnel Colleagues
 - b. Teachers
 - c. Administrators
 - d. Parents/Families
 - e. Case Conferences
 - f. Staff Meetings
2. Classroom Guidance Curriculum
 - a. May be done collaboratively or solo
3. Consultation and Referral
 - a. Parents/Families
 - b. Teachers
 - c. Administrators
 - d. Community Service Providers
 - e. Special Education Services
4. Individual Counseling
 - a. Educational and Academic
 - b. Social/Emotional
 - c. Mental Health
 - d. Career/Vocational
 - e. College and other Post-secondary Options
 - f. New Student Orientation
 - g. Crisis response
5. Group Counseling
 - a. Educational and Academic
 - b. Social/Emotional
 - c. College and Career
6. Report Writing
 - a. Record Keeping
 - b. Educational Summaries
7. Supervision

Supervision & Evaluation of School Counseling Internship Students

Roles & Responsibilities of the Student Counselor During School Counseling Internship

All of the expectations of pre-practicum students apply to internship students ([see list above in Pre-Practicum section](#)). In addition, internship students will:

1. Document 600 total hours of school-based activities with 240 hours of direct service to students.
2. Engage in on-site supervision with the designated site supervisor for at least one hour per week.
3. Engage in supervisory sessions with the designated site and university supervisors throughout each semester.
4. Engage in group supervisory sessions with the university supervisor every week during the weekly seminar class (EDUC 701).
5. Submit at least two recordings of counseling sessions or classroom interventions to the university supervisor during the internship.
6. Formally evaluate their university and site supervisors at the conclusion of the internship experience.

Roles & Responsibilities of the Site Supervisor During Internship

Roles and expectations of the site supervisor are the same for the internship ([see list above in Pre-Practicum section](#)), with the following differences:

1. The site supervisor will provide one (1) hour per week of supervision for the student counselor and be available for consultation. If student counselors are in more than one site, they need one (1) total hour per week of individual supervision by site supervisors.
2. The site supervisor will provide a final evaluation of the student counselor's knowledge, skills, and personal and professional development during the internship experience (primarily using the [CCS-R](#)). The UMass SCE Education Program will provide these forms. It is understood that the clinical internship grade will reflect the evaluation of both the site and university supervisor, with the university supervisor having the final responsibility for grade assignment.

Roles & Responsibilities of the University Supervisor During Internship

Roles and expectations of the university faculty supervisor are the same for the internship ([see list above in Pre-Practicum section](#)), with the following differences:

1. During the internship experience the university supervisor conducts a weekly seminar for all student counselors and provides the student counselor with at least one and one-half (1 ½) hours per week of group supervision at the university.
2. During the internship experience the university supervisor will provide three supervisory sessions at each internship site with the student counselor and site supervisor. These sessions are held throughout each placement: one at the beginning, another at the midpoint, and a final session at the end of the placement.
3. The EDUC 701 grade will reflect the evaluation of both site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

Section 4: Adjustment Counseling Internship, EDUC 798A: For licensure as a School Adjustment Counselor

During Year 3 in the School Counselor Education Program, school adjustment counseling track students will complete about 900 hours of internship in a local public school (about 3 days/week). You will initially spend some time observing, but you will then quickly assume the responsibilities of a school adjustment counselor in the building.

The purpose of the internship is to provide student counselors with extensive supervised experiential learning opportunities in school settings. The internship is begun only after successful completion of the student counselor's pre-practicum and upon approval of the program faculty. The internship provides an opportunity for the student counselor to perform all the activities that a regularly employed school counselor in the setting would be expected to perform, with supervision provided by both a site supervisor and a university supervisor.

Components of the Adjustment Counseling Internship

The UMass School-Based Counselor Education (SCE) Program internship consists of enrollment in EDUC 798A: Internship in School Adjustment & Mental Health Counseling for two consecutive semesters (18 credits total), and 900 hours of supervised experience in schools. EDUC 798A is taken for three to nine credits (usually nine credits a semester) for two subsequent semesters. Student counselors typically enroll in the internship course during the fall and spring semesters of their 3rd year.

All students completing the UMass SCE Program and this internship experience will be licensed for K-12 School Adjustment Counseling. However, options for internship experiences including the following:

1. Students may complete a 900-hour internship in one school, at any level. This is most useful for students who know which level (elementary or secondary) they want to work in.
2. Students may complete their 900-hours of internship across multiple sites, with the aim of getting relevant experience that will serve them in applying for elementary, middle, or high school positions. If students are not sure what level or context they want to work at, we recommend getting internship hours at more than one site. This can be split 450/450, 300/600, or any balance of hours that is 900+ hours by the end of the internship experience.
3. Students have the option of completing about 300 hours of their school adjustment counseling internship outside of a school environment. This may be a private practice, an alternative school, or another approved setting. Site supervisors must be licensed as a school adjustment counselor in Massachusetts. **Please note: 450 hours must be completed in a school adjustment counseling internship in a public school environment.**
4. If seeking dual licensure, the total number of required school adjustment counseling hours is reduced to 750. Students may opt to complete their two internships at the same site, or at separate sites.

Adjustment Counseling Internship Requirements

In order to enroll in the internship courses (EDUC 701 or EDUC 798A), student counselors are required to have taken or be taking concurrently the following classes:

EDUC 570	Orientation to School-Based Counseling
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EDUC 594M	Child & Adolescent Development for Educators
EDUC 605	Evidence-Based Counseling Practice
EDUC 606	Interventions & Consultation with Families & Schools
EDUC 607	Counseling for Career & Postsecondary Planning
EDUC 622J	Self-Awareness for Social Justice Educators
EDUC 628	Prevention & Intervention of Mental Health Problems
EDUC 631	Theories in School-Based Counseling
EDUC 634	Adjustment Counseling & Mental Health
EDUC 678E	Confronting Oppression in Education
EDUC 679G	Trauma-Informed Counseling in Schools
EDUC 685	Developmental Psychopathology
EDUC 688A	Counseling Skills & Strategies in Education
EDUC 698W	Pre-Practicum
EDUC 807	Seminar in School-Based Counseling
EDUC 886	Group Counseling in the Schools

To be enrolled in the internship class, students must be in good academic standing (grades of B or better in all courses) and must have the permission of their advisor and the program coordinator. Only students accepted and enrolled in the SCE Program can be admitted into the internship class.

Furthermore, as in all certification areas for school personnel in Massachusetts, student counselors are expected to take and pass the Literacy and Communications portions of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended to complete the MTEL as soon as possible, ideally before entrance into the pre-practicum. Student counselors are required to pass this exam before they can enroll in internship placements in public schools in Massachusetts. Information on the MTEL can be obtained from the Educator Preparation Office: <https://websites.umass.edu/edprep/>.

Guidelines for Adjustment Counseling Site Supervision & Evaluation

Phases of the Adjustment Counseling Internship Experience

As with the pre-practicum, for the internship there are three phases of the experience:

1. The beginning phase focuses on gaining information about school adjustment counselors' roles, the work setting, applicable rules and regulations, and duties and responsibilities of other staff.

2. The second phase is a movement from information gathering to beginning practice in a cooperative effort with the site supervisor or other professionals. Internship students should begin this second phase as soon as possible, ideally by their second week in the placement.
3. Finally, in the third phase the student counselor assumes entry-level responsibility for providing services in the school setting, at the discretion of their site supervisor.

Movement from one phase to the next is not discrete and overlapping will certainly occur. Additionally, the actual time necessary in each phase will vary depending on the student counselor and their previous experience and requires professional judgment on the part of the site supervisor as to the appropriateness of movement to the next phase. The student counselor will need clear expectations of their roles and responsibilities during each phase. Similarly, there is no required division of direct vs. indirect hours; the expectation is that a majority of the student counselor's time is spent working with clients.

Supervision, Supervisory Relationship, & Contract

Following the first meeting between student counselor and site supervisor, both need to have clear expectations about supervision and the student counselor's activities and responsibilities during the semester/year. A written contract should be developed, based on the internship contract template provided by the program ([see Appendix](#)), taking into consideration the following:

1. Site supervisors and student counselors need to clarify plans for oversight of student counselor time while in the school.
2. How will you handle "emergency" situations (e.g., suicidal students)? How can the student counselor reach the site supervisor in an emergency? What does the student counselor do if the site supervisor is unavailable?
3. In what contexts will the student counselor observe the site supervisor and other professionals?
4. How and when will the student counselor engage in co-counseling, co-consultation, co-referral, or other activities in which both the site supervisor and student counselor can undertake?
5. With what type of clients will the student counselor work? Who does the screening and assignment of clients? Can the student counselor express preferences? What happens if there are an insufficient number of clients to provide the student counselor with enough experience to fulfill the internship requirements?
6. The university supervisor will meet with the site supervisor and student counselor within the first month of placement to clarify and negotiate the specific requirements, expectations, goals, evaluation procedures, and contact between the supervisors. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
7. The university supervisor will meet with the site supervisor and student counselor at the end of the placement to complete assessments of student counselor performance and skills. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.
8. Along with a written contract ([see Appendix](#)) student counselors will also need to fill out the [L2](#).

Criteria for Evaluation of Student Performance

EDUC 798A is taken Pass/Fail, and not for a grade. Overall, student counselors are expected to adhere to the following criteria:

1. Be regular in attendance and participation in classes and on-site.

2. Demonstrate professional behavior in all interpersonal interactions in classes and on-site.
3. Demonstrate quality in completed on-site work requirements.
4. Demonstrate quality in completed seminar requirements.
5. Be self-initiating.
6. Be introspective, open, and receptive to feedback.
7. Be flexible in making appropriate changes in response to feedback.
8. Be aware of and demonstrate behavior consistent with professional Ethical Standards and of a caliber necessary to maintain effective professional relationships.
9. Demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors.
10. Maintain acceptable written records and reports of professional activities as required by the campus and site supervisors.

To evaluate student counselors' level of performance in the site, the site supervisor completes a summative evaluation (primarily the [CCS-R](#)) at the end of the internship. In addition, student counselor performance is discussed at the three meetings with the site supervisor and university supervisor. The evaluation process is led by the university supervisor.

Objectives

The objective of the internship is to refine and expand student counselors' skills and knowledge so that they can become an effective school adjustment counselor. Internship students are given opportunities to synthesize and apply knowledge gained in their course of study through practical experience and through group and individual supervision.

Student counselors must complete supervised internship experiences that total a minimum of 900 clock hours. In addition to building on the foundations and competencies learned from pre-practicum, the internship experience has several specific objectives:

1. To gain supervised experience in individual and group counseling with students.
2. To gain supervised experience in communication and consultation with families and school colleagues.
3. To become familiar with a variety of professional activities, including individual mental health counseling, group counseling, and other duties.
4. To gain supervised experience in the use of a variety of professional resources such as appraisal instruments, web-based resources, print and non-print media, professional literature, and research.
5. To use professional referrals, informational, and legal resources that relate to work with students in schools.
6. To conceptualize strategies appropriate for assessing client development, problem solving, decision-making, co-developing client goals and action plans, providing information, and utilization of referral resources.
7. To follow professional ethical standards, consulting with supervisors as necessary.

Expectations, Requirements, & Clinical Experience

Completion of EDUC 798A meets the following requirements:

1. Of the 900 hours spent at a school site, a majority of the hours are spent working directly with clients, including students, families, and colleagues.

2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship (provided by the site supervisor).
3. An average of one and one half (1 ½) hours per week of group supervision is provided on a regular schedule through the internship (performed by the university supervisor). Time spent in supervision at both the university and at the site **can** be counted as part of the 900 hours of the required internship.
4. The opportunity for the internship student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service, and staff meetings).
5. The opportunity for the internship student to develop program-appropriate recordings of their interactions with clients for use in supervision.
6. The opportunity for the internship student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.
7. A formal evaluation of the internship student's performance during the internship by a program faculty member in consultation with the site supervisor.

Additionally, internship experiences at UMass Amherst meet the following standards:

1. Group supervision for internship students does not exceed 12 students.
2. Clinical experiences provide opportunities for students to counsel clients who represent the demographic diversity of their community.
3. Student counselors formally evaluate their supervisors and learning experience at the end of their pre-practicum and internship experiences.
4. Student counselors are required to be covered by professional liability insurance while enrolled or participating in the pre-practicum or internship.

Clinical Experience

Clinical experiences for elementary and secondary school adjustment counseling internships should include the following:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Teaming and Collaboration: <ol style="list-style-type: none"> a. School Counseling and Student Support Personnel Colleagues b. Teachers c. Administrators d. Parents/Families e. Case Conferences f. Staff Meetings 2. Consultation and Referral <ol style="list-style-type: none"> a. Parents/Families b. Teachers c. Administrators d. Community Service Providers e. Special Education Services | <ol style="list-style-type: none"> 3. Individual Counseling <ol style="list-style-type: none"> a. Mental Health b. Crisis response 4. Group Counseling <ol style="list-style-type: none"> a. Mental Health b. Social/Emotional 5. Report Writing & Record Keeping 6. Supervision |
|---|--|

Supervision & Evaluation of Internship Students

Roles & Responsibilities of the Student Counselor During Internship

All of the expectations of pre-practicum students apply to internship students ([see list above in Pre-Practicum section](#)). In addition, internship students will:

1. Document 900 total hours of school-based activities, with a majority working with students and families.
2. Engage in on-site supervision with the designated site supervisor for at least one hour per week.
3. Engage in supervisory sessions with the designated school and university supervisors throughout each semester.
4. Engage in group supervisory sessions with the university supervisor every week during the weekly seminar class (EDUC 798A or EDUC 701).
5. Submit at least three individual/group counseling recordings to the university supervisor during the internship.
6. Formally evaluate their university and site supervisors at the conclusion of the Internship experience.

Roles & Responsibilities of the Site Supervisor During Internship

Roles and expectations of the site supervisor are the same for the Internship ([see list above in Pre-Practicum section](#)), with the following differences:

1. The site supervisor will provide one (1) hour per week of supervision for the student counselor and be available for consultation. If student counselors are in more than one site, they need one (1) total hour per week of individual supervision by site supervisors.
2. The site supervisor will provide a final evaluation of the student counselor's knowledge, skills, and personal and professional development during the internship experience (primarily using the [CCS-R](#)). The UMass SCE Education Program will provide these forms. It is understood that the clinical internship grade will reflect the evaluation of both the site and university supervisor, with the university supervisor having the final responsibility for grade assignment.

Roles & Responsibilities of the University Supervisor During Internship

Roles and expectations of the university faculty supervisor are the same for the Internship ([see list above in Pre-Practicum section](#)), with the following differences:

1. During the internship experience the university supervisor conducts a weekly seminar for all student counselors and provides the student counselor with at least one and one-half (1 ½) hours per week of group supervision at the university.
2. During the internship experience the university supervisor will provide three supervisory sessions at each internship site with the student counselor and site supervisor. These sessions are held throughout each placement: one at the beginning, another at the midpoint, and a final session at the end of the placement.
The EDUC 798A grade will reflect the evaluation of both site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

Section 5: Evaluation

Counselor Competency Scale-Revised (CCS-R) Evaluations

Before the first supervision meeting, the site supervisor will also want to consider how they will assess the student counselors' counseling skills. Assessing the student counselor's counseling performance skills and developmental level are included in this process. The initial assessment—which will include the use of the [Counselor Competency Scale-Revised \(CCS-R\)](#)—will probably span several supervisory sessions, will include the site supervisor's evaluation and the student counselor's self-evaluation, and will serve as the basis for a joint statement of learning goals for supervision. The more concrete it is, the easier it will be to translate the assessment statements into goal statements, to monitor progress, and to evaluate changes.

- **Counseling Performance Skills:** Refers to what the student counselor does during a session with their counseling behaviors. Included are the basic helping or facilitative skills (e.g., warmth, genuineness, concreteness, primary and advanced empathy, self-disclosure, confrontation, and immediacy) and multicultural counseling competencies.
- **Theoretically Based Techniques:** Refers to the strategies (e.g., behavior plans, solution-focused strategies, cognitive reframing), more procedural skills (e.g., opening and closing a session), and those that are issue-specific (e.g., assessing lethality of suicidal clients).
- **Cognitive Counseling Skills:** Refer to how the student counselor thinks about the client and chooses interventions and goals.
- **Developmental Level:** Assessment of developmental level can help identify professional and personal issues a student counselor is facing and suggest appropriate supervision interventions. The amount of experience is a first step in assessing a student counselor's developmental level. The student counselor's individual attributes, such as needs, motivations, and cognitive-developmental level will influence the rate of growth through developmental stages. The UMass School Counselor Education Program can provide resources about counseling supervision for site supervisors for further information.

Three-Way Meeting Protocols

There are three, 20-30 minute, three way meetings for the student counselor, site supervisor, and university supervisor to discuss the student counselor's progress during the pre-practicum and internship. Below are suggested agendas and tasks to be completed during each of these three-way meetings.

First Three-Way Meeting (takes place at the beginning of a placement)

- Plan for student counselor participation and student counselor/supervisor(s) communication.
- Provide feedback on the development of counselor competencies (internship only).
- Schedule observations as needed.
- Set the date for the second three-way meeting.

Second Three-Way Meeting (takes place mid-way through a placement)

- Reflect on the mentoring process and student counselor progress.
- Student counselor and site supervisor bring tentative scores for each rubric on the CCS-R.
- Develop goals and next steps in relation to CCS-R assessment.
- Set the date for the third three-way meeting.

Final Three-Way Meeting (takes place at the end of a placement)

- Reflect on the mentoring process and student counselor progress.
- Student counselor and site supervisor bring tentative scores for each rubric on the CCS-R with the intention of reaching a consensus during the meeting.

Section 6: Appendix

The appendix includes documents for pre-practicum and internship students in the University of Massachusetts Amherst School Counselor Education Program.

Pre-Practicum Contract	
School Counseling Internship Contract	
Adjustment Counseling Internship Contract	
Confidentiality Student Agreement Form	
Consent Form to Participate in Recorded Supervised Counseling	
Proof of Liability Insurance	
Resources for International Students	

PRE-PRACTICUM CONTRACT

This agreement is made on **(date)** by and between **(your name)**, **(school site supervisor's name)**, **(school name)**, and the University of Massachusetts School-Based Counselor Education Program. The agreement will be effective from **(start date)** through **(end date)** for **XX** hours per week.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a Pre-Practicum experience in the field of **(school and/or adjustment counseling)**.

The University Program agrees to:

1. Designate a faculty member who will serve as the university supervisor during the pre-practicum experience. This person will teach the Pre-Practicum class (EDUC 698W).
2. Evaluate the pre-practicum student counselor's academic, personal, and interpersonal readiness for pre-practicum placements and recommend student counselors for field experience.
3. Take primary responsibility for maintaining communications between the SCE Program and the school rests with the university supervisor; however, the school site is encouraged to initiate contacts when indicated.
4. Conduct a weekly seminar for all pre-practicum student counselors who are in a pre-practicum placement and provide at least one and one half (1 ½) hours per week of group supervision per session meeting.
5. Evaluate a pre-practicum student counselor's performance ongoingly throughout the pre-practicum, with a formal evaluation after the student counselor completes the pre-practicum. Pre-practicum student counselors will have the opportunity to self-evaluate at the end of the semester.
6. Take final responsibility for grade assignment for EDUC 698W (pass/fail), although the grade will reflect the evaluation of both site (school) and university supervisors.

The Pre-Practicum Site Supervisor agrees to:

1. Provide orientation for the pre-practicum student counselor.
2. Provide an average of one (1) hour per week of individual supervision to the student counselor.
3. Be responsible for the assignment and administrative supervision of tasks within the pre-practicum student counselor's capabilities that allow them to use and further develop their counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with other staff/other agencies/careers/schools, and attendance at staff meetings. The site supervisor will make decisions about the nature of the direct work that pre-practicum student counselors do.
4. Provide space, equipment, and supplies as needed by the pre-practicum student counselor to carry out site assignments. This should include clerical service for record keeping if this service is provided for other staff.
5. Allow the pre-practicum student counselor to gain supervised experience in the use of a variety of professional resources available.
6. Allow the pre-practicum student counselor to obtain audio and/or videotapes for use in supervision of their interactions with K-12 students, with written permission of the K-12 student(s) involved and their parents/caregivers.
7. Take responsibility for all the pre-practicum student counselor's work under their supervision.
8. Be available for consultation by the pre-practicum student counselor as needed.
9. Collaborate with the instructor of EDUC 698W to identify a final grade that will reflect the evaluation of both the site and university supervisors, with the university supervisor having the final responsibility for grade assignment. Because the goal of pre-practicum is initial orientation to the field and development of counseling skills, the assessment of skills will be based primarily on whether the pre-practicum student counselor was able to take advantage of the opportunities afforded by the site, and whether their school counseling skills developed over the course of the semester. Forms for pre-practicum student counselor assessment (the CCS-R, primarily) will be provided by the university supervisor and will be completed by both the site and university supervisors. Pre-practicum student counselors will have the opportunity to assess their own skills (using the CCS-R primarily) as well as to assess their site experience and their supervisory experiences.

10. Initiate contact with the university supervisor as soon as there are any questions or concerns regarding the pre-practicum student counselor, expectations, or responsibilities.
11. Participate in the development of the pre-practicum student counselor's plan for the semester.

The Pre-Practicum Student Counselor agrees to:

1. Assume responsibility for making and keeping their schedule with the pre-practicum site (school). They are required to work a minimum of 100 hours under supervision for the pre-practicum experience, 40 of which are in direct service to clients.
2. Be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
3. Attend and participate in university and school site supervision meetings and coordination of sessions with university and site supervisors.
4. Participate in a weekly seminar and group supervision as part of EDUC 698W.
5. Assume responsibility regarding:
 1. The basic principles of counseling methods, especially the confidential nature of the work.
 2. Ethical relationships with the site supervisor, fellow workers, clients, and community.
 3. Adherence to the ASCA Ethical Standards.
6. Complete records and assignments as required by the site and the university supervisors.
7. Be introspective, open, and receptive to feedback, demonstrate flexibility by making appropriate changes in response to feedback, and evidence behavior in counseling relationships that reflects ethical standards, compassion and understanding, positive regard, multicultural competency, and congruence.

Within the specified time frame, **(site supervisor name)** will be the primary pre-practicum site supervisor. Some projects and activities may occur under the direction of pre-practicum student counselors at the school but site supervisors will oversee all projects. **(university supervisor name)** will be the university supervisor with whom the pre-practicum student counselor and pre-practicum site supervisor will communicate regarding progress, problems, and performance evaluations. The training activities listed below will be provided for the pre-practicum student counselor when possible and appropriate in order to develop student counselor competence in each activity.

Pre-Practicum Activities

Clinical experiences for school counseling pre-practicum should include the following (may be experienced through observation, done with site supervisor/other counseling colleagues, or done solo under supervision):

1. Teaming and Collaboration
2. Comprehensive Classroom Guidance Curriculum (for school counseling)
3. Consultation and Referral
4. Individual Counseling
5. Group Counseling
6. Report Writing
7. Crisis Response
8. Supervision

Pre-Practicum Goals

Objectives: Pre-practicum student counselors must complete supervised pre-practicum experiences that total a minimum of 100 clock hours. The pre-practicum experience provides for the development of counseling skills under supervision. The student counselor's practicum includes all of the following:

1. Forty (40) hours of direct service with students and families.

2. An average of one and one-half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the student counselor’s pre-practicum by the university supervisor (these hours are not part of the 100 hours).
3. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the pre-practicum by the site supervisor.
4. Formal evaluation of the student counselor’s performance throughout the pre-practicum by the site supervisor and by the university supervisor.

Competencies: The clinical competencies for the pre-practicum requirements include the student counselor demonstrating the following:

1. Counseling skills.
2. Understanding of ethical issues and knowledge and application of ethical counseling behavior.
3. Increased awareness of the multiple social contexts and identities of students.
4. Implementation of guidance curriculum and other classroom interventions.
5. Knowledge of group counseling facilitation (co-facilitation of a group, not facilitation).
6. Administrative skills related to counseling (i.e., organization of IEP conferences, record keeping).
7. Consultation with parents and other family caregivers and staff (done with supervisor).
8. Working effectively with supervisors and colleagues, including appropriate presentation of counseling sessions and case studies.
9. Professional behavior.
10. Testing (when applicable).
11. Referral processes and resources.
12. Providing information.
13. Developing and supporting family/school partnerships.

By signing below, we agree to the terms of this contract, and have reviewed the [School Counselor Education Program Handbook & Clinical Manual](#).

Site Supervisor Signature	Date
Student Counselor Signature	Date
University Supervisor Signature	Date

SCHOOL COUNSELING INTERNSHIP CONTRACT

This agreement is made on **(date)** by and between **(your name)**, **(school site supervisor's name)**, **(school name)**, and the University of Massachusetts School-Based Counselor Education Program. The agreement will be effective from **(start date)** through **(end date)** for **XX** hours per week.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of elementary or secondary school counseling.

The University Program agrees to:

1. Designate a faculty member who will serve as the university supervisor during the internship experience. This person will teach the Internship class (EDUC 701).
2. Evaluate the internship student counselor's academic, personal, and interpersonal readiness for internship placements and recommend student counselors for field experience.
3. Take major responsibility for maintaining communications between the SCE Program and the school; however, the school site is encouraged to initiate contacts when indicated.
4. Provide a weekly seminar for all student counselors who are in an internship placement and provide at least one and one half (1 ½) hours per week of group supervision per session meeting.
5. Provide three supervisory sessions at each internship site with the student counselor and site supervisor. These sessions are held throughout each placement: one at the beginning, another at the midpoint, and a final session at the end of the placement.
6. Evaluate the internship student counselor's performance ongoingly throughout the internship, with a formal evaluation after the student counselor completes the internship. student counselors will have the opportunity to self-evaluate at the end of the semester.
7. Take final responsibility for the grade for EDUC 701 (pass/fail), although the grade will reflect the evaluation of both site (school) and university supervisors.

The Internship Site Supervisor agrees to:

1. Provide orientation for the internship student counselor.
2. Participate in the development of the internship student counselor's plan for the semester.
3. Initiate contact with the university supervisor as soon as there are any questions or concerns regarding the internship student counselor, expectations, or responsibilities.
4. Provide an average of one (1) hour per week of individual supervision for the duration of the internship placement. If internships student counselors are in more than one site, they need one (1) hour total of individual supervision by site supervisors.
5. Be responsible for the assignment and administrative supervision of tasks within the internship student counselor's capabilities that allow them to use and further develop their counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with other staff/other agencies/careers/schools, and attendance at staff meetings. The site supervisor will make decisions about the nature of the direct work that internship student counselors do.
6. Provide space, equipment, and supplies as needed by the internship student counselor to carry out site assignments. This should include clerical service for record keeping if this service is provided for other staff.
7. Allow the internship student counselor to gain supervised experience in the use of a variety of professional resources available.
8. Allow the internship student counselor to obtain audio and/or videotapes for use in supervision of their interactions with K-12 students, with written permission of the K-12 student(s) involved and their parents/caregivers.
9. Take responsibility for all the internship student counselor's work under their supervision.
10. Be available for consultation by the internship student counselor as needed.

11. Provide a final evaluation of the internship student counselor's knowledge, skills, and personal and professional development during the internship experience (primarily using the CCS-R). The EDUC 701 grade will reflect the evaluation of both the site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

The Internship Student Counselor agrees to:

1. Assume responsibility for making and keeping their schedule with the internship site (school). They are required to work a minimum of 600 hours under supervision for the internship experience, 240 of which are in direct service to clients.
2. Be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
3. Attend and participate in university and school site supervision and coordination of sessions with university and site supervisors.
4. Engage in on-site supervision with the designated site supervisor for at least one (1) hour per week.
5. Participate in a weekly seminar and group supervision as part of EDUC 701.
6. Submit at least three individual/group counseling tapes to the university supervisor during the internship.
7. Assume responsibility regarding:
 1. The basic principles of counseling methods, especially the confidential nature of the work.
 2. Ethical relationships with the site supervisor, fellow workers, clients, and community.
 3. Adherence to the ASCA Ethical Standards.
8. Complete records and assignments as required by the site and the university supervisors.
9. Be introspective, open, and receptive to feedback, demonstrate flexibility by making appropriate changes in response to feedback, and evidence behavior in counseling relationships that reflects ethical standards, compassion and understanding, positive regard, multicultural competency, and congruence.
10. Formally evaluate their university and site supervisors at the conclusion of the Internship experience.

Within the specified time frame, **(site supervisor name)** will be the primary internship school site supervisor. Some projects and activities may occur under the direction of internship student counselors at the school but the site supervisor will oversee all projects. **(university supervisor name)** will be the university supervisor with whom the student counselor and internship site supervisor will communicate regarding progress, problems, and performance evaluations. The training activities listed below will be provided for the student counselor when possible and appropriate in order to develop student counselor competence in each activity.

Internship Goals

Student counselors must complete supervised internship experiences that total a minimum of 600 clock hours. The internship experience provides for the development and practice of school counseling skills under supervision. The student counselor's internship includes all of the following:

1. Two hundred and forty (240) hours of direct service with students and families in the school setting.
2. An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the student counselor's internship by a program faculty member as part of EDUC 701.
3. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the Internship by the on-site supervisor.
4. Formal evaluations of the student counselor's performance throughout the Internship by site supervisor(s) and by the university supervisor.

Internship Objectives & Activities

Objective 1: To gain experience in teaming, collaborating, and consulting with parents/ caregivers, community service providers, teachers, and administrators.

Activities:

1. Attend Student Support Team meetings.
2. Attend Special Education and 504 meetings.
3. Consult with teachers about appropriate interventions for students.
4. Consult with parents/guardians regarding their child's school success.
5. Consult with community service providers.
6. Talk with the Supervising Counselor about suggestions, progress, and improvements in the counselor's role within the school system.

Objective 2: Continue to develop skills in constructing, implementing, and evaluating classroom guidance and other skill development lessons.

Activities:

1. Develop, lead, and co-lead guidance lessons.
2. Take an active role in promoting and/or leading peer mediation programs.

Objective 3: To become more knowledgeable and comfortable utilizing various counseling interventions within different settings.

Activities:

1. Use most appropriate and effective intervention to focus on the student's needs during individual counseling.
2. Recognize the most effective counseling style within school-related group counseling sessions.
3. Develop counseling skills for crisis situations.
4. Discuss counseling strategies with program and school supervisors.

Objective 4: To understand the role of a counselor when dealing with special education.

Activities:

1. Attend Special Education staff meetings.
2. Attend IEP evaluation meetings.
3. Study and evaluate special education files.
4. Talk with special education staff.

Objective 5: To develop a balance regarding personal involvement and self-care.

Activities:

1. Discuss strategies with Supervising Counselor regarding appropriate boundaries with students.
2. Reflect on school counseling experience.
3. Keep a journal about involvement with the students.

By signing below, we agree to the terms of this contract, and have reviewed the [School Counselor Education Program Handbook & Clinical Manual](#).

_____ Site Supervisor Signature	_____ Date
_____ Student Counselor Signature	_____ Date
_____ University Supervisor Signature	_____ Date

ADJUSTMENT COUNSELING INTERNSHIP CONTRACT

This agreement is made on **(date)** by and between **(your name)**, **(site supervisor's name)**, **(site name)**, and the University of Massachusetts School-Based Counselor Education Program. The agreement will be effective from **(start date)** through **(end date)** for **XX** hours per week.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of elementary or secondary adjustment counseling.

The University Program agrees to:

1. Designate a faculty member who will serve as the university supervisor during the internship experience. This person will teach the Adjustment Counseling Internship class (EDUC 798A).
2. Evaluate the internship student counselor's academic, personal, and interpersonal readiness for internship placements and recommend student counselors for field experience.
3. Take major responsibility for maintaining communications between the SCE Program and the site; however, the site is encouraged to initiate contacts when indicated.
4. Provide a weekly seminar for all student counselors who are in an internship placement and provide at least one and one half (1 ½) hours per week of group supervision per session meeting.
5. Provide three supervisory sessions at each internship site with the student counselor and site supervisor. These sessions are held throughout each placement: one at the beginning, another at the midpoint, and a final session at the end of the placement.
6. Evaluate the internship student counselor's performance ongoingly throughout the internship, with a formal evaluation after the student counselor completes the internship. student counselors will have the opportunity to self-evaluate at the end of the semester.
7. Take final responsibility for the grade for EDUC 798A (pass/fail), although the grade will reflect the evaluation of both site and university supervisors.

The Internship Site Supervisor agrees to:

1. Provide orientation for the internship student counselor.
2. Participate in the development of the internship student counselor's plan for the semester.
3. Initiate contact with the university supervisor as soon as there are any questions or concerns regarding the internship student counselor, expectations, or responsibilities.
4. Provide an average of one (1) hour per week of individual supervision for the duration of the internship placement. If internships student counselors are in more than one site, they need one (1) hour total of individual supervision by site supervisors.
5. Be responsible for the assignment and administrative supervision of tasks within the internship student counselor's capabilities that allow them to use and further develop their counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with other staff/other agencies/careers/schools, and attendance at staff meetings. The site supervisor will make decisions about the nature of the direct work that internship student counselors do.
6. Provide space, equipment, and supplies as needed by the internship student counselor to carry out site assignments. This should include clerical service for record keeping if this service is provided for other staff.
7. Allow the internship student counselor to gain supervised experience in the use of a variety of professional resources available.
8. Allow the internship student counselor to obtain audio and/or videotapes for use in supervision of their interactions with K-12 students, with written permission of the K-12 student(s) involved and their parents/caregivers.
9. Take responsibility for all the internship student counselor's work under their supervision.
10. Be available for consultation by the internship student counselor as needed.

11. Provide a final evaluation of the internship student counselor's knowledge, skills, and personal and professional development during the internship experience (primarily using the CCS-R). The EDUC 798A grade will reflect the evaluation of both the site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

The Internship Student Counselor agrees to:

1. Assume responsibility for making and keeping their schedule with the internship site. They are required to work a minimum of 900 hours (750 for dual licensure students) under supervision for the internship experience, with a majority of this working directly with clients.
2. Be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
3. Attend and participate in university and site supervision and coordination of sessions with university and site supervisors.
4. Engage in on-site supervision with the designated site supervisor for at least one (1) hour per week.
5. Participate in a weekly seminar and group supervision as part of EDUC 798A.
6. Submit at least three individual/group counseling tapes to the university supervisor during the internship.
7. Assume responsibility regarding:
 - a. The basic principles of counseling methods, especially the confidential nature of the work.
 - b. Ethical relationships with the site supervisor, fellow workers, clients, and community.
 - c. Adherence to the ASCA Ethical Standards.
8. Complete records and assignments as required by the site and the university supervisors.
9. Be introspective, open, and receptive to feedback, demonstrate flexibility by making appropriate changes in response to feedback, and evidence behavior in counseling relationships that reflects ethical standards, compassion and understanding, positive regard, multicultural competency, and congruence.
10. Formally evaluate their university and site supervisors at the conclusion of the Internship experience.

Within the specified time frame, **(site supervisor name)** will be the primary internship site supervisor. Some projects and activities may occur under the direction of internship student counselors at the site but the site supervisor will oversee all projects. **(university supervisor name)** will be the university supervisor with whom the student counselor and internship site supervisor will communicate regarding progress, problems, and performance evaluations. The training activities listed below will be provided for the student counselor when possible and appropriate in order to develop student counselor competence in each activity.

By signing below, we agree to the terms of this contract, and have reviewed the [School Counselor Education Program Handbook & Clinical Manual](#).

Site Supervisor Signature	Date
Student Counselor Signature	Date
University Supervisor Signature	Date

Confidentiality
Student Agreement Form

University of Massachusetts Amherst School-Based Counselor Education Program

Client information is confidential. Students, family members, 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 school.
- Any personal data about a client.

Categories of protected information include:

- The record – the actual clinical written record, audio/video tapes and digital information about the client.
- Informal information – any communication of a school counselor or graduate 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 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 a court referred client whose records must be presented to the judicial system for verification of counseling. Additionally, court orders may require release of information.

A breach of confidentiality may result in your discharge from the School Counselor Education Program. Breaches of confidentiality may also result in ethical and/or legal charges.

I have read the above Statement of Confidentiality and the Clinical Instruction Manual. I understand these documents and agree to abide by these requirements.

Student Signature

Date

**Consent Form to Participate in
Recorded Supervised Counseling**

University of Massachusetts Amherst
College of Education
School Counselor Education Program

As part of their professional training, advanced graduate students of the School Counselor Education Program must perform counseling under direct supervision of university supervisors. Counseling sessions can be video and/or audio-taped to facilitate training. Counselor trainees may use the recordings to review their own performance in a session. In addition, university supervisors and other trainees may review recordings in a small group setting. Trainees erase tapes after they have been reviewed.

Great care is taken to preserve the confidentiality of these recordings and any other information you may choose to disclose. Trainees and their university supervisors are professionally bound to preserve the confidentiality of all knowledge of you gained during your sessions. The only exception to this ethical mandate is in cases where a client proves to be a clear and immediate danger of harming themselves or others.

I have read and I understand the above statements regarding the confidentiality, recording and supervision of my sessions. I give permission for these sessions to be recorded for the purposes described above. I further understand that I can withdraw this permission at any time.

Client/Student Signature

Date

Parent/Caregiver Signature (if client/student is under 18)

Date

School Counselor Intern Signature

Date

If you have any problems or questions, please contact the UMass Amherst School Counselor Education Program Coordinator, Professor Carey Dimmitt, via email (cdimmitt@umass.edu).

University of Massachusetts
School Counselor Education Program
Proof of Liability Insurance

I am aware that as a Practicum or Internship student enrolled in EDUC 698W, EDUC 701, and EDUC 798A at the University of Massachusetts I am responsible for having appropriate liability insurance. I hereby certify that I currently have a liability insurance policy through:

Name of Professional Organization

A copy of which is attached hereto.

Student Name (Print)

Student Signature

Date

Resources for International Students

School-Based Counselor Education, University of Massachusetts Amherst

On-Campus Resources

- English as a Second Language (ESL) Program: <https://www.umass.edu/esl/>
 - Leveled ESL courses at your English proficiency level
 - Professors sometimes do independent studies after students have taken a course.
- International Programs Office: <http://www.umass.edu/ipo/>
 - Consult this office about VISA status, travel, and work restrictions.
- United Asia Learning Resource Center: <https://www.umass.edu/ualrc/index.html>
- Writing Center: <https://www.umass.edu/writingcenter/>
 - The writing center offers support to students so you can improve your assignments or final projects before turning them in.
 - Sign up for one-on-one help from other UMass students (both graduate & undergraduate students; can be either in person or online; 1-hour increments)
- Housing:
 - On-Campus Housing: <http://www.umass.edu/living/>
 - Off-Campus Housing: <https://offcampushousing.umass.edu/>
- Public Transportation: <http://www.pvta.com>
- UMass Amherst University Health Services: <https://www.umass.edu/uhs/>
 - The health services department, which provides a wide range of services to students on-campus.
- Health Insurance: <https://www.umass.edu/uhs/insurance>
 - Information about the health insurance provided by UMass Amherst for students. Keep in mind that having healthcare is required for all students.
- UMass Amherst Parking Services: <https://www.umass.edu/transportation/parking>
 - Please note: It can be very difficult to get an on-campus parking pass!
 - For parking close to Furcolo Hall, try: <https://immanuel-amherst.org>
- Library Services: <https://www.library.umass.edu/>
- How to Enroll in Classes: https://umass.service-now.com/sp?id=kb_article_view&sysparm_article=KB0010544
- Campus Map: <https://www.umass.edu/admissions/undergraduate-admissions/visit/visitor-info>
- Job Opportunities:
 - See the School Counseling “Graduate Student Funding Information” Sheet
 - General Information: <https://www.umass.edu/graduate/funding>
 - Job Board: <https://www.umass.edu/graduate/funding/job-opportunities>
- Graduate Employee Organization (GEO): <https://www.geouaw.org/>
 - The graduate student union on campus.

Off-Campus Resources

- Amherst Family Center: <https://www.umass.edu/ofr/>
- Center for New Americans: <https://cnam.org/>
 - Provide ESL and citizenship resources
- Jones Library ESL Center: <https://www.joneslibrary.org/248/ESL-Citizenship>
 - Provide free tutors from the local community with flexible scheduling
 - Excellent selection of ESL books available on loan.