University of Massachusetts Boston

College of Education and Human Development
Department of Counseling and School Psychology

School Counseling Program

Student Handbook
# TABLE OF CONTENTS

## TIPS FOR NEW STUDENTS

- Email and Wiser
- Register on Time to Avoid Late Fees
- Academic Life
- Making Life Easier on Campus
- Classroom Etiquette
- Research Groups
- About Grades
- Letter Quality Point Grade Equivalent
- About the Library
- About Papers
- About Therapy

## OVERVIEW

- College of Education and Human Development Mission Statement
- School Counseling Mission Statement
- Institutional Structure
  - University, College of Education and Human Development, Department of Counseling and School Psychology
- Student Characteristics

## ACADEMIC PROGRAM

- Standards-Based School Counseling
- Academic and Professional Expectations
  - Academic Excellence, Ethical Behavior, Professional Behavior
- Professional Competence and Performance Standards
- On-Campus and Online Options
- Curriculum
- Course Descriptions
- Capstone
- Degree Requirements
- Field Work Experiences
- Policy for Course Waivers

## RESOURCES

- Administrators
- Faculty
- School Counseling Student Association
- Facilities and Resources
- Accommodations: Disability Services
- APA Style
- Links to Professional Resources

## PROFESSIONAL ADVANCEMENT

- Professional Organizations
- Licensure
- National Certification
Department of Counseling and School Psychology

Tips for New Students

Email and WISER
Be sure to access your UMB student email account, accessible at www.umb.edu. If you decide to use your personal email account, be sure that you forward emails from your UMB account.

Make sure you are able to access your WISER account. It is a little tricky to use WISER, but it is worth the effort to become familiar with the system. You will be able to view your class offerings, register, access your grades and transcript and update your mailing address.

Register on time and avoid late fees
If you move, make sure you update your mailing address in WISER so you do not miss out on receiving any important documents (like your future diploma!). You can also update this information at the One Stop Registration Office in the Campus Center.

For some courses you won’t be able to register on your own. That is because we need to make sure the people who need the courses get them. So, for example, you may want to take an online course but we must wait and register the online students in their courses before we register you. If you cannot register for a course because you need permission to do so, contact Kevin.Ziomek@umb.edu and he will register you. He has a list of who has automatic permission for certain courses and who we need to give preference to. You can also stop by the office of Student Services in CEHD to ask questions about registration.

Academic Life
You can order books online instead of going to the bookstore at (umass.bookstore@umb.edu) or through other online bookstores. The best time to meet with your academic advisor is by appointment. Most of the faculty does not teach during the Winter and Summer sessions. Keep a copy of all important documents in a personal file. Check out the “Resources for Current Students” web page (within the department website) periodically for announcements and updates about your program. This is found at www.cehd.umb.edu, then click “Counseling and School Psychology” found under the drop down menu “Academic Programs”. On the left-hand side, there is a link called “Resources for Current Students”. Many programs have student clubs. Join! Students get up to $500 to attend one conference during their graduate school years. The student must apply to the Graduate Student Association at least a month IN ADVANCE, however, to get that money.

Making Life Easier on Campus
Visit Student Life in the Campus Center for your student ID and other helpful information. Multiple parking passes can be purchased at the Parking and Transportation Department in the Quinn Building on the 2nd floor. Leave enough time for your commute to class because parking
can be a challenge. Consider using public transportation. Shuttle buses are available to the T stop. Classes meet late afternoon and evening —be sure to pack a lunch or snacks.

**Classroom Etiquette**

Eat in class only if a professor gives the class permission.

Do not leave in the middle of class.

Tell instructors why you are late if you are late and why you miss a class when you do.

Read the syllabi carefully with regard to individual teachers’ expectations.

**Research Groups**

Several professors do research with students. Whether or not you are a Graduate Assistant, you can get experience doing research with a professor. Just ask.

**About Grades**

For Graduate students, the University uses a system of letter grades that are equivalent to numerical “quality points”.

Grades: even though grades below a B- may be “passing” at the University level, at the department level, we require students to receive a B- or better in content-based courses and a B or better in practicum or internship or they will be asked to take the course over.

Incompletes: there is a university wide rule that states that an instructor can’t give an Inc. to a student unless the student has completed the MAJORITY of work for the class. If you receive an Inc., you will have one year to complete it and if you don’t, the grade that appears on your transcript is an IF.

**Letter Quality Point Grade Equivalent**

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**About the Library**

Be sure to get a library barcode at the Healey Library—required to access both electronic and print resources.

**About Papers**

Become familiar with the APA Publication Manual. APA style is required on all papers.

Writing is important. We ask all professors to grade you on your writing as well as your thinking so please expect this. If you get comments on your writing in your first semester, then you may need to get some additional writing help to be successful in the program.

Plagiarism is taken very seriously whether it is intentional or not. Practice paraphrasing and citing in APA style everything you take from others.
About Therapy
You are studying to become a counselor. We do not require students to attend psychotherapy to graduate -- that would be unethical; however, often students will find that experiencing their own psychotherapy will make them better counselors or psychologists and will help them through the program. Why? Because a lot of the work is very personal and therefore unresolved issues will emerge and students may need the support of a psychotherapist.

Who to talk to if you have an academic concern
*Start with your instructor rather than at the bottom of the list.

Talk with your instructor first. Obtain feedback from your advisor. If your experience with your instructor was not satisfactory. Meet with the Director of your Program. If your experience with your advisor and/or program director was not satisfactory, meet with your Department Chair.

Who to talk to if you have a personal concern
Please visit the Health Services section of the UMB website. Health services provides a wide array of services to fit most needs:

- Travelwell Clinic
- Counseling Center
- General Medicine
- Health Education and Wellness
- Beacon Fitness Center
- Sports medicine.

Welcome to UMass Boston and stay tuned for more information.
OVERVIEW

College of Education and Human Development Mission Statement

The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs -- and is informed by -- CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

This mission statement and associated core values serve as a philosophical and operational guide for all activities of the College of Education and Human Development. Core values include:

- **Academic excellence** applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;
- **Social justice and inclusion** involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or ethnic, linguistic, or cultural background;
- **Community engagement** integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

The mission of the College of Education and Human Development is accomplished in collaboration with students, professionals, and other stakeholders through:

- offering **learning environments** that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with our values;
- conducting **research** directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for all individuals;
- disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;
- offering **technical assistance** to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national and international levels.
School Counseling Mission Statement

The School Counseling Program at the University of Massachusetts at Boston is designed to prepare professionals whose primary interests involve children, adolescents, families, and the educational process. The fundamental principles of the program emphasize respect for the dignity and worth of all people and an appreciation of human diversity. The School Counseling Program is fully committed to train school counselors who are sensitive to multicultural differences, individual diversity, and the demands of living within an urban environment. The primary goal of the program is to provide comprehensive professional training to our school counseling graduate students so that they may, in turn, can provide quality personal, social, career, and academic counseling services in schools. Since the program views the tasks of school counselor as educational, developmental, and preventive in nature, the emphasis of the curriculum is to ensure that all our graduate students are able to maximize their growth and to develop and expand their unique qualities.

The program offers courses that integrate students’ personal experiences and their knowledge about child and adolescent development, social contexts, and cultures. An important mission of the school counseling program is to develop attitudes essential for professional problem-solving and life-long learning. Students are prepared to become practitioners who are able to provide psychological and educational services to students and their families as part of a school-based multi-disciplinary team. The interdisciplinary nature of the program fosters collaboration with other professionals and the integration of multiple perspectives. The goals of the program are competency-based and students are trained to use a problem-solving, consultative model so they can be effective in multiple roles required for working with children, adolescents, teachers, classrooms, schools, families, and communities.

The School Counseling Program and four other programs (family therapy, mental health counseling, rehabilitation counseling, and school psychology) are grouped together in the Department of Counseling and School Psychology, which is one of the three departments in the College of Education and Human Development at the University of Massachusetts Boston. The goals of the School Counseling Program are consistent with the university and college mission to serve the needs of urban communities. This urban focus of the university, college, and program provides a unique opportunity for students to understand the significance of working with diverse individuals, families, and communities.

Institutional Structure

University

The University of Massachusetts Boston is one of the five campuses that make the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed to serving the urban community by making excellent university education truly accessible and by being responsive to the specific needs of that community. The University currently serves over 12,000 undergraduates and graduate students, distributed among the College of Education and Human Development, the College of Liberal Arts, the College of Science and Mathematics, the College of Nursing, the College of Public and Community Service, the College of Management, and the McCormack Graduate School of Policy Studies.

College of Education and Human Development

The College of Education and Human Development (CEHD) consists of three academic departments: Leadership in Education, Curriculum and Instruction, and Counseling and School Psychology. Associated with the CEHD are five centers and/or institutes, the Center for Community Inclusion, Massachusetts Field Center for Teaching and Learning, New England Resource Center for Higher Education, the Adult Literacy Center and the Institute for Teaching and Learning. Each of these centers and/or institutes is
connected to an academic department within the CEHD and serves as a site for applied research and training on school related issues. The CEHD is currently a candidate for accreditation through the Teacher Education Accreditation Council (TEAC).

Department of Counseling and School Psychology
The Department of Counseling and School Psychology prepares individuals to enter professional roles as school counselors, school psychologists, mental health counselors, family therapists, and rehabilitation counselors. The Department, as part of the CEHD, shares its mission and goals, which include preparing graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those seeking services who live in urban and diverse communities. All the programs are committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curriculum, which includes interdisciplinary and multidisciplinary approaches, theory linked to practice, a practitioner-scientist approach, self awareness and self-exploration activities, opportunities to learn and demonstrate respect for others, and socialization into the role of the profession. It values respect for the social foundations and cultural diversity of others and promotes opportunities for students to learn how others construct their world.

Included in the curriculum of each program are field-based practicum and internship experiences, which are critical for the students’ professional development. Professionals who meet specific licensure and certification qualifications provide on-site supervision. The number of hours required in practicum and internship vary with each program in order to be in compliance with licensure and certification mandates. Each program is fully committed to have students establish a professional identity by meeting state and national certification and licensure requirements.

There are on-campus and online school counseling program options. For the on-campus program, classes meet once a week and are offered in the late afternoon and evening in order to accommodate students with full-time jobs. Full-time students can complete the program in two years with summer coursework. Part-time students can progress through the program at their own pace and have six years to complete the program. For the online school counseling program, students remain with their entering cohort and full time study is required. In both on-campus and online programs, full-time and part-time faculty are career professionals strongly committed to sharing their knowledge and skills with students entering counseling fields.

Student Characteristics
The School Counseling Program consists of approximately 90 students with about 30 students admitted each fall into the M.Ed. and the C.A.G.S. programs. Admission is competitive. Approximately eighty percent of the students in School Counseling are female. In any given semester about 14-18 percent of the students are ethnic minority group members. With an increase in the minority student school population, particularly in many urban regions of the northeast, a concerted effort is made to attract and recruit a diverse student body. Many students are professionals in related fields of education or mental health services when they enter the school counseling program. As service providers, they bring broad range of backgrounds, experiences, and professionalism that enriches classroom discussions and activities.
ACADEMIC PROGRAM

Standards-Based School Counseling

School counselors are human behavior and relationship specialists who address the personal/social, career, and academic needs of students. A school counselor’s work is organized around five helping strategies: curriculum, counseling, consultation, coordination, and collaboration. School counselors are members of the education team whose goal is to help all students succeed in school and to eliminate achievement and opportunity gaps. School counselors serve as advocates, educational leaders, team members, advisors, and consultants to maximize opportunities for every student to succeed academically. The school counseling program at the University of Massachusetts Boston is aligned with the American School Counselor Association National Model, the Council for Accreditation of Counseling and Related Educational Programs, and the Massachusetts Model for Comprehensive School Counseling Programs. The Massachusetts Model is intended to guide school counselors in the development of measurably effective school counseling programs. When school counseling programs are seen as central to the school mission, with responsibilities and standards for school counseling delivery and evaluation well-defined, the Model will benefit students and educational stakeholders. The goals are:

- Programs that work to remove barriers to student success, thus closing the achievement gap
- Increased equity in access to school counseling services and interventions leading to increased enrollment and completion of rigorous coursework
- Support and training for teachers in school counseling principles and strategies to address learning and behavior problems in the classroom
- Programs and services that develop essential attitudes, knowledge, and skills for student success and post-secondary transition
- Informed career planning and decision-making for all students
- Organized program coordination with staff, parents/caregivers and community resources
- Data analysis of school counseling outcomes and variables for school improvement planning
- Partnerships with business and industry to design programs that ensure students’ workplace readiness
- Well defined roles and responsibilities for school counseling program outcomes distinct from other student support services
- Established learning standards and responsibilities that guide the preparation and professional development of counselors

Academic and Professional Expectations

For successful completion of the School Counseling Program, students must demonstrate proficiency in five domains: academic excellence, academic honesty, ethical behavior, professional conduct, and professional competence.
**Academic Excellence**
The School Counseling Program complies with the grading practices and regulations specified in the *UMass Boston Graduate Studies Bulletin*. Students must maintain a grade-point average of "B" (3.0) or better to continue in the program, to enroll in internship, and to graduate from the program. They must earn a B- or better in content courses. They must also receive for their performance in their internship a grade of B or better for two consecutive semesters. Students who have completed graduate work at other accredited institutions may transfer up to, but not more, the equivalent of 6 credits (two courses) in which the student has earned a grade of B or higher. These two courses may be applied to the completion of a graduate degree at UMass Boston only if the following conditions are met:

- The courses have not been used to fulfill requirements for another degree,
- The applicant received a grade of B or higher in the courses,
- The credits were earned no more than seven years before the student's matriculation at UMass Boston.

Note: Transfer credit is subject to the final approval of the director of the School Counseling Program Director and the Office of Graduate Admissions and Records.

**Academic Honesty**
In order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community, the School Counseling program will operate on the assumption that every class member is thoroughly familiar with the UMass Boston Code of Student Conduct. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer miscues; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address [http://www.umb.edu/student_affairs/programs/judicial/CSC.pdf](http://www.umb.edu/student_affairs/programs/judicial/CSC.pdf).

**Ethical Behavior**
Throughout their training at UMass Boston, students are expected to comply with all legal and professional codes of ethics, which includes state and national standards, and the codes of the American School Counselor Association (ASCA) and the American Counselor Association (ACA). In addition, students are expected to comply with the standards of academic propriety described in the *University of Massachusetts Boston Graduate Studies Bulletin* (see section entitled "Student Rights and Responsibilities"). Failure to do so may result in referring the student to the Department, College, and/or University Ethics Committee(s), and ultimately in a grade of F and dismissal from the program.

**Professional Conduct**
School counseling students are also expected to demonstrate professional conduct throughout their training at UMass Boston. If a student is observed to have significant difficulty in any area, individual faculty advisors or internship supervisors will meet with the student and attempt to help her/him address the problematic issue. If the student continues to have difficulty across a
number of settings, the School Counseling Program Director will be notified. Together, the student the program director will develop a plan of remediation.

The following skills are essential to being effective professional and competent school counselors. Extreme deficiencies in these areas may result in dismissal from the program:

- Overall emotional maturity: responsibility, appropriate interpersonal boundaries, and emotional stability
- Acceptance of constructive criticism
- Work habits: consistency, perseverance, industry, and initiative
- Appropriate professional conduct: professional appearance, demeanor, and speech; collegiality; attendance, and punctuality
- Ethical conduct in accordance with professional ethical standards and codes
- Constructive interactions with children and adolescents, their families, and work colleagues
- Active listening and empathic understanding with all clients
- Facilitation skills: adaptability, flexibility, rapport, and respect
- Verbal and writing fluency
- Acceptance of diversity and respect for individual and group differences

Professional Competence and Performance Standards

The School Counseling Program is aligned with the American School Counselor Association National Model and the Massachusetts Model for Comprehensive School Counseling Programs. Students are expected to work toward achieving the following school counselor performance standards for Massachusetts licensed school counselors:

**Standard 1: Plan, organize and deliver the school counseling curriculum to:**
- address the developmental needs of students while supporting the school mission
- support learning and close the student achievement gap
- foster a safe and supportive school climate by demonstrating and promoting positive interpersonal relationship with students, staff, parents/guardians, and community partners

**Standard 2: Implement individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors) to:**
- develop students’ planning and decision-making skills
- develop educational/career plans for students, individually and in groups
- promote accurate and appropriate interpretation of assessment data and relevant information

**Standard 3: Provide responsive services in consultation with administrators, teachers and student support services and through referrals to external organizations/agencies to:**
• address students’ identified needs and concerns individually and/or in small-group counseling
• involve parents/guardians, teachers, administrators and support services staff as needed
• use school and community agencies and organizations for providing long-term responsive and support services

**Standard 4: Monitor student progress on a regular basis to:**
• ensure equity in access and delivery
• modify or develop curriculum and interventions as needed
• track students’ progress with their education/career planning

**Standard 5: Manage and use time effectively in order to:**
• ensure adherence to a master calendar for program implementation
• distribute and post a calendar of events and services for timely access by students, parents/guardians, administrators, and teachers

**Standard 6: Collect and analyze school counseling data to:**
• establish goals and activities that work to close the student achievement gap
• ensure that students are taking appropriate yet rigorous courses
• guide counseling program direction and emphases
• maximize use of counselors’ time
• measure results and disseminate outcome information
• plan for and improve program evaluation

**Standard 7: Encourage and provide system support to:**
• ensure that the school counseling program is meeting the needs of students and the school community
• support student achievement through collaboration with educational and community-based programs
• obtain input from school administrators and staff in developing the counseling management system
• gain assistance and cooperation in carrying out program evaluations

**Standard 8: Communicate regularly with the school council and other school advisory committees to:**
• learn of the needs and concerns of constituent groups
• gain support for school counseling goals while learning how counselors may support others’
• inform the council and other advisory committees of program features and services
• review the school improvement plan and provide input
**Standard 9: Conduct a yearly program audit to:**
- determine the degree to which the school counseling program is being implemented
- inform appropriate stakeholders of program results
- inform counseling staff of the need for modifications in the program and/or calendar

**Standard 10: Act as a student advocate, leader, collaborator and systems change agent to:**
- ensure support for all students achieving at the highest levels
- ensure equity in the delivery and access of the program
- advance the school’s and counseling department’s mission and goals

The entire text of the *Massachusetts Model for Comprehensive School Counseling Programs* can be found at: [http://www.masca.org](http://www.masca.org)

A thoughtful and responsive approach to professional school counseling is emphasized through the following training standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students will learn:

I. **Foundations of school counseling**, including:
   A. history, philosophy, and current issues in school counseling and educational systems;
   B. national and state professional organizations concerned with school counseling;
   C. relationship of the counseling program to the academic curriculum and other student services in schools;
   D. role, function, and professional identity of the counselor in relation to the roles of other professional and support personnel in the school;
   E. theories and strategies of leadership designed to enhance the learning environments of schools;
   F. knowledge of the school setting, environment, and curriculum;
   G. current issues, policies, laws, and legislation relevant to school counseling;
   H. implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling.

II. **Contextual dimensions of school counseling**, including:
   A. referral processes for obtaining specialized help within the school and community;
   B. advocacy for all students and for effective school counseling programs;
   C. integration of the school counseling program into the general school curriculum;
   D. promotion of counseling and guidance activities to enhance a positive school climate;
   E. methods of planning and presenting guidance-related educational programs to administrators, teachers, parents, and the community;
F. methods of developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.

III. Knowledge-base and skills for the practice of school counseling, including:
A. Program development, implementation, and evaluation:
   1. use, management, analysis, and presentation of data from school-based information (e.g., standardized tests, grades), surveys, interviews, and needs assessments to improve student outcomes;
   2. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling program;
   3. implementation and evaluation of specific strategies that meet program goals and objectives;
B. Counseling and guidance:
   1. knowledge and skills in conducting programs that are designed to enhance students’ social, emotional, career, and other developmental needs;
C. Consultation:
   1. methods of enhancing team work within the school community;
   2. theoretical and functional models of consultation.

The school counseling program also specifically addresses Massachusetts School Counselor licensure requirements by assuring that students:

1. are familiar with the Curriculum Frameworks and their use in advising;
2. can interpret the Massachusetts Comprehensive Assessment System (MCAS) and other academic tests to students, teachers, and parents;
3. understands the Massachusetts Model for School Counseling Programs

On-Campus and Online School Counseling Program Options

Both on-campus and online school counseling programs are offered at UMass Boston with the same course requirements. Students may attend the on-campus program on a full (2 years with online summer study) or on a part time basis within 6 years. Based on enrollments and scheduling, on-campus students may sometimes need to take required courses online.

The online option operates on a cohort model requiring full time study over a 2-year period. Two introductory professional preparation courses are taught during the first summer following admission at the UMass Dartmouth. Students in the online school counseling program must be present for the intensive 2-week session. The remaining courses are delivered in a web-based online format following the University’s academic calendar.

The on-campus and online programs have separate application and admissions procedures. You can find the Recommended Sequence of Courses for advising purposes at https://www.umb.edu/academics/cehd/counseling/resources.
**Course Descriptions**

The courses required for completion of the school counseling curriculum are described below.

**COUNSL 601 Research and Evaluation in Psychology I**
The purpose of this course is to provide the student with knowledge of fundamental rationales and methodologies of various research and evaluation strategies. The purpose in learning about various research methodologies is to provide the student with the skills necessary to effectively evaluate the efficacy of particular research methods in the fields of family therapy, mental health, rehabilitation, school counseling, and school psychology. Students will be taught strategies to effectively evaluate specific components of research articles such as the introduction, hypotheses, the literature review, the methods section, the results section, and the discussion section. Additionally, students will be exposed to program evaluation strategies and qualitative research methods. 3 Lecture Hours, 3 Credits.

**COUNSL 605 Principles of Vocational, Educational, and Psychological Assessment**
The course provides a survey of standardized test used in assessing aptitudes, interests, and personality traits. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment. 3 Lecture Hours, 3 Credits.

**COUNSL 608 Abnormal Psychology**
This course is designed to provide students with information relevant to the diagnosis, etiology, and treatment of mental illness. Students are asked to identify your own ideological, personal, and theoretical assumptions as they relate to the field of abnormal psychology. Because this is a very ambitious project, the course focuses on three main questions: 1) What kind of assumptions, values, and beliefs ground our biopsychiatric discourse (i.e., the medical model of mental illness)? 2) How can the DSM be utilized as a tool rather than as an end in itself? 3) How might a
constructive critique of positivism inform psychology as both a theory and practice? In other words, what kind of conceptual framework will help us develop structural as well as individually oriented change strategies? What kind of theoretical tools will help us appreciate the fact that resilience, coping, and competence are always present—no matter how severe the emotional distress? This course includes readings and discussions that encourage both critical and reflective thinking and commitments to upholding ethical behavior. Thus, together the course identifies the epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM-IV-TR. Specific knowledge and skills that are addressed in this course include assessment of ‘mental disorders’ (as defined by the DSM), developing the skills necessary to become a critical psychologist (i.e., one who is dedicated to social justice issues), and ethical issues in the use of distance technology for the treatment of emotional distress.

3 Lecture Hours, 3 Credits.

COUNSL 613 Vocational Development and Career Information
The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues. 3 Lecture Hours, 3 Credits.

COUNSL 614 Counseling Theory and Practice I
This is a beginning course of counseling theory and practice, and is intended to provide students with basic counseling skills that help them build a foundation for future courses in counseling and school psychology. The course consists of lectures, discussions, exercises, role-playing, and students’ demonstrations of audio/video tapes of practice counseling sessions. Students will learn influences of culture and values on counselors, clients, and the counseling process. In addition, the impact of technology (e.g., the Internet) on counseling knowledge and skills will be discussed. 3 Lecture Hours, 3 Credits.

COUNSL 617 Counseling Children and Adolescents
This course focuses on facilitating the unique development and emotional growth of children through the counseling process. The course is designed to enhance students' theoretical and practical understanding of the major schools of child psychotherapy. Emphasis is given to a multidimensional view of intervention, with attention to developmental, cognitive, behavioral, educational, multicultural and environmental issues. Through lectures, videotapes, and structures exercises, students learn a distinct group of interventions, including play and communication skills, as integral components of the therapeutic process. 3 Lecture Hours, 3 Credits.

COUNSL 620 Human Development and Family Life Cycle: Clinical Applications
This course provides students with a comprehensive view of life span development from childhood through adulthood from several perspectives: 1) the interaction of age with factors as gender, cultural background, disabilities, and other significant issues which may be encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process
information and experience, 3) a structural approach to ego development; and 4) a psychoanalytic concept of self psychology. 3 Lecture Hours, 3 Credits.

COUNSL 622 Family Therapy Theories
The primary focus of this graduate level course is on the theory of therapeutic interventions from a systems perspective. General concepts of systems theory provide a didactic framework for major family theories and a cognitive basis for students to develop techniques and methods for family therapy interventions. The systems theory focus is balanced with contemporary developments that highlight the ways in which culture, race, social class, and gender frame our personal and family identities. Experiential exercises as well as videotapes are used to clarify theoretical issues and to review the ways therapists think about families in therapeutic contexts. *Prerequisite:* COU 614 or COU 621. 3 Lecture Hours, 3 Credits.

COUNSL 630 Orientation to Professional School Counseling
The basic philosophy, scope, and techniques of guidance counseling in schools are reviewed and analyzed. Discussion covers practical issues relevant to school counseling: the school as an institution; relations among counselor, administrators, teachers, and parents; developmental education; sex education; counseling standards and legislation; roles of the school counselor; professional development. There is a 15 hours pre-practicum service-learning component. 3 Lecture Hours, 3 Credits.

COUNSL 632 Collaborative Consultation in Schools
This course provides a theoretical foundation and practical skills in consultation designed to prepare students to apply their professional preparation in education and psychology to solve problems in school settings. Consultation is viewed as a process of collaboration, intervention, and evaluation. An eco-behavioral model of consultation is emphasized. Case studies are used to develop analytical and problem-solving skills. Issues involved in serving diverse student populations are examined. The course is intended to foster an identity as a caring, dedicated, principled, and respectful consultant committed to social justice. 3 Lecture Hours, 3 Credits.

COUNSL 633 Professional, Ethical, and Legal Issues in School Counseling
The purpose of this course is to create awareness among school counselors-in-training of their contribution in the counseling process and helping relationships. Topics include foundations for an ethical perspective and legal issues; models for ethical decision-making; ethical codes of professional organizations, including American counseling Association and American School counselor Association; client/student rights and counselor responsibilities; ethical concerns in multicultural counseling and with special client/student populations; professional and ethical issues in specific modalities (e.g., group counseling, consultation). 3 Lecture Hours, 3 Credits.

COUNSL 635 Behavioral Counseling
This course provides a rigorous examination of social learning theory as a basis for practice of therapeutic behavioral counseling. Through lectures, readings, demonstrations, and discussions, students become familiar with fundamental techniques of behavioral counseling, including
COUNSL 650 Group Counseling for Children and Adolescents
This course studies group counseling and group process with children, adolescents, and their families. Participants acquire knowledge and skills through critical and reflective readings, lecture, discussion, role-plays, interviews, and films. Emphasis is given to theoretical and experiential perspectives, as well as multicultural counseling competence, to enhance participants’ growth and training as thoughtful and responsive practitioners in diverse urban settings. Discussions address such themes as group dynamics, group composition and management, stages of group empowerment, and leadership styles. 3 Lecture Hours, 3 Credits.

COUNSL 653 Cultural Diversity in Counseling
This course examines the interplay between the cultural contexts of race, ethnicity, class and the psychological experience of the participants (counselor and client) in the counseling process. Relevant theoretical and socio-historical perspectives will be reviewed in order to understand how culturally determined variables such as, values, expectations, immigration experience influence, (1) individual and family identity, roles, and psychological development and, (2) the therapeutic encounter. Societal processes of stereotyping, discrimination, prejudice, racism, and marginalization will be integrated into course content. Each student will have an opportunity to explore the contribution his or her socio-cultural history has in the counseling process. Several prevalent racial-ethnic groups in the Greater Boston area will be focused upon in order to enhance students’ multicultural awareness. Learning methods will include lectures, classroom discussion, experiential exercises, role-play and in vivo experiences. 3 Lecture Hours, 3 Credits.

COUNSL 660 College Readiness Counseling
The purpose of this course is to prepare school counselors at all levels of practice to engage in equity-based college readiness counseling. Topics include building aspirations and academic planning in elementary and middle school-aged children, the college exploration and selection process, college admissions processes and assessment, financial planning, and resources counselors, students, and parents can use in the process. In the online version of this course, students will engage in asynchronous and synchronous discussion and lecture through tools provided in BlackBoard’s learning management system. 3 Lecture Hours, 3 Credits.

COUNSL 688(S): School Counseling Practicum
The purpose of the practicum is to expose the student to her/his particular field in counseling through actual placement in a facility where appropriate supervision is provided. Class discussions include a review of on-site observations and experiences and discussions of current issues in the field. Prerequisites: COU 614, COU 630, COU 650 should be taken prior to or concurrent with practicum. Field Placement--100 Hours; Lecture Hours, 3 Credits.

COUNSL 698 School Counseling Internship
Students are placed as apprentice counselors in elementary, middle or high schools under the supervision of a certified school guidance counselor. Students learn the role and responsibilities of school guidance counselors by participating in activities focused on counseling, consulting.
coordinating and collaborating with students, families and school staff to support academic achievement, career development and other social areas. In addition to their field work, students meet for three (3) hours weekly on campus for a seminar to discuss issues relevant to their field experiences. Prerequisites: MTEL pass, GPA ≥ 3.0, Advance standing, Program Director approval. Field Placement--600 Hours; Lecture Hours, 3 Credits.

**Capstone**

The capstone will provide opportunities to experience professional school counselor roles and responsibilities in terms of school leadership, advocacy, and accountability. The internship portfolio includes three projects. For each of the three capstone projects, you will demonstrate how the personal, social, career, and/or academic development of K—12 students is impacted by your work. The question to be answered is: How are K—12 students different because of your school counseling program? Successful completion of the capstone is a graduation requirement.

Full details about the capstone are included in the *Internship Handbook* at [https://www.umb.edu/academics/cehd/counseling/resources](https://www.umb.edu/academics/cehd/counseling/resources)

**Field Work Experiences**

The field-based experiences in the School Counseling program consists of pre-practicum experiences embedded in COUNSL 630, the Practicum (COUNSL 688) and the Internship (COUNSL 698) Full details about the Practicum and Internship can be found in their respective handbooks at [https://www.umb.edu/academics/cehd/counseling/resources](https://www.umb.edu/academics/cehd/counseling/resources)

**Degree Requirements**

In order to be eligible to graduate and receive a M.Ed. (Master’s degree in Education), school counseling program students are required to earn cumulative grade point average of 3.00 or better for the core curriculum. They must also complete all the specific requirements of the School Counseling Program, which total 60 credit hours. Students must earn a grade of B- or better in their core content courses. Students enrolled in the school counseling program must receive a grade of B or better in their practicum course, which includes 100 hrs of on-site placement over one semester, and their internship course, which includes two consecutive semesters of on-site placement in a school and an internship seminar each semester. Students must also receive a passing grade for their Capstone project.

In order to be considered as a candidate for a Certificate of Advanced Graduate Studies (C.A.G.S.) from UMass Boston a student must already possess a Master's Degree in counseling or its equivalent. To graduate with a C.A.G.S., students must earn at least 30 academic credits. However, to be eligible for the Massachusetts Department of Elementary and Secondary Education licensure in school counseling, students must meet all the course requirements of the 60 credit School Counseling Program, pass the Capstone experience, and pass the Massachusetts Test for Education Licensure (MTEL). Depending on the content of the Master’s Degree, the C.A.G.S. program may require more than 30 credits.
Policy for Course Waivers

In order to be considered for course waivers in the School Counseling Program, students must demonstrate they have successfully completed course work equivalent to the core courses offered in the program. If a student (1) can demonstrate equivalent graduate course work in the last seven years from an accredited institution, and (2) has received a minimum grade of B or higher in those courses, the student, upon admission to the Program, may submit a request for waiver of those courses to the Graduate Program Director. Graduate course credit is not granted for work experience. Applicants who have completed graduate course work at other accredited institutions or who have completed graduate course work at UMass Boston as non-degree students may transfer toward the completion of a UMass Boston graduate degree up to 6 credits from such courses. Admitted students may transfer an additional 6 credits of graduate work that meet the aforementioned criteria taken the summer prior to matriculation. All transfer credit is subject to the final approval of the graduate program director and the Dean of Graduate Studies.

RESOURCES

A major strength of the program lies in its faculty. The school counseling faculty members are part of the Department of Counseling and School Psychology. All faculty members have substantive experience as practitioners in fields of counseling. Full-time tenured and tenure-track faculty members have published articles and conducted research in the field of school counseling and on related topics. They regularly present papers at state and national conferences, professional workshops, and symposia. Full-time clinical faculty members and part-time faculty have at least five years of clinical experience. Many clinical and part time faculty are active members and leaders of state and national professional organizations and serve on state and national boards.

Administrators and School Counseling Program Faculty

On-Campus School Counseling Program Director
Timothy Poynton, Ed.D., Associate Professor
Research interests: Postsecondary transition of high school students, college and career readiness, and technology applications in counseling

Online School Counseling Program Coordinator
Amy Cook, Ph.D., Assistant Professor
Research interests: Social justice, educational equity, inclusion, and school-family-community partnerships as they pertain to counseling practice, postsecondary transition, and counselor education

School Counseling Program Faculty
Laura Hayden, Ed.D. Assistant Professor
Research interests: Psychosocial development through physical activity, school counselor education, service learning, global youth empowerment

Robert Gracia, Ph.D., Boston College, Part-time Faculty
Research interests: Development of multi-cultural competency in counseling graduate students and identity development of multi-heritage adolescents
Department of Counseling and School Psychology Faculty Members
You may view a current list of department faculty members at https://www.umb.edu/academics/cehd/counseling/faculty_and_staff.

School Counseling Student Association
The UMass Boston School Counseling Student Association (SCSA) is a very active organization that provides collegial peer support for students. In addition to monthly meetings, the ASCA sponsors an annual lecture series. Students determine the SCSA activities for an academic year. The Association is supported by the UMass Boston Graduate Student Assembly, which funds many SCSA activities. Students undertake community service-learning by participating in Boston NET (Network for Educational Transitions) a partnership between UMass Boston and the Boston Public Schools. Students serve as mentors for high school students seeking post-secondary education and for first year UMass Boston students.

Facilities and Resources
UMass Boston's Library houses more than 500,000 volumes and currently receives more than 3,500 domestic and foreign journals and newspapers. The library holdings are entered in an online public access catalog, available via telecommunication outside the library. UMass Boston students may obtain borrowing privileges at more 46 local college and universities.

The University's Department of Computing Services provides students full access to the Internet and thus to library catalogs and academic resources throughout the world. Students may access computer accounts either from terminal rooms on campus or through Internet access from home. Public computer labs, open seven days a week, provide access to a large number of word processing, spread-sheet, database, statistical, and desktop publishing software packages.

Accommodations: Disability Services
The Ross Center for Disability Services provides related support services for students with disabilities such as sign language interpretation, note taking, testing accommodation, advocacy, and counseling. The Adaptive Computing Lab contains adapted computer equipment. Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must discuss these recommendations with each professor during the first few weeks of class, preferably by the end of the Drop/Add period.

APA style
Papers submitted for courses in the Department of Counseling and School Psychology should follow the rules for the preparation of manuscripts provided in the latest edition of the Publication Manual of the American Psychological Association. For assistance with APA style, refer to Resources for Current Students on the Department website or check the following websites: http://www.stylewizard.com or http://apastyle.apa.org.
Links to Professional Resources

ASCA Ethical Standards for School Counselors

Massachusetts Model for Comprehensive School Counseling Programs

Massachusetts Model Implementation Guide
http://www.masca.org/MA_Model/Mass_Model.html

PROFESSIONAL ADVANCEMENT

Professional Organizations

Students are encouraged to apply for student membership in national and state school counseling organizations, such as the American School Counselor Association (ASCA) and the Massachusetts School Counselor Association (MASCA). Membership in these two professional organizations emphasizes a student’s commitment to her/his future profession and provides a professional identity. Student membership is at a reduced rate. Students are required to carry liability insurance during their internship. ASCA membership includes liability insurance at no extra cost. With membership students also receive publications from the associations, which provide information about national and state issues relevant to school counseling. Student advisors will provide signed application form to students or students may join by using the Internet: www.asca.org and www.masca.org.

Students are encouraged to present at both state and national school counseling conferences. Financial support to attend conferences can be obtained through the UMass Boston Graduate Student Assembly, or by serving as a volunteer with the professional organization.

Licensure

The curriculum of the School Counseling Program was developed and is organized to meet the standards for the initial licensure from the Massachusetts Department of Elementary and Secondary Education as a school guidance counselor (levels: preK-8; 5-12). In order to meet the standards for the initial license, a candidate must fulfill the following requirements:

1. Master’s degree with a major in counseling
2. Subject matter knowledge:
   a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor
   b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, teachers, and parents
   c. Psychology of learning
   d. Understanding of the diagnosis and treatment of learning and behavior disorders
e. Theories of normal and abnormal intellectual, social, and emotional development
f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in preK-12 students
g. Philosophy, principles and practices in school guidance counseling
h. Federal, state, municipal, and school laws and regulations
i. Career counseling
j. Resources within the school system or the community for referral
k. Knowledge of statistics, research design, and research in guidance counseling
l. Group counseling and group leadership
m. Development of skills for consultation with parents, teachers, and administrators
n. College counseling and use of college and other post-secondary resource materials (grades 5-12)

3. A practicum of 600 hours in an educational setting
4. Passing score on the MTEL communication and literacy skills test.

The complete and final version of the MDESE licensure regulations, 603 CMR 7.00: Section 7.11 may be found on the MDESE website:
http://www.DOE.mass.edu/Educators/licensureregs.html.

NOTE: The graduation requirements from the UMass Boston School Counseling Program EXCEED the requirements for DESE licensure. Students enrolled in the School Counseling Program MUST fulfill the UMass Boston program requirements.

National Certification

The school counseling program is approved to support graduate student applications for the NCC certification (National Certified Counselor). This national certification may assist in obtaining licensure in certain states and other countries. For more information, please visit http://www.nbcc.org/certifications/Default.aspx. In order to be eligible for the NCC, an application and certification exam is required. At least 3 students are needed for the National Board of Certified Counselors to offer the exam in Boston or other any location. Otherwise, contact NBCC for testing.