Master of Arts in Psychology

Concentration: School Guidance Counseling

Student Manual
(Updated June 2013)
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Master of Arts in Psychology  
Concentration: School Guidance Counseling

The Department of Psychology offers a 48-credit graduate program in psychology designed to serve the student who plans to enter the applied fields of psychology after receiving the M.A. The program offers two specialized tracks, one in school guidance counseling and one in mental health counseling.

**School Guidance Counseling Track**
Completion of the course of study for school guidance counselors offers students the opportunity to apply for Massachusetts licensure as a school guidance counselor. The program of study for school guidance counselors consists of forty (40) credits of required core courses and eight (8) credits of practicum (450 hours). Pre-practicum requirements (60 hours) for licensure are included in several core courses.

**General Program and Policy Summary**
The M.A. program must be completed within seven years of the first course counted toward the degree. Since courses are offered in a cohort model, that is, in a fixed sequence, planning with advisors is imperative. Upon acceptance into the program, the student is scheduled for orientation where their cohort options are determined. There will be continual evaluation during the course of study with students apprised of their progress. A favorable evaluation is necessary for continuation in the program. The granting of the degree is based on professional competence, completion of the program of study, and satisfactory passing of the Professional Portfolio.

To accommodate students who work and/or have other substantial demands placed upon their time, courses are offered during the evenings, late afternoon, or on Saturdays. Important exceptions to this schedule are the Pre-practicum and Practicum experiences. While some placements permit flexible scheduling, many place restrictions on scheduling. Since these experiences are an essential component of counselor training, students must plan for the flexibility that will allow them to complete these requirements.

**GUIDANCE COUNSELING - 48 credits**
**Initial Licensure: School Guidance Counselor (PreK-8, 5-12)**

**Required Courses (40 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 0591</td>
<td>Pre-Practicum (Guidance PreK – 8)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>Or</td>
<td>PSYC 0592 Pre-Practicum (Guidance 5-12)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PSYC 0522</td>
<td>Theories of Counseling**</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0523</td>
<td>Counseling Basics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0601</td>
<td>Psychological Theories and Practices in Career Development**</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0605</td>
<td>Psychopathology: Diagnosis and Treatment of Children and Adolescents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0610</td>
<td>Principles and Practices of Psychological Testing**</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0613</td>
<td>Principles and Practices of School Guidance**</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0621</td>
<td>Basic and Applied Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0620</td>
<td>Dynamics of Group Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0623</td>
<td>Advanced Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0630</td>
<td>Advanced Developmental Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0635</td>
<td>Crisis Intervention in the School and Community</td>
<td>3 s.h.</td>
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<tr>
<td>PSYC 0645</td>
<td>Counseling Diverse Populations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0555</td>
<td>Special Topics in School Guidance Counseling</td>
<td>3 s.h.</td>
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</table>

**Practicum Requirements (total of 8 credits and 450 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 0691</td>
<td>Practicum in School Counseling (Guidance PreK-8) OR</td>
<td>4 (or more) s.h. per semester</td>
</tr>
<tr>
<td>PSYC 0692</td>
<td>Practicum in School Counseling (Guidance 5-12)</td>
<td>4 (or more) s.h. per semester</td>
</tr>
</tbody>
</table>
**Pre-practicum requirements**: A total of 60 of pre-practicum hours is built into the four below listed classes. More specifically, 15 hours will be completed in each of the following four classes for a total of 60 hours. At least 5 of the 15 hours in each pre-practicum must be completed in a diverse school setting (see Appendix D).

- **PSYC 0522** Theories of Counseling
- **PSYC 0601** Psychological Theories and Practices in Career Development
- **PSYC 0610** Principles and Practices of Psychological Testing
- **PSYC 0613** Principles and Practices of School Guidance

**ACADEMIC & STUDENT SUPPORT SERVICES**

**Academic Cohort Advising**

The staff and faculty of Westfield State University Graduate Studies Office understand and respect the concerns and needs that many adults have about pursuing a graduate degree. We emphasize the importance of good advising to both new students and students who are at various stages of completing their Master's degree.

Upon admission into an academic graduate program, you are assigned a major advisor. You will also be scheduled for orientation and advising. Your advisor will assist you in planning your program with the cohort choices available. **Students assume responsibility for knowing and meeting the curriculum requirements of your program.** You will have follow-up group advising throughout your program of study, as well as individual access to an advisor, if needed.

Because we are strongly committed to counseling support as an integral component of our educational programs, we encourage you to contact your advisor if you feel your cohort plan is no longer feasible due to changing circumstances. We will assist you in outlining your options should a change in cohort be necessary.

**Library**

The Governor Joseph B. Ely Library’s collections include 152,300 volumes, 1,504 current periodicals, 16,565 bound periodicals, 529,000 microforms, 16,078 media items, abstracts, indexes, and 180+ electronic databases containing more than 25,000+ full text periodicals available online. Online databases and online catalog are available from the Library’s homepage [http://lib.westfield.ma.edu](http://lib.westfield.ma.edu). Reference, instruction, interlibrary loan, and copiers are available. Mobile Access is provided for 34 databases at [http://lib.westfield.ma.edu/mobile](http://lib.westfield.ma.edu/mobile). A student ID is required to borrow materials.

**Library Hours (Fall and Spring)**

Monday-Thursday........................................8:00 a.m. - Midnight.
Friday..........................................................8:00 a.m. - 5:00 p.m.
Saturday...................................................10:00 a.m. - 6:00 p.m.
Sunday.....................................................1:00 p.m. - Midnight.

Hours are posted online for Final Exam period, holidays, Intersession, and Summer.

**Computer Center (Information Technology Center)**

The **Information Technology Center** is located on the first floor of Wilson Hall. However, there are several computer labs across campus at the following locations:

- Bates 03 PC Lab. Open general Computer Center Lab hours.
- Bates 04 Multimedia Lab. Open general Computer Center Lab hours.
- Ely 316 Mac Lab. Open general Educational Resources Center hours.
- Ely Library Mezzanine Mac Lab. Access through the mezzanine (2nd floor Ely) during normal Library hours.
- Ely Library Reference Room w/PCs. Open during normal Library hours.
- Wilson 105 PC Lab. Open general Computer Center Lab hours.
- Wilson 138 VAX stations, Mac Lab. Open general Computer Center Lab hours.
- Wilson 139 PC Lab. Open general Computer Center Lab hours.
- Wilson 234 Tutoring Center. Access during tutoring hours.
- Wilson 405 Classroom w/PC. Access through department office or when monitored by faculty.
- 333 Western Avenue PC Lab. Garden-level instructional facility with seasonal student access hours.
Access to the Internet is available through the Library computer system without the need for a server account. For information about specific hours of operation of any of these facilities call the Information Technology Center at 572-8082 or the HELP desk at 572-4357.

*Starred locations are not accessible to mobility-impaired students or wheelchair users.

Career Services
Graduate students are encouraged to take advantage of the services provided by the University's Career Center. The office is open weekdays from 8:30 a.m. to 5:00 p.m., and by appointment, during the school year. Services include career counseling, a variety of workshops on preparing for employment (resumes, job search and interview skills) credentials file service, computerized job matching, weekly newsletters on career opportunities, and a career resource library. On-campus employment recruiting and special programs are also featured. Graduate school catalogs, testing information and research guides are available. A computerized interactive guidance program, SIGI+, is also available to assist students in self-assessment and career exploration. For additional information, drop by the Office of Career Services, Lammers Hall Annex, or call 572-5206.

Counseling Center
The Counseling Center is located in Lammers Hall Annex. Appointments may be made through the Director by calling 572-5790. The Westfield State University Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

ACADEMIC EXPECTATIONS

Program of Study
Upon initial acceptance into a degree program, you will be assigned an advisor skilled in your area of specialization. Your program of study (Appendix A) is worked out in consultation with your advisor and in accordance with the requirements for a degree in your major program. It is based on cohort movement, meaning you will be required to enroll in courses on the program of study when they are offered. You will have some choice in determining whether a fast- vs. slow-paced cohort works best for you.

The planned degree program will include:

1. Required courses (as indicated on page 4)
2. A planned program of courses necessary for competency in the field of concentration,
3. In some cases, elective courses.
4. Identification of courses where pre-practicum and practicum hours are required

The program of study must have your signature and the signed approval of your advisor(s). The Coordinator of Graduate Records will circulate the program of study for the signature of the department chair and graduate Vice President. The original will then be placed in your file, a copy sent to your advisor and a third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Any changes to the Program of Study must have advance written approval. These approved changes must be filed with the Graduate Office. The advisor is not responsible for his/her advisee's meeting Graduate School regulations and deadlines. You are personally responsible for knowing all University rules and regulations, as well as your program requirements.
Retention in Degree Program
The Division is authorized to award a Master's degree for a program of study that includes coursework with grades of B average or better (3.0). You may earn one C that will count as credit toward your degree (providing that your overall average is at least 3.0). A grade of F or a second C in a course requires that the course be repeated: if in a required course, that course must be repeated with a B or better; if in an elective course, that course or another elective must be repeated with a B or better. A grade of B- is not a B and, therefore, is unacceptable as a replacement grade. If you earn three (3) C's or two (2) F's, you will be dismissed from the program. If you earn two (2) C's, then a B- in a repeated course, you will be placed on academic probation, but may be allowed one opportunity to repeat, earning a B or better. A GPA of 3.0 must be maintained to remain in good academic standing.

All grades will remain on the transcript; however, when you repeat a course with a grade of B or better, the original grade will not be used in computing the cumulative average. Grades of F earned as the result of proven plagiarism will be treated in accordance with the university’s policy on Academic Integrity. Earning an F grade for plagiarism at any stage of program completion may provide grounds for administrative removal from your academic program.

Student Responsibilities
It is your responsibility to become familiar with all regulations and procedures required by the graduate program. In no case should you expect a waiver or exception to published program requirements by pleading ignorance of the regulation or by asserting that an advisor or other authority did not directly present the information. All students should become familiar with all academic policies and specific college/departmental program requirements. Only the Vice President of Graduate and Continuing Education, supported by the Graduate Council, has the authority to waive the basic requirements stated in this catalog. No statements made by any person regarding waiver of admission or program requirement shall in any way bind the Graduate Vice President or Graduate Council.

Professional Liability Insurance:
Students are required to purchase professional liability insurance while enrolled as a matriculated student. Evidence of insurance coverage must be submitted each semester to the program advisor or coordinator of the graduate program. School Guidance Counseling students who opt to join the American School Counselor Association (ASCA) receive can receive professional liability insurance as part of their yearly membership dues. For additional information on this benefit, please visit the ASCA website at www.schoolcounselor.org.

Time Limit
You are expected to complete your degree requirements within seven (7) years from the date of the first course credited toward your degree, including transfer credits from other accredited institutions. No credit will be given for a course older than seven years at the time of graduation. If you fail to meet this time requirement, you must apply in writing for an extension, stating in detail the reasons for the request. The university does not guarantee that the extension will be granted, and the Dean of Graduate and Continuing Education may impose additional requirements before the degree will be granted.

Academic Integrity
“Academic Honesty, a necessary foundation of a learning community is expected of all members of the university community. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties including reduced grade, failure of the course, and suspension or dismissal from the university. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.” Academic Honesty, (http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy)

Students in the graduate program are expected to have high standards of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. The Academic Dishonesty Policy is included as Appendix B.
Appeals Process
Questions or concerns relating directly to a university course should first be raised with the course instructor. Program directors and department chairs are available to consult on appeals at the program level. If you have questions or concerns about the academic policies and regulations of the Graduate School, you should direct them in writing to the Dean.

QUESTIONS & ANSWERS

Can I transfer credit from another institution?
Up to six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master’s degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program’s seven-year time frame. Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.

Can I do independent/directed study?
Opportunities for independent study are provided in each department on an advanced graduate level for one to six semester hours’ credit. Course admission requires the permission of the faculty member and approval of the Program advisor, Department Chair and Vice President. Written plans for independent study projects must be approved in advance before registering for the independent study course. A maximum of six (6) credits of Independent/Directed Study is allowed within a degree program.

Can I audit courses?
It is possible to audit any course offered by the Division. If you elect to audit courses, you have the privilege of attending classes, but are not required to take any test or examination or turn in any written assignments. Faculty does not evaluate your work. When you take a course as audit, you do not receive a grade or academic credit. Therefore, audited courses do not contribute to the completion of a graduate program of study. Should you want to change a course from audit to credit, you must change this status in the Division’s Office prior to the third class meeting by completing the appropriate form. Audited courses may not be re-taken for credit toward a graduate program.

How do I withdraw from a course?
Enrollment in a course implies a serious intention to complete the work of that course. You may drop a course by withdrawing before the first scheduled class meeting without notation on your permanent record. After the second class meeting, you will receive a grade of "W", if you properly withdraw in writing before the deadline. The withdrawal form (available in the graduate office) requires both the student's and the faculty member's signatures. The deadline date is published in each semester's schedule of courses and is set close to mid-term. Verbal messages of intent to the instructor or staff do not constitute withdrawal. Unless a withdrawal form has been completed, signed by you and the instructor, and submitted to the Graduate and Continuing Education Office, you have not officially withdrawn.

Students who can document an "extenuating circumstance" may be allowed to drop a course with a "W" notation on their transcript prior to the final exam. They should contact the Vice President Graduate and Continuing Education to discuss their situation. Students who enroll for a course and fail to attend the first two classes may be withdrawn at the discretion of the professor. Professors are asked to justify such a decision at the time of the recommended withdrawal. Beginning with the third week of classes (or with the third class meeting in summer sessions), faculty may not submit a "W."

Refunds of tuition and appropriate fees, if any, are made on the basis of the date and time of receipt of a student's withdrawal notification in the DGCE Office, and in accordance with the published refund schedule in force during the session within which the refund is requested.
Can I change concentrations?
Students in Graduate Programs may change their concentration within a specific department with approval from the DGCE Chair and the Vice President. You must complete a Graduate Degree Program Change of Major form, available in the office of Graduate and Continuing Education, to begin the process and complete a new Program of Study on acceptance into your new concentration. Students who wish to enter programs sponsored by another department (e.g., Education to English) must re-apply. In either case, a new Program of Study must be completed with your advisor’s approval and the signatures of your DGCE Chair and Graduate Vice President. Changing concentrations may delay your intended graduation date, as seats are not guaranteed until a cohort position in the chosen concentration is confirmed.

What is the duration of the degree program?
Students complete the degree program and field experience requirements in a minimum of 2½ to 3 years, but may take longer if they choose a lengthened cohort completion model.

Full-time graduate students carry programs consisting of at least 9 semester hours per term. During the summer sessions, nine semester hours of credit across both summer sessions is equivalent to full-time study. For the purposes of receiving financial aid, 6 semester hours per term is considered full-time status. Students who wish to exceed the number of courses in their cohort model may do so, but only with permission. Students who will be receiving benefits from the Veterans Administration or other sources should check with the funding source to be sure a sufficient number of credit hours are taken. Students needing assistance in determining appropriate course loads should consult their academic advisor.

How much will my education cost?
Course costs are based on the number of credits per course. All payments must be made by bank money order, postal money order, cashier’s check, personal check, Discover, MasterCard or VISA. No cash is accepted unless it is $10 or under for official transcripts, course descriptions, etc. Costs below are current as of the publication date of this manual and are subject to change.

<table>
<thead>
<tr>
<th>Tuition – per credit</th>
<th>Rate</th>
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<tbody>
<tr>
<td>Graduate (0400-0600 level courses)</td>
<td>$280/credit*</td>
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<tr>
<td>Audit</td>
<td>$50/credit*(graduate)</td>
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<table>
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<tr>
<th>Fees</th>
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<tbody>
<tr>
<td>Graduate Psychology School Guidance Practicum Fee</td>
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<table>
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<tr>
<th>Transcript and Official Letter Request Fees</th>
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<tbody>
<tr>
<td>Official Letter</td>
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<tr>
<td>Transcript fee - normal processing</td>
</tr>
<tr>
<td>Transcript fee - 24 hour processing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Fees</th>
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<tbody>
<tr>
<td>New Student I.D. Card (validated each semester)</td>
</tr>
<tr>
<td>Replacement I.D. Card</td>
</tr>
<tr>
<td>Late Registration or Withdrawal Fee (see registration calendar in semester catalog)</td>
</tr>
<tr>
<td>Monthly Service Charge for past-due balances</td>
</tr>
<tr>
<td>Health Insurance (Fall coverage from Aug 1, 2013 to July 31, 2014)</td>
</tr>
<tr>
<td>*Price subject to change each academic year</td>
</tr>
<tr>
<td>Delayed Payment Application Fee</td>
</tr>
<tr>
<td>Returned Check Fee</td>
</tr>
<tr>
<td>Commencement Fee (assessed semester of graduation)</td>
</tr>
<tr>
<td>*Includes $105 per credit (GR) tuition, $75 Registration Fee, $75 Educational Service Fee (non-refundable after semester start), and other instructional fees.</td>
</tr>
</tbody>
</table>
Can I make payments?
The Division of Graduate and Continuing Education offers a “delayed payment” program for matriculated students that allows for payment of tuition over a period of time during the semester. Students must meet the following requirements to participate in the program:

1. matriculation in a degree program through the Division of Graduate and Continuing Education;
2. application to Delayed Payment Program and payment of $100.00 processing fee (non-refundable);
3. ability to pay within 60 days of registering into a regular semester and within three weeks into any summer semester,
4. students must follow all regulations regarding withdrawals as stated in the Division's refund and withdrawal policy, and are responsible for total payment even if students withdraw before the end of the semester and regardless of grades achieved;
5. no student may apply for delayed payment who has been sent to a Collection Agent or placed in Administrative Withdrawal.
6. Consequences of non-payment:
   - $10 per month penalty charge.
   - Placement in Administrative Withdrawal (no grades, transcripts or diplomas will be released and students may not register for further classes at the College until their obligation has been satisfied.)
   - Student accounts turned over to a Collection Agent will be charged an additional 40% of their unpaid balance.

Is financial aid available?
Information regarding all forms of financial aid for Westfield State College students and the Free Application for Federal Student Aid (FAFSA) are available at the Student Administrative Services Center, 333 Western Avenue (first floor west). For further information, please call (413) 572-5218. Please note that Financial Aid administered by the college, regardless of the funding source, requires that students are matriculated into a program and are in good academic standing.

Federal Unsubsidized Loan Program
- FAFSA must be filed to determine eligibility,
- program allows all students regardless of income to obtain a student loan,
- student pays the interest only during in-school and deferment periods,
- student also pays an origination and guarantee fee of 4%,
- fixed interest rate, currently at 6.8%.

Does Westfield State offer Graduate Assistantships?
Yes. Graduate Assistantships are awarded through the Division of Graduate and Continuing Education to students who have superior academic records, who are matriculated in a graduate degree program, and are registered for a minimum of six semester hours with preference to full-time study (9-12 semester hours).

The assistantships are designed to serve the needs of the university’s graduate programs and to assist in the development of the student. The duties of the graduate student may be to assist in instruction, research or administrative duties and will vary according to the department's individual needs. Graduate Assistants contribute to specific programs and serve the Graduate Division, as well. Applications are available in the Graduate Office (333 Western Ave, first floor east) and online at http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/. The application deadline is June 1st for Fall semester and/or full-year assistantships and October 15th for Spring semester assistantships.

Appointments to assistantships are made during the Fall and Spring semesters. Half-time assistantships carry a $1,000 stipend and up to 6 credits of free tuition; full-time assistantships provide a stipend of $2,000 and 9-12 credits of free tuition. In the first case, the student works 7-8 hours per week and must register for six (6) credits per semester. In the second case, the graduate student contributes 14-16 hours per week to the department concerned and must take a minimum of nine (9) credits per semester. Graduate Assistants pay all fees, including instructional fees, associated with registration.
**When are degrees conferred?**

Master's degrees are conferred during the months of May, August and January. The Commencement ceremony is held in May.

If you are nearing the completion of your graduate program requirements and plan to receive a Master's degree, you should request the *Application for Graduation* in the Graduate Office or you may retrieve it online at [http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/](http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/). You should complete this form and submit it to the office no later than the deadline indicated in the university calendar. A commencement fee is required at the time of filing the application for graduation, whether or not you wish to participate in the formal ceremony. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full. Information regarding Graduate Commencement ceremony is sent directly to all students who have applied for graduation. Note: You cannot graduate until all degree requirements, including passing of the Professional Portfolio and field experience components, are completed.

**How do I request a transcript?**

Official transcripts may be obtained from the Office of Graduate and Continuing Education by mailing in a written request or filling out a transcript request form, available in the office and on the university web site. The signature of the student is required on the form before a transcript can be released or sent and a fee of $2.00 per transcript must be submitted with the transcript request form. Please allow five working days for our office to process the request. There will be an additional charge for processing of transcript requests within one business day ($5.00). Transcripts that include the final grades of the present semester will be available approximately three weeks after the close of the term.

**How do I become a Licensed School Guidance Counselor?**

The granting of the School Guidance Counselor license is under the purview of the Commonwealth of Massachusetts, assuring candidates have the necessary education, experience, supervision, and demonstrated competence for the School Guidance Counselor credential. The licensure route is governed by the Massachusetts Department of Education and directed by regulations (603 CMR 7.11). The 48-credit M.A. Psychology degree at Westfield State University is a significant step toward this School Guidance Counselor goal. The successful graduate of WSU will have the required 48-credit degree, which includes the required subject content, Pre-practicum, Practicum, and supervision dictated by 603 CMR 7.00.

You are encouraged to read the licensure regulations early in your program of study to acquaint yourself with the requirements. A summary of the Massachusetts Department of Education requirements is included as Appendix O. For the most current information, you should visit the Department of Education website directly at [http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11)
STUDENT ASSESSMENT

Graduate Grading System
A  (4.0) High Distinction
A- (3.7) Superior
B+ (3.3) Excellent
B  (3.0) Good
B- (2.7) Marginal Pass. Not acceptable as transfer credit.
C  (2.0) Acceptable as credit for only one 3-credit course in a student's program. “C” is not acceptable as transfer credit.
P* Pass - No grade point equivalent
F  Failure
I  Incomplete
W  Withdrawal
AU* Audit

Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation. Graduate students in good academic standing are by definition honors students. The designation of Latin honors (Summa cum Laude, Magna cum Laude, Cum Laude) is for undergraduate students only. *Because these designations have no grade point equivalent, they may not be used within the graduate program. They are acceptable for Professional Development verification, however.

Graduate Level Courses
All graduate courses are numbered above 400, generally at the 500 or 600 level. All courses with 600 level numbers carry graduate credit and are only open to graduate students. Courses at the 500 level may have a 300 matching number, which allows for the enrollment of upper-level undergraduate students. Professional development courses assigned 0499 numbers will not be included in Westfield’s graduate degree programs unless the program coordinator and the Vice President grant an exception.

Incomplete Grades
A grade of Incomplete (I) is assigned by the instructor only if you have completed 80% of the course work and have offered a valid reason for your inability to complete the course work within the prescribed semester. You must request a grade of Incomplete before the end of the semester and arrangements for the completion of the work must be made in writing with the instructor. Once you have been granted the incomplete grade, you must complete the work within the first 30 days of the next scheduled semester. If the work is not completed within that time, or if an extension is not granted, the incomplete grade automatically becomes an "F". In certain extraordinary circumstances, faculty may complete an Extension Form (available in the Graduate Office) and submit it to the Office of Graduate Studies to permit a student additional time to satisfy the course requirements.

Dispositional Assessment
Candidates will be subject to an ongoing dispositional assessment (Appendix C) coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. The dispositional assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, and behavior as they advance through their academic journey of growth and development toward becoming a competent counselor. In order to ensure this, students are continually assessed in the program through the dispositional assessment process. This process is a means to identify opportunities of providing student feedback in order for students to develop the essential skills of taking in feedback, self-reflecting and continuously evaluating and positively modifying their own behavior. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement or graduate with an M.A. Psychology degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate’s assessment displays “0” or “-1” scores, the Graduate Committee in Psychology may remove them from a Field Placement.
**Program Outcomes**

For state licensure purposes, there are five (5) outcomes which are assessed in the M.A. Psychology School Guidance Counseling program. Each outcome is associated with a particular course and all five must be assessed during practicum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0613 Principles &amp; Practice of School Guidance</td>
<td>I</td>
</tr>
<tr>
<td>Outcome I: The candidate understands and acts in accordance with the professional role of school guidance counselor.</td>
<td></td>
</tr>
<tr>
<td>PSYC 0605 Psychopathology: Diagnosis &amp; Treatment of Children &amp; Adolescents</td>
<td>II</td>
</tr>
<tr>
<td>Outcome II: The candidate can describe and discuss how children learn and develop, and can provide counseling opportunities that support their intellectual, social, and emotional involvement.</td>
<td></td>
</tr>
<tr>
<td>PSYC 0623 Advanced Counseling</td>
<td>III</td>
</tr>
<tr>
<td>Outcome III: The candidate demonstrates effective relationship / communication skills in his / her role as school guidance counselor.</td>
<td></td>
</tr>
<tr>
<td>PSYC 0645 Counseling Diverse Populations</td>
<td>IV</td>
</tr>
<tr>
<td>Outcome IV: The candidate can describe / explain how students differ in their approaches to learning and social and emotional development. Candidates create counseling and consultative strategies that are adapted to diverse needs and styles.</td>
<td></td>
</tr>
<tr>
<td>PSYC 0610 Principles &amp; Practice of Psychological Testing</td>
<td>V</td>
</tr>
<tr>
<td>Outcome V: The candidate demonstrates formal and informal assessment strategies to evaluate and facilitate the development of intellectual, social, and emotional development of the student.</td>
<td></td>
</tr>
<tr>
<td>PSYC 0691-0692 Practicum</td>
<td>I - V</td>
</tr>
</tbody>
</table>

As a part of these courses, you will be participating in the Graduate Education Council’s program assessment system. This assessment system has been developed to gather the information needed to improve individual degree programs and the overall effectiveness of graduate education at Westfield State College. Each graduate program has defined learning outcomes appropriate to the license sought by its candidates. Within the relevant courses, candidates’ mastery of the objectives is assessed. This information is collected by TK-20 Campus Tools and used by the graduate faculty for program evaluation.

Your current participation in this assessment effort will require little or no extra effort. Within the context of this course, your mastery of one or more program learning outcomes will be assessed. Your instructor will base this assessment on activities or assignments that are already part of the course. While you will be informed of the assignment or assignments chosen for this assessment, the outcome score that results from these assignments will be reported separately from your grade for the course. You may obtain the score from your instructor or advisor, if you wish.

**School Guidance Outcomes & Subject Matter Requirements**

**5 Program Outcomes:** Candidate demonstrates competency in each of the following

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome I: The candidate understands and acts in accordance with the professional role of school guidance counselor.</td>
</tr>
<tr>
<td>Outcome II: The candidate can describe and discuss how children learn and develop, and can provide counseling opportunities that support their intellectual, social, and emotional involvement.</td>
</tr>
<tr>
<td>Outcome III: The candidate demonstrates effective relationship / communication skills in his / her role as school guidance counselor.</td>
</tr>
<tr>
<td>Outcome IV: The candidate can describe / explain how students differ in their approaches to learning and social and emotional development. Candidates create counseling and consultative strategies that are adapted to diverse needs and styles.</td>
</tr>
<tr>
<td>Outcome V: The candidate demonstrates formal and informal assessment strategies to evaluate and facilitate the development of intellectual, social, and emotional development of the student.</td>
</tr>
</tbody>
</table>
### 14 Subject Matter Knowledge Requirements for School Guidance Counselors: Candidate demonstrates knowledge of their subject area.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the school guidance counselor.</td>
</tr>
<tr>
<td>b.</td>
<td>Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.</td>
</tr>
<tr>
<td>c.</td>
<td>Psychology of learning.</td>
</tr>
<tr>
<td>d.</td>
<td>Understanding of the diagnosis and treatment of learning and behavior disorders.</td>
</tr>
<tr>
<td>e.</td>
<td>Theories of normal and abnormal intellectual, social, and emotional development.</td>
</tr>
<tr>
<td>f.</td>
<td>Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in PreK-12 students.</td>
</tr>
<tr>
<td>g.</td>
<td>Philosophy, principles and practices in school guidance counseling.</td>
</tr>
<tr>
<td>h.</td>
<td>Federal, state, municipal, and school laws and regulations.</td>
</tr>
<tr>
<td>i.</td>
<td>Career Counseling.</td>
</tr>
<tr>
<td>j.</td>
<td>Resources within the school system or the community for referral.</td>
</tr>
<tr>
<td>k.</td>
<td>Knowledge of statistics, research design, and research in guidance counseling.</td>
</tr>
<tr>
<td>l.</td>
<td>Group Counseling and group leadership.</td>
</tr>
<tr>
<td>m.</td>
<td>Development of skills for consultation with parents, teachers, and administrators.</td>
</tr>
<tr>
<td>n.</td>
<td>College counseling and use of college and other post-secondary resource materials (grades 5-12).</td>
</tr>
</tbody>
</table>

### PROFESSIONAL PORTFOLIO ASSESSMENT

**What is the Professional Portfolio?**

Recommended by the American School Counseling Association (ASCA), the portfolio is a collection of artifacts and documents which assess knowledge, skills, dispositions (attitudes) and performance of a candidate. Portfolios will include reflective narratives, course-related products, and integrative experiences. The portfolio is based on 5 program outcomes and 14 subject matter knowledge requirements (above) and is designed to lead the candidate from the beginning level of attainment to an emerging level of attainment by the time s/he reaches graduation. Each course and experience in the program of study allows the candidate the opportunity to create a portfolio entry. The portfolio is submitted for approval prior to graduation.

The portfolio serves as a developmental capstone project for the M.A. Psychology, School Guidance Counseling Concentration, program. The portfolio focuses on the integration of graduate learning to professional development throughout the program and provides evidence of a candidate’s competence. The portfolio is begun upon entry into the degree program, is monitored throughout the program of study, and is delivered for final scoring near the conclusion of the practicum experience. An approved Professional Portfolio is a prerequisite to graduation.

**What are the benefits of the professional portfolio?**

- It becomes a documentary of a candidate’s accomplishments during the program of study.
- It provides a personally meaningful account of knowledge and skills
- It serves as a professional resource throughout the program and in post-program job acquisition.
- It encourages reflection and clarity on professional and personal development.
- It serves as a final assessment of a candidate’s readiness for graduation.

**How will the portfolio be organized?**

Portfolios are most effective and useful when they are organized. Portfolios can be housed in divided notebook(s), accordion file folder system, or computer disk. Regardless of the filing system chosen, it is required that a Table of Contents be used. Candidates must also include updated biographical information (e.g., name, address, phone number(s) and a resume at the beginning of the portfolio. The value of portfolios is that they can reflect individuality. They must, however, be organized and include the necessary components (below).

**Portfolio Components**

1. **Title Page** - Include your name, expected month/year of graduation, and date of portfolio submission.
2. **Vita**
3. **WSU Transcript** (most current, non-official okay)
4. **Copies of the following pre-practicum and practicum forms:** (a) Pre-practicum Contracts; (b) Pre-practicum Site Evaluation Forms; (c) Practicum Eligibility Forms; (d) Guidance and Mental Health Practicum & Internship Form; (e) Practicum Agreement Form; (f) Guidance Practicum Contract; (g) Weekly Logs; (h) Mid-practicum Performance Evaluation; (i) End-Practicum Performance Evaluation; (j) Assessment of Field Experience; (k) MA Dept. of Education Pre-service Performance Assessment (PPA)

5. **Analysis of Subject Matter Knowledge Requirements**
   a. Create a comprehensive list of courses you completed in the degree program, including any courses for which you are currently enrolled.
   b. For each of the 14 Subject Matter Requirements, describe the course(s) which contributed to attainment of the requirement. Describe how the course(s) contributed to your knowledge base and professional skills. When applicable, give examples of how you have applied the subject matter knowledge and skills in your professional work. You may also refer to artifacts which demonstrate your competency. Artifacts are things such as class projects, papers, exams, case studies – any product you created for one of your classes in the program. You are encouraged to comment on which classes you found particularly interesting or useful and why. Each subject matter analysis should be brief, a maximum of 2 pages.

6. **Analysis of Program Outcomes**
   For each of the 5 Program Outcomes, write a 5-8 page paper (reflection paper) describing how you think your coursework and experiences in the program has contributed to the development of your competency. Include references to specific courses as well as to specific artifacts. You are aiming to integrate your course and professional experiences in the program into a cohesive whole that explains your attainment of the outcome.

7. **Final paper**
   “Reflections on Myself, My Portfolio, and the School Guidance Counseling Program” The paper should include reflections regarding your personal and professional growth during the program, discussion of what the portfolio demonstrates about you and how it gives evidence of the growth you noted. It should note what aspects of the counseling program were particularly significant to your growth and development as a counselor. This paper should be submitted to your WSU practicum supervisor during your final term. Following a discussion of the paper and any revision, the paper will become part of your finished professional portfolio (minimum length 7-8 pages).

8. **Appendix**
   Include a copy of each artifact discussed in #5(b) and #6 above. The artifact should begin with a cover sheet that clearly states the title of the artifact, the course for which the artifact was created, the date the artifact was originally created, and a brief abstract (summary) of the artifact.

**Notes:**
- Each component should be typed using Times New Roman, 12-pt font, 1-inch margins, and double-spacing.
- All paper entries must be APA style.
- Because of the importance of individuality in portfolio preparation, and respecting a professor’s academic freedom to assign specific projects, specific types of entries for each standard are not mandated.
- Subject matter entries cannot overlap; i.e., an artifact cannot be counted for more than one subject matter requirement.

**How will the portfolio be reviewed?**
All graduate students maintain full responsibility for maintaining their portfolios. It is the candidate’s responsibility to make arrangements to meet with their advisor to review the portfolio progress. A formal defense of the portfolio may be required before completion of the program. Candidates will be recommended for graduation only after they have successfully submitted an acceptable portfolio and/or successfully defended their portfolio, as necessary.

**First Review:** At the end of the first semester of study in PSYC 0591/0592 Pre-practicum class.
**Second Review:** Mid-way in the student’s program of study (typical at the end of their 3rd semester).
**Final Review:** During the last 100 hours of Practicum.
Scoring Rubric

Level 5 Performance. There is clear, compelling, and consistent evidence of the candidate’s work to demonstrate attainment of a subject matter and outcomes. There is clear and convincing evidence of the candidate’s professional growth as demonstrated through the description of the entry, the analysis of its importance, and the candidate’s reflection on the activity. All components are tied together and show that the impact of the activity is relevant and worthwhile, and part of a significant and meaningful plan for promoting the professional growth of the candidate and the improvement of the school and/or knowledge and practice of the education professionals within the school.

Level 4 Performance. There is clear and consistent evidence of the candidate’s work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. There is clear and convincing evidence of the candidate’s professional growth as demonstrated through the description of the artifact, the analysis of the artifact’s import, and the candidate’s reflection on the impact of the activity as well as future implications. In any or all of these areas, a Level 4 performance may show imbalance or unevenness, but viewed as a whole, the piece provides clear evidence of the candidate’s professional growth and understanding of the standard.

Level 3 Performance. There is some evidence of the candidate’s work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. Evidence is present of the candidate’s professional growth as demonstrated through the description of the artifact, the analysis of its import, and the candidate’s reflection on the impact of the activity as well as its import for the future; however, such evidence may be less convincing, substantial, or significant. Analysis and/or reflection may be superficial and lack depth.

Level 2 Performance. There is limited evidence of the candidate’s work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. Evidence of professional growth is limited. Evidence sited through description and analysis may be weak or skeletal and/or reflection may be missing or unrelated to description and analysis.

Level 1 Performance. There is little or no evidence of the candidate’s work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. There is little or no evidence of the candidate’s professional growth. Description, analysis, and reflection may be unrelated to one another; may be so vague that they lack meaning; or one or more of these may be missing.

If you first and/or second portfolio submission(s) are found lacking, you will receive feedback and be given an opportunity to submit a revision. Failure to pass all parts of the portfolio at the time of the final submission will prevent you from graduating in the current semester, and may require that you enroll in Independent Study hours and follow a timeline for portfolio submission in the following semester.

Academic Dishonesty
Students will work independently on their portfolios. In the event that a portfolio is identical or highly similar to another student’s portfolio, a full investigation will be conducted and the Program Administrator and Graduate Dean notified. The consequence for committing plagiarism of another student’s work on the portfolio is removal from the program. In the event of candidates working together, rather than independently, and therefore submitting similar components, both candidates will be removed from the program.
PRE-PRACTICUM FIELD EXPERIENCES

Purpose of Pre-Practicum
The pre-practicum experiences represent a progressive set of requirements, connected with four (4) required courses that allow candidate’s the opportunity to:

- Observe the work of a school guidance counselor.
- Obtain a comprehensive understanding of the role of a school guidance counselor.
- Observe clinical services provided within the context of a school guidance system.
- Shadow the role of professional school counselor.
- Apply the theories, techniques, and procedures you are learning to students under close supervision.
- Actively explore issues related to diversity and multiculturalism as experienced by ethically and racial diverse students.
- Explore personal interests and develop career aspirations and goals.

Pre-Practicum Planning Process
Students are oriented to pre-practicum experiences and develop a pre-practicum plan during PSYC 0591/0592 Pre-practicum, taken upon entry into the program. When possible, the pre-practicum mentor/instructor will also be the student’s practicum instructor.

Designated Courses for Pre-Practicum
Each designated pre-practicum course shall require a minimum 15-hour requirement within a school guidance system. At least five (5) of these 15 hours must be completed in a diverse school (See Appendix D). A total of 60 (including 20 hrs in diverse settings) hours must be completed before the student enrolls in Practicum.

Courses
- PSYC 0522 Theories of Counseling
- PSYC 0601 Psychological Theories and Practices in Career Development
- PSYC 0610 Principles and Practices of Psychological Testing
- PSYC 0613 Principles and Practices of School Guidance Counseling

Tips for Selecting a Pre-Practicum or Practicum Site in School Guidance Counseling
Many factors will influence your selection of a site. Some student use their pre-practicum sites to gain experience in an elementary school, but then plan to do their practicum in a high school, or vice-versa. Others hope to have a highly positive experience during their pre-practicum, and continue at the same level for their practicum. The following guidelines may help you find the right site for you:

1. Consider the type of exposure and experience you would like to gain from your practicum (e.g., level of school, population, size of school, rural vs. urban vs. suburban, etc.).
2. Westfield State has experience placing students throughout the area. Ask your advisor for suggestions.
3. Type a resume detailing your relevant professional and academic experience. The WSC Career center can help you with this. You will need to prepare for this eventually anyway, so it doesn’t hurt to start early.
4. Call a School Guidance Counselor or the Director of School Guidance in a school that has been recommended to you. Schedule an appointment “to talk briefly about guidance counseling in their school and the possibility of placement.”
5. Make sure you bring the following to the interview: copy of your resume, the contract (Appendix E), the description of Westfield State University School Guidance Counseling Program, and a self-addressed, stamped envelope. If the interview leads you to believe that this would not be a good site for you, do not bring out these forms for signing. Thank the person for his/her time and let him/her know you are looking at several sites.
6. If the interview leads you to believe the site would be a good fit for you, give the potential supervisor the description of the requirements and the contract. Complete the contract together and then, if possible, bring
it together to the principal’s office. If the principal is not in or is busy, ask the potential supervisor to have the principal sign it. Make sure you arrange for a follow up, if the principal is unavailable.

7. **AS SOON AS YOU HAVE A SIGNED COPY OF YOUR CONTRACT** (with all required signatures), give a copy to the Westfield State University School Guidance Advisor, and mail a copy to the Guidance Counselor at the school.

Remember: Your interactions with school personnel have the potential to influence not only your professional future, but may also influence Westfield State’s future relationship with the school. Please, be prompt, dress and act professionally and be sure to thank everyone for his/her time.

**Pre-Practicum Evaluations**
Each cooperating practitioner, i.e. on-site supervisor, must complete a brief evaluation of the pre-practicum experience using the form provided in **Appendix F**. Return this form (one for each pre-practicum experience) to the Westfield State University School Guidance Counseling Advisor. Please also place a copy in your portfolio.

**PRACTICUM FIELD EXPERIENCE**

**Purpose of Practicum**
The practicum experience represents the culmination of your school guidance counseling training. During your practicum you will assume the role of professional school guidance counselor in training and will provide clinical services at an approved school. You will have the opportunity to test the academic course work and formal training received thus far and apply the theories, techniques, and procedures you have learned with students under close supervision.

**Practicum Planning Process**
It is important that students are matched to a practicum setting that is a good fit. In order to accomplish this, considerable planning must be completed by the student before the student begins their practicum.

The practicum experience must provide the student with opportunities to engage in school guidance counseling services, roles, and functions. In addition, students are expected to fulfill this requirement in a variety of settings, including a diverse school.

Once the practicum site has been located by the student, a Westfield State University representative will evaluate the appropriateness of the school and supervision prior to the student beginning the practicum experience.

What follows is a step-by-step process for students to follow in identifying and securing a practicum.

1. Complete **Practicum Eligibility Form** (**Appendix G**). Your completion of this form will assist in clarifying your needs and goals for the practicum. The accompanying materials to go with this form are: current academic transcript (non-official) and proof of Professional Liability Insurance Policy.
2. Complete the **Guidance & Mental health Practicum & Internship Form** (**Appendix H**) and return to DGCE office.
3. Meet with faculty advisor: Schedule a meeting with your faculty advisor to turn in your practicum eligibility form and discuss possible practicum sites. This meeting should occur one semester before you start your practicum.
4. Research and develop a list of potential practicum sites. It is the student’s responsibility to contact and secure a school practicum site. All sites must allow for either video or audio taping your work with students, or alternative arrangements to secure such evidence must be made.
5. Contact potential practicum sites. Once you have identified several practicum sites, it is recommended that you begin scheduling on-site appointments in the semester prior to your practicum.
6. Interview guidelines. Once an interview has been scheduled, a copy of necessary paperwork (#7) and a resume should be brought to your interview. Clarify that supervision will need to be provided by a licensed school guidance counselor with a minimum of three years of service in this role and/or with Professional License status.
7. Securing the practicum setting and experience. In order to secure your practicum site, please return the following information to your advisor: a) **Practicum Agreement Form** (**Appendix I**); b) **Licensure and Voucher Information Form** (**Appendix J**).
Practicum
Important: All students are required to register for PSYC 0691 or PSYC 0692 during their practicum. Class will convene at Westfield State University one evening per week during your experience. A total of 8 hours is devoted to this degree requirement. The optimal school placement will allow you to work in a school guidance department across two semesters (get a full-year’s experience). When this is the arrangement, students register for 4 credit hours in fall and 4 credit hours in spring. If you have arranged to complete your practicum experience in one semester, register for 8 credits in the semester you plan to start and finish your practicum experience.

You are responsible for the following during your practicum experience.
1. You will follow the ASCA Code of Ethics (Appendix K)
2. You will complete a weekly log (Appendix L).
3. You will participate in a Mid-Semester performance Evaluation (Appendix M).
4. You will complete an assessment of your experience at the conclusion of your practicum (Appendix N).
5. A final evaluation of your field experience will be completed by your site supervisor and discussed with you (Appendix M). The University supervisor should be present for this meeting. Be prepared to finish Appendix P-3 at this meeting.

You should also contact Barbara Lucas, the Westfield State University Credentialing and Placement Officer, in 226 Parenzo (572-8036) to ensure the adequate completion and submission of Appendices P-1, P-2 & P-3 which is required when you apply for certification.

POLICIES

Absence Due To Religious Beliefs (Chapter 151C, 2B)
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/her religious beliefs, to attend classes or to participate in any 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/she may have missed because of such absence on any particular day; provided, however, that such makeup 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 effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

Registration for Courses
Current and accurate information about courses and enrollment are available on the university web site: http://www.westfield.ma.edu/offices-services/graduate-continuing-education/
The schedule of courses is available in catalog form several weeks prior to the start of a semester. Special registration time is set aside for matriculated students. The catalog is mailed to students who have taken classes within the last three semesters. If you have not taken classes at Westfield within the last three semesters, you are welcome to call and be put on the mailing list. Once you begin to take classes, the catalog will arrive directly at your home address during the academic year.

The registration form is included in each semester’s course catalog book and is also available in the office and on our website. Payment is expected at time of registration. The Office accepts MasterCard, VISA, Discover, personal check, money order, or traveler's checks. Students are offered the opportunity to register through the mail within specified dates (paying with check or MasterCard, VISA, Discover). Accompanied by credit card information, and subject to availability of seats, faxed registrations will be honored, as well. Our fax number is 413/572-5227. You may also register by telephone during a specified time period with MasterCard/VISA only (see semester catalog for the telephone registration number and hours for this service). The dates for registration are available in each semester’s catalog and in each issue of the Student Handbook.

IT IS IMPERATIVE THAT STUDENTS REGISTER FOR EACH COURSE LISTED ON THEIR COHORT PLAN. ANY CHANGES MUST BE DISCUSSED WITH THE PROGRAM DIRECTOR.
Course Cancellations
Graduate courses are funded solely by student fees and tuition. Unfortunately, each semester there are courses in which enrollments are not sufficient to compensate faculty. These courses are canceled at the discretion of the Dean. To allow students time to enroll in other courses, decisions to cancel are made on the basis of the number of enrollments prior to the start of classes. Therefore, students are urged to register early in order to give an accurate assessment of the number of students who want to enroll in each course. Students affected by course cancellations will be notified by phone or mail. Students not wishing to enroll in an alternative course will receive a full refund as soon as it can be processed. Please note that matriculated students are given the opportunity to register early, prior to the registration of all other students. It is to your benefit, therefore, to be matriculated (formally accepted into a degree program) as soon as possible.

The cohort program is designed to minimize or negate course cancellations. However, should your course be cancelled you should consult with the Program Director about adjustments which can keep you on schedule for graduation.

Course Descriptions
Course descriptions can be found in the WSU Graduate Catalog. The most current Graduate Catalog is available online at: [http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/](http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/)

Should you need copies of course descriptions not found in the Graduate Catalog, you may send a written request or complete the transcript/course description request form, noting the specific course descriptions needed and dates the courses were taken, if applicable. Please allow five working days for processing.

Confidentiality of Student Records
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days’ notice.

The university, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) unless you specifically request in writing that your prior consent be obtained. A request made by students to suppress from public distribution the above mentioned information is to be made in writing annually to the Office of Graduate & Continuing Education not later than October 1 of each academic year.

Health Insurance Requirements
Chapter 15A of the Massachusetts General Laws mandates that every full or three-quarter time student in a public or private institution of higher education shall participate in a qualifying student health insurance program. You may waive this insurance coverage if you certify on the waiver form that you have comparable coverage.

Please be aware that effective with the Fall 2009 semester, all students enrolled in three-quarter time coursework (6.75 or more credits for Post-bac. and graduate) and who do not wish to purchase a health plan through the university, must provide proof of medical insurance coverage by posting this information via the web. We no longer accept this information on paper.

In order to avoid being assessed a state-mandated insurance charge you must waive the fee by entering your medical insurance information online at [www.universityhealthplans.com](http://www.universityhealthplans.com).

From the main screen, please do the following:
- Select Westfield State University
- Select the “Accident & Sickness Insurance Plan” option
- Then click on the “Waiver Form” link to continue the waiver process
Immunization Requirement
Massachusetts Law (Chapter 76-Section 15 C) requires that all full-time university students (9 graduate credits per semester) present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Tetanus/Diphtheria must be within 10 years; measles, mumps, rubella, initial immunization at the age of 12 months or older and after 1968, and the date must include month, day, and year to be valid. Full time students must present proof of at least one (of a series of three) Hepatitis B vaccination. As of September 2005, all students in degree granting programs attending post secondary schools that provide housing must document a Meningococcal Vaccine dose, or sign a waiver stating you understand the risks of the disease. If there is a question of immunization status according to the above information, please update your immunization. Please have the Immunization Form (available in the office or on the back of the Fall and Spring registration forms) completed by your physician and submitted to the Division of Graduate and Continuing Education before coming to register. In lieu of the immunization verification form, copies of medical records with dates may be submitted, documenting vaccination and/or immunity. If the immunization paperwork is not received within thirty (30) days of the start of classes, you will be dropped from all classes.

Student I.D. Card
All Westfield State University students should have a bar-coded Student I.D. card as I.D. cards are required to borrow materials from the library. The picture I.D. will cost $10.00 and will be used throughout your academic career at Westfield. For more information, please see the policies section at http://westfield.ma.edu/dgce.

Parking Privileges
Parking decals are required and are sold at the Public Safety Complex on Western Avenue. When visiting the Public Safety Complex, your vehicle registration must be presented with your application form before a decal can be purchased. Vehicles without parking decals will be ticketed. For more information, please see the policies section at westfield.ma.edu/dgce. Please call 413-572-5262 for more information or visit the Public Safety website at http://www.westfield.ma.edu/offices-services/public-safety/decals-parking/.

Physically Challenged and Mobility Challenged Students
Physically and mobility challenged students should contact the Division of Graduate and Continuing Education in advance of the term in order to receive assistance in avoiding or solving any problems they may have with regard to parking, entering buildings, reaching classrooms, or seating arrangements within classrooms. At the time of publication of this catalog, elevators and access renovations have not yet been completed for the floors above the first in Ely Hall. The first floor of Ely and the library stacks are accessible to wheelchair users.

Non-Discrimination & Affirmative Action Policy
Westfield State University, both as an employer and as an educational system, is committed to providing a learning, working and living environment for all its students, employees and other members of the College Community which values the diverse backgrounds of all people. The College is committed to assuring that the Westfield State experience is one which challenges, empowers, supports and prepares people to live in, work in, and value our increasingly global and diverse world. Westfield State is committed to a policy of affirmative action in its educational programs, activities and employment practices. These commitments are actively pursued in all aspects of both campus and community relationships.

The College maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or national origin. This policy incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; and the Civil Rights Act of 1968; the Civil Rights Act of 1991; Title IX of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Higher Education Coordinating Council, the Board of Trustees of Westfield State College, and other applicable local, state and federal statutes.
Policy Against Racism
The Massachusetts State Universities have established a policy of unequivocal prohibition of all forms of racism within the nine University communities. This policy prohibits racism, anti-Semitism and ethnic or cultural intolerance. The policy prescribes all conditions and all actions or omissions including all acts of verbal harassment or abuse, which deny or have the effect of denying to anyone his/her rights to equality, dignity and security on the basis of his/her race, color, ethnicity, culture or religion. The policy reaffirms the doctrine of civility, appreciation for cultural/racial pluralism and the pre-eminence of individual human dignity as preconditions to the achievement of an academic community which recognizes and utilizes the resources of all persons.

Whenever it has been properly determined that a racial incident has occurred, the University will take prompt and corrective action including appropriate disciplinary action. In determining whether the alleged conduct constitutes racism, the University will look at the entire record and the circumstances, such as the nature of the conduct and the context in which the alleged incident occurred and will make a decision on a case-by-case basis. The University is committed to promoting, to the greatest degree possible, an environment free from racism. Any member of the University community who believes that she/he has been a victim of racism may initiate the informal claim or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures.

Sexual Harassment Policy
Westfield State University does not tolerate sexual harassment. Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature that has the effect of interfering with student employment, academic or other status, of creating an intimidating, hostile or offensive environment. It is a form of sex discrimination that was made illegal by Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Any member of the University community who believes she/he has been a victim of sexual harassment may initiate informal or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures. Full text of the current Sexual Harassment Policy is available in the Graduate and Continuing Education Office, the Equal Employment Office, within the Student Handbook and on the University’s website http://www.westfield.ma.edu. Further information or advice may be obtained by contacting the Dean of the Division of Graduate and Continuing Education at 572-8035.

Smoking Law
State law prohibits smoking in public buildings. Smoking is not permitted in any campus building. Smoking is still allowed in some outdoor areas of the campus grounds. Receptacles have been set up around the campus.
Appendix A

GRADUATE PROGRAM OF STUDY
Master of Arts Psychology

The following procedures and policies must be followed before the Program of Study is considered acceptable toward the Master's Degree. This form must be typed or printed clearly.

1. The Program of Study form is designed with the assistance of an advisor after you are accepted into the Graduate Program. After the study plan is completed it must be signed by a) the advisor, b) the Department Chairperson, c) the Dean of Graduate Studies, and d) the student.

2. Any changes in the original program must have the approval of the advisor and confirmation of the action by the Department Chairperson and by the Dean of Graduate Studies.

3. The Program of Study is developed in adherence to the following policies:
   a. Students are expected to complete their degree requirements within seven (7) years from the date of the first course credited toward their degree, including transfer credits from other regionally accredited institutions. No credit will be given for a course older than 7 years at time of graduation.
   b. No more than six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master's Degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor.
   c. No more than nine (9) semester hour credits taken at Westfield State University prior to matriculation may be applied toward the degree. Once (6) semester hours have been earned, a Pending Application Waiver must be submitted and approved prior to registering for (3) additional credits. All such credits must be appropriate to your Program of Study and must be approved by your advisor.
   d. A program of study is designed in consultation with an advisor in accordance with the requirements for a degree in a specific concentration. The advisor is not responsible for his/her advisee's meeting Graduate Division regulations and deadlines. You are personally responsible for knowing and following all University rules and regulations.

4. Academic Integrity
   Students in the graduate program are expected to have a high standard of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. (see p. 12 Graduate Catalog).

5. Dispositional Assessment
   Candidates will be subject to an ongoing dispositional assessment as described in the Graduate Catalog.

NAME________________________________________________ DATE_______________________
ADDRESS______________________________________ TELEPHONE________________________
(Home)________________________________________________________________________
(City) (ST) (Zip) (Business)____________________________________________________________________
TITLE OF DEGREE____M.A. Psychology________
AREA OF CONCENTRATION____School Guidance Counseling
DEPARTMENT____Psychology__________ADVISOR_______Maria Letasz________

*******************************************************************************
I understand that I must complete all program requirements within seven years.
Student's Signature______________________________________ Date________
Advisor's Signature______________________________________ Date________
Department Chairperson's Signature__________________________ Date________
Graduate Assoc. V.P.'s Signature______________________________ Date________
### Required Courses (40 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th># of Sem. Hrs.</th>
<th>Yr.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0591</td>
<td>Pre-Practicum/Guidance PreK-8 (1)</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 0592</td>
<td>Pre-Practicum/Guidance 5-12 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 0522</td>
<td>Theories of Counseling** (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 0523</td>
<td>Counseling Basics (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0601</td>
<td>Psychological Theories &amp; Practice in Career Development** (3)</td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0605</td>
<td>Psychopathology: Diag. &amp; Treatment of Children &amp; Adolescents (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0610</td>
<td>Principles and Practice of Psychology Testing** (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0613</td>
<td>Principles and Practice of School Guidance** (3)</td>
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<tr>
<td>PSYC 0621</td>
<td>Basic and Applied Research (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 0620</td>
<td>Dynamics of Group Counseling (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0623</td>
<td>Advanced Counseling (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 0630</td>
<td>Advanced Developmental Psychology (3)</td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0635</td>
<td>Crisis Intervention in Schools &amp; Communities (3)</td>
<td></td>
<td></td>
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<tr>
<td>PSYC 0645</td>
<td>Counseling Diverse Populations (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PSYC 0655</td>
<td>Special Topics in School Guidance Counseling (3)</td>
<td></td>
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</tr>
</tbody>
</table>

### Practicum Requirements (8 credits – 450 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th># of Sem. Hrs.</th>
<th>Yr.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0691</td>
<td>Practicum in School Counseling I/Guidance PreK-8 (4-12 credits)</td>
<td></td>
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<td>OR</td>
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<tr>
<td>PSYC 0692</td>
<td>Practicum in School Counseling I/Guidance 5-12 (4-12 credits)</td>
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</tbody>
</table>

**Pre-Practicum Hours for Licensure are included in the following courses: (60 total hours)**

- PSYC 0522 Theories of Counseling (**15 hours, including 5hs in diverse settings**)
- PSCY 0601 Psychological Theories and Practices in Career Development (**15 hours, including 5hs in diverse settings**)
- PSYC 0610 Principles and Practices of Psychological Testing (**15 hours, including 5hs in diverse settings**)
- PSYC 0613 Principles and Practices of Psychological Testing (**15 hours, including 5hs in diverse settings**)

A Professional Portfolio is passed.

Courses Accepted in Transfer must be taken before matriculation with a grade of B or better (official transcripts and course descriptions are required)

<table>
<thead>
<tr>
<th>Title and Course #</th>
<th>Institution</th>
<th># of Sem. Hrs.</th>
<th>Yr.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and Course #</td>
<td>Institution</td>
<td># of Sem. Hrs.</td>
<td>Yr.</td>
<td>Grade</td>
</tr>
<tr>
<td>Title and Course #</td>
<td>Institution</td>
<td># of Sem. Hrs.</td>
<td>Yr.</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### CHANGE IN PROGRAM

<table>
<thead>
<tr>
<th>Original Course # and Title</th>
<th>New Course # and Title</th>
<th>Approved by</th>
<th>Date</th>
</tr>
</thead>
</table>

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24
Appendix B: Academic Honesty Policy

Academic Honesty Policy

PURPOSE

The purpose of the Academic Honesty Policy is to provide a clear statement of expectations on academic integrity and a fair process to handle alleged violations.

POLICY

1. Underlying Principles

A. Academic honesty, a necessary foundation of a learning community, is expected of all members of the university community. Academic freedom depends on honesty and integrity. The university makes academic integrity a priority and the administration must provide support services to address issues of academic honesty.

B. Maintaining the standards of academic honesty requires the mutual cooperation of all members of the campus community. Both students and faculty/librarians are called upon to promote the pursuit of truth and learning, and respect for the intellectual accomplishment of others. Students are responsible for understanding the principles of academic integrity and for the academic integrity of all work submitted for credit. All members of the academic community also are expected to report incidents of academic dishonesty to the faculty member teaching the course or the department chair. In addition to the entire community’s responsibility, faculty will promote academic integrity through clear expectations on syllabi for homework, collaborative assignments, research papers, exams, use of the internet, and so on. If any member of the academic community finds evidence of academic dishonesty, she/he is expected to report it promptly (see process and deadlines below).

C. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties, including reduced grade, failure of the course, and suspension or dismissal from the university.

D. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.

E. Once a student has been charged with a violation of this policy, the student’s status will continue until the conclusion of Academic Honesty proceedings, but no degree will be awarded until the matter is resolved. Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.

F. Parties involved in this process, including the student, faculty member, department chair, appropriate dean, vice president for academic affairs, and the academic honesty committee shall maintain strict confidentiality during and after this process.

2. Violations

A. Cheating on Examinations

- Violations of academic honesty with regard to examinations consist of the following:
  - Receiving assistance or assisting others while the examination is in progress.
  - Obtaining or attempting to obtain prior to an examination, copies of the examination or the questions to appear on the examination.
  - Disseminating any written or verbal information regarding the contents of an examination to students who have not yet completed or taken the examination.
  - Using or consulting any unauthorized information, such as notes or books, during an examination.
B. Plagiarism

Plagiarism is the act of presenting the intellectual work of others (works, ideas, artwork, computer programming code, etc.) as if it were one’s own work. Some common forms of plagiarism are submitting someone else’s paper as one’s own, copying a passage from another source without citing the source, and expressing a published idea of theory in different words without crediting the source of the idea. Plagiarism constitutes intellectual dishonesty and a theft of intellectual property. Plagiarism is the most serious charge in academia, for it undermines the integrity of academic inquiry and scholarship. All scholars — faculty, librarians, and students alike — are to be held to the same standards. Issues of plagiarism may be subtle; therefore, students are encouraged to discuss any questions they have with the faculty member teaching the course and other support services on campus.

C. Fabrication

A student may not fabricate – that is, falsify or invent – information or citation in an academic assignment. This includes information used in laboratory experiments or reports, and reproduction of a quote from a book review or other secondary source while indicating that the quotation was obtained from the book itself.

D. Multiple Submissions of a Single Paper

A student may not submit the same paper, presentation, or other work for credit in more than one course without prior written consent from the instructors of the courses involved.

E. Interference with Use of Materials

A student may not interfere with the ability of other students to make use of permitted course materials. This includes denying others access to scholarly resources or deliberately interfering with the progress of another student or scholar such as by giving false or misleading information, making library materials unavailable by stealing or defacing books or journals, deliberately misplacing or destroying reserve materials, or altering computer files that belong to another.

F. Facilitating Academic Dishonesty

A student may not knowingly or negligently allow their work to be used by another student or otherwise help others violate any aspect of the Academic Honesty Policy. Students who help others in this way are guilty of academic dishonesty even if they do not personally benefit from the dishonest act.

G. Improper use of Human and Animal Subjects

Research involving human beings requires review and approval of the Institutional Review Board (IRB) for the Protection of Human Subjects. Such research requires informed written consent. Students and faculty engaged in research involving animals requires review and approval by the Institutional Animal Care and Use Committee (IACUC).

H. Failure to Report Academic Dishonesty

Failing to report incidents of academic dishonesty to the faculty member teaching the course or the department chair is an example of academic dishonesty and is liable to the same sanctions.

3. Recommended syllabus text

It is recommended that instructors discuss academic honesty on the first day of class, and that they include the following text in their syllabus:

Academic honesty is expected of all members of the academic community. Academic dishonesty includes cheating on examinations, plagiarism, fabrication, multiple submissions of a single paper, interference with use of materials, facilitating academic dishonesty, improper use of human and animal subjects, and failure to report incidents of
academic dishonesty. Violations may result in failure of the assignment, failure of the course, or suspension or dismissal from the university.

4. Establishment and Role of the Academic Honesty Committee

A. The Academic Honesty Committee (AHC) will be comprised of four (4) faculty members/librarians and one (1) student member. Faculty members/librarians shall be selected or appointed by the MSCA. It is recommended that no more than one faculty member/librarian from a department serve on the AHC. The student member will be selected by SGA.

B. The AHC is charged with evaluating evidence, determining responsibility, considering mitigating circumstances, and deciding sanctions. All evidence and deliberations before the AHC are confidential.

5. Process for Charges of Academic Dishonesty

- Faculty members are encouraged to seek an informal resolution of the violation with the student within fifteen (15) business days from the discovery of the violation.
- The faculty member will notify the student of the alleged violation within five (5) business days of the discovery and offer the student a reasonable opportunity to discuss the issue before taking any action. This notification may be by campus mail or email. The notification should include documentation of the date of discovery and set a deadline for the student to meet with the faculty member. This deadline should be no fewer than five (5) and no more than ten (10) business days from the notification. Either the student or the faculty member may invite the department chair to attend the meeting, but neither is required to do so.
- Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.
- If the faculty member and the student agree during their discussions that the violation does not rise to the level of a formal charge of Academic Dishonesty, the matter is ended in an informal resolution. Such a resolution could include repeating the assignment, completing additional work, a grade penalty for the assignment or the course, or some other settlement.
- If the faculty member and the student agree that academic dishonesty did occur, the student will sign the form included at the end of this policy that admits the violation of the policy. The form will be filed with the Dean who will maintain all such records.
- If the student and faculty member cannot agree, the faculty member must file a formal charge of academic dishonesty with the Dean within fifteen (15) business days from the date the student and faculty member reached an impasse, which sets in motion the hearing process. The faculty member may not issue sanctions (see Sanctions below) without admission of a violation by the student or the resolution of formal charges. Included in the charges will be a letter of explanation and all case materials that document or led to the charges.
- The Dean will schedule a hearing to take place within fifteen (15) business days of the formal filing of the charge. If the charge occurs with fewer than twenty-one (21) calendar days remaining before the final day of classes in the academic semester, the case may be carried over to the next semester. No hearings will be held between June 1 and August 31, or between the Fall and Spring semesters. At any point in the process the student may admit the violation as charged, or the faculty member may withdraw the charges.
- The student charged will receive notification from the Dean of the date, time and place of the hearing; the source and nature of the charge; a list of the Academic Honesty Committee members; and the possible sanctions. Evidence to be submitted at the hearing by the faculty member bringing the charge must be available at least five (5) business days prior to the hearing for review by the student in the Office of Academic Affairs.
- At the hearing, at least four (4) members of the committee, including the student member, must be present to establish a quorum. The hearing will be a closed meeting, and may be attended by the hearing committee, the faculty member, the student charged, and the Dean. The student and faculty member may each be accompanied by one (1) person; said person(s) may not be present as formal legal representation or participate in the process in any way. If the student charged or the faculty member making the charge chooses not to participate, the hearing will proceed as scheduled.
- The Dean will convene the hearing. The charge will be presented, along with relevant evidence and witnesses. The student has an opportunity to respond to the charge and present evidence, in which case, the faculty member making the charge and the hearing committee may question the student at the conclusion of
his or her presentation. The hearing will conclude with closing statements by the faculty member bringing the charge and then by the student charged.

- Immediately following the hearing, the AHC will meet privately to deliberate and to determine the outcome by a majority vote through secret ballot. Committee members may not abstain from voting. Once the finding is reached, the AHC will then decide the sanction appropriate to the case. The Dean will mail written notification of the decision and any sanction within five (5) business days to the student and the faculty member involved. The finding of the Committee with regard to the question of academic honesty is final.
- Appeals may be based only on procedural error or sanction imposed, and they must be filed within five (5) business days of the notification of the decision. The appeal must be in writing and submitted to the Vice President for Academic Affairs for adjudication.

6. Sanctions

Recommended minimum sanctions after an admission or finding of academic dishonesty follow. Committee members are urged to take into account the seriousness of the offense and to seek the recommendation of the faculty member making the charge.

1. First Offense: failure of the course or suspension from the university.
2. Second Offense: suspension or dismissal from the university.

If a student receives a grade sanction for the course because of an admission or finding of academic dishonesty, he or she may repeat that course but the grade substitution policy will not apply. The grade submitted for the course in question will continue to be counted in the student’s cumulative grade point average.

No sanctions will be imposed until all aspects of the case are concluded.

7. Official Records

The Office of Academic Affairs will maintain official records of disciplinary action. Records will not be released to individuals outside the university except by the written authorization of the student involved or under the conditions specified in the Family Educational Rights and Privacy Act (FERPA). Access to the official records of disciplinary action must be authorized by the Vice President of Academic Affairs, or the Dean of Undergraduate Studies or Graduate and Continuing Education.

REVIEW

This policy will be reviewed bi-annually by the Vice President of Academic Affairs.
Appendix C

Counselor Trainee Dispositional Assessment and Behavior Policy

The M.A. Psychology candidate is expected to exhibit integrity, honesty, responsibility, and appropriate professional boundaries. It is expected that the candidate will adhere to professional and ethical guidelines. Development of professionalism is the candidate’s responsibility. It is the responsibility of the Graduate Committee in Psychology to monitor and assess this development.

Each academic semester (Fall / Spring) course instructors and supervisors will be asked to complete a Dispositional Assessment (Appendix C-2) of all counselor trainees. Dispositional Assessments are forwarded to the student’s faculty advisor for review and placement in the student’s permanent file.

Dispositional Assessment

Candidates will be subject to an ongoing dispositional assessment coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement, or graduate with an M.A. Psychology degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

If a faculty member / site supervisor observes that Guideline(s) (Appendix C-1) are being violated, it is the responsibility of the faculty member / site supervisor to informally offer feedback to the candidate that allows the candidate opportunity to resolve the matter without the involvement of the program coordinator and Graduate Committee in Psychology.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate’s assessment displays “0” or “-1” scores, the Graduate Committee in Psychology may remove them from a Field Placement.

Candidate Exhibits Extreme Dispositional Behaviors

Whenever a candidate scores a negative one (-1) in any assessment category or where a candidate exhibits extreme behavior that has the potential to negatively impact or jeopardize the classroom, client, or field site, the candidate will be subject to immediate review and removal from the classroom, counseling task, or Field Placement in addition to other action. Such behaviors include, but are not limited to the following:

- Disruption in the classroom through negative or demeaning remarks or gestures, profanity, hostility, or insensitive remarks based on race, gender, or other group classifications.
- Unethical, immoral, or illegal behavior.
- Inappropriate deportment such as inebriation, substance use, sexual harassment, verbal, written or physical threats or abuse of colleagues, supervisors or students.
- Hostile, out-of-control, or emotionally erratic behavior.
- Antagonism toward others or blatant disregard for either program administration/supervision or field placement administration/supervision.

If a candidate fails to maintain a satisfactory assessment or exhibits behavior which is observed by or reported to a faculty advisor or faculty supervisor, the candidate will be afforded the opportunity to meet with the faculty advisor and/or supervisor for the purpose of reviewing the behavioral/dispositional assessment concerns. A remedial plan may be put in place by the faculty supervisor and cooperating practitioner with specific timetables for improvements in the behavior.

If the faculty advisor or supervisor determines that the behavior needs further review, the faculty advisor or supervisor may forward the complaint to the Graduate Committee in Psychology who will meet to review the matter with the candidate and make decisions relative to the candidate’s continued matriculation in the M.A. psychology program.
Process for Handling Concerns

Stage 1

A. If / when a faculty member or site supervisor determines that there is a concern about a particular student’s professional behavior, she / he will first determine specifically which of the Guidelines for Professional Behavior (Appendix A) are in question.

B. This observation / feedback will be offered to the student informally (e.g., as comments on a paper being returned, in a phone call to the student, or in a face-to-face discussion with the student) with particular focus on suggestions for resolving the situation and a time frame in which to do this. The faculty member will also advise the student whether academic credit may be withheld for that semester (based on whether the requirements for the course can be or have been completed).

C. The faculty member must “log” this interaction (Appendix C-3), in detail, and should keep this information in his / her possession. The observation and feedback of the faculty member or site supervisor remains a private matter between the student and faculty member / site supervisor unless it remains unresolved.

Stage 2

A. If the situation is not resolved to the satisfaction of both the instructor / supervisor and student the faculty member will provide written notice (Appendix C) to the student that will include the following information:

- summary of the situation that raised the issue
- specific mention of the Guideline(s) at issue
- specific actions needed to remediate / resolve the issue
- a time frame for completing these actions

B. The faculty member is urged to present the student with this written notice (and offer the student the opportunity, again, to resolve the situation described above) prior to notifying the Dean or other relevant people involved with the student.

C. If, however, the student does not resolve the situation satisfactorily, the faculty member should then send a copy of this notice to the student, the student’s Advisor, the Coordinator of the specific program reflected, the Dean, and the Graduate Committee in Psychology.

D. If the situation is not resolved after this step has been taken, the faculty member will submit a written request for a hearing (Appendix C-4) by the Graduate Committee in Psychology.

Stage 3 - Hearing

The situation is referred to the Graduate Committee in Psychology for further action when the faculty member submits a written request for a hearing.

NOTE: Certain behaviors may bring the immediate attention of the Graduate Committee in Psychology as well as possible immediate disenrollment, suspension, or other disciplinary action. Such actions of misconduct may include (but are not limited to):

- sexual misconduct
- violation of confidentiality
- threats or assault of any kind against a client, co-worker, classmate, instructor, supervisor, or supervisee
- claims of qualifications / expertise exceeding those possessed
- providing services beyond actual training / experience
- meeting the counselor’s needs at the expense of the client
- engaging in actions construed as sexual harassment
- violation of the individual’s rights and personal dignity

The Graduate Committee in Psychology will hear a case once the faculty member has submitted written documentation that describes the situation. A minimum of three (3) disinterested members on the Graduate Committee in Psychology and the Department Chair must be present for a hearing and decision process to take place.
Once a situation has been brought to the attention of the Graduate Committee in Psychology, no more than 2 weeks will lapse before the Graduate Committee in Psychology hears the case and offers its recommendations for further action to be taken.

Those present at the hearing, itself, will include:
- the Graduate Committee in Psychology members
- the faculty members, staff, or supervisors raising the concern / situation
- the student
- the student’s advocate (at student’s discretion)
- the Department Chair

Written minutes of the hearing will be taken by an appointed secretary and will be reviewed / edited by the Graduate Committee in Psychology.

Once the written documentation already submitted has been reviewed by the Graduate Committee in Psychology, both the student and the faculty raising the concern will be invited to verbally offer their points of view (length of time to be determined). The Graduate Committee in Psychology will ask for clarification of any points needed while everyone is present. The Graduate Committee in Psychology will then meet in executive session to discuss the case. The findings of the hearing will be documented (Appendix C-5).

The Graduate Committee in Psychology will make specific recommendations to the parties involved and the Dean for approval and action. In the event the Dean does not agree to follow the recommendations of the Graduate Committee in Psychology, she/he will document this in writing.

**Findings of the Graduate Committee in Psychology**

The decisions and recommendations made by the Graduate Committee in Psychology will reflect the values of Westfield State College, as well as the ethical practice standards of the counseling professions represented in the Department. As a result, the Graduate Committee in Psychology may recommend that a student or College take any of the following steps to resolve a situation:
- be expelled from the program
- be suspended from the program with an opportunity to reapply
- take a Leave of absence from the program to take corrective action
- be put on probation while the situation is being addressed
- be removed from a class
- be removed from the Field Placement
- adapt her/his program by adding or repeating a particular course or practicum
- increase or change the supervision required
- engage in personal counseling

**Student Rights**

The student may invite a guest to the hearing to function as a support person. If the student chooses to have this person attend the hearing in the role of advocate, the person should be familiar with the codes of ethics in the profession represented. The student, might, for example, invite an attorney, another instructor in the field of counseling, his/her personal counselor or therapist, or a site supervisor. Appropriate administrators of the College are invited to attend all Graduate Committee in Psychology hearings as an advocate for due process.

The student has the right to appeal.

**Appeal**

The candidate may appeal any hearing decision to the Dean of Graduate and Continuing Education via a written statement (Appendix C-6). This statement shall be submitted within two (2) weeks of the hearing date. The Dean of Graduate and Continuing Education will act as the final appeal in all matters.

**Policy Review and Interpretation**

This policy will be reviewed annually by the Dean of Graduate and Continuing Education. Any questions regarding the interpretation of this policy shall be directed to the Dean of Graduate and Continuing Education for final interpretation and determination.
Appendix C-1: Guidelines for Students’ Professional Behavior

The following guidelines apply to each student’s academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Westfield State University and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The Psychology Department recognizes that “professional behavior” is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.

2. A sustained awareness of one’s effectiveness and functioning in clinical and academic settings, as well as an awareness of the use-of-self and one’s personal and professional impact on others.

3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors and staff.

4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one’s self and others.

5. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).

6. A demonstration and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.

7. A receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.

8. Demonstration of the capacity and willingness to evaluate one’s self and others honestly, fairly, sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).

9. An ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other settings).

10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling.

11. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of mental health counseling and/or guidance counseling.

12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.

13. Not repeating any behavior perceived as “misconduct” after being informed of this perception.

14. Full cooperation and compliance with the Graduate Committee in Psychology and its process.
Appendix C-2

WSU Assessment of Professional Skills & Disposition for Counselor Trainees

Student _______________________________________  Semester/Year _________________
Faculty _______________________________________  Course Number ________________

Part I:
1. No significant issues were observed this semester _________________________________ (faculty signature). When no significant issues were noted, no further information is required (stop here and turn into program advisor).

2. Problematic issues were noted this semester _________________________________ (faculty signature).

When problematic issues are noted, place complete all of the following items in Part II and submit to program advisor.

Part II.

Rating Scale
3 - Student meets criteria consistently.
2 - Student attempts implementation but still needs support and direction.
1 - Student understands disposition but still has not had the opportunity to apply it.
0 - Student does not understand disposition or does not meet criteria for program level.
-1 - Student behavior and attitude are contrary to the disposition.
N - No Opportunity to observe.

ATTENDANCE, MAINTENANCE OF CLINICAL RECORDS, APPEARANCE

_____Demonstrates responsibility and reliability in keeping appointments

_____Personal appearance is professional. The student presents self in a professional manner.

_____Demonstrates appropriate professional record-keeping

PARTICIPATION IN ACADEMIC/CLASSROOM INSTRUCTION (includes courses, practicum and field experience)

_____Demonstrates an understanding of counseling theory

_____Can apply counseling theory to a case

_____Brings specific questions and concerns directly to the appropriate individual, supervisor, advisor, or classroom instructor.

_____Shows commitment to the classroom environment

_____Written work is original work of the student

_____Student appropriately gives credit for ideas which are not original

_____Student demonstrates respect for other students and the classroom instructor.
PERSONAL GROWTH AND SUPERVISION

_____ Is open to receiving feedback in supervision

_____ Strives to implement feedback in personal growth as a counselor

_____ Is prepared for supervision (e.g., has thought through the case, has general idea of where she/he is “stuck”, has engaged in self-examination)

_____ Is resourceful, shows initiative, asks questions, and solicits suggestions/feedback from colleagues and supervisors and adjusts performance accordingly

_____ Develops a focused, clear, and professional development plan that incorporates a commitment to continuing scholarship

CLINICAL SKILLS

_____ Demonstrates skill in establishing a therapist-client relationship

_____ Can develop a treatment plan

_____ Is able to responsibly manage a case load

_____ Demonstrates appropriate listening skills

ETHICAL CONDUCT AND PROFESSIONALISM

_____ Protects client confidentiality

_____ Behavior is in accord with the ASCA Code of Ethics; Ethical dilemmas are resolved with careful, rational problem-solving approach and the use of consultation

_____ Offers feedback to others in a way that is supportive and constructive

KNOWLEDGE OF AND APPLICATION OF COUNSELING FOR DIVERSE POPULATIONS

_____ Respects diversity among colleagues and clients

_____ Respects alternative styles and opinions

Any reservation about this candidate?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix C-3

Faculty “Log” Entry about a Student’s Behavior

Student: ___________________________  Program: MHC GUID ABA

Advisor: ___________________________

Context in Which Observations Were Made (where, when, and in what role?):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Observations / Description of Relevant Behaviors:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Steps Taken to Address this Issue with the Student:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Student’s Progress in Resolving this Situation:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Recommendations:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Time Frame for Resolution:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

faculty signature  date  Copy to Student: _______  ____by mail

[Note: ONLY forward when informal feedback has not resulted in resolve of the faculty member’s concern]

CC:  ___Program Coordinator/Advisor  ___Dean  ___Other (specify) ________________________
Appendix C-4

Faculty Request for Hearing by Graduate Committee in Psychology

Student: ______________________________ Date submitted: ____________

Advisor: ______________________________ Program: MHC GUID ABA

Faculty Member Initiating Request: _______________________

Date When Situation was First Observed: __________________

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Date and Format When Student was First Contacted about this Situation (please attach copies of any written communication with student about this situation):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Steps Taken to remediate the Situation:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Other Relevant Information:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

faculty signature date Copy to Student: ______ by mail _____ in person

CC: __ Program Coordinator/Advisor
     __ Dean
     __ Other (specify) ______________________
Appendix C-5

Documentation of the Hearing by the Graduate Committee in Psychology

Student: ___________________________ Date of Hearing: ____________

Advisor: ___________________________ Program: MHC GUID ABA

Faculty Member Initiating Hearing: _______________________

Date Student Started Program: ________________ Number of Hours Completed: __________

Summary of Situation:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Major Points of Discussion at Hearing:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Recommendations of the Graduate Committee in Psychology:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Basis for Recommendations:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Present at Hearing:

Graduate Committee in Psychology Members:
__________________________ Student: ________________________________
__________________________ Student’s guests: ________________________
__________________________ ________________________________
__________________________ Faculty/Supervisor: _____________________

Summary of Situation:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Major Points of Discussion at Hearing:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Recommendations of the Graduate Committee in Psychology:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Basis for Recommendations:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Date submitted to Dean: ________________ Copies sent to: _____ Student
__________________________ Program Director/Advisor
__________________________ Faculty Member
__________________________ Other (specify) ___________
Appendix C-6

Student’s Appeal to the Recommendation Made by the Graduate Committee in Psychology

Student: __________________________ Date of Hearing: __________

Date of Appeal: __________

Recommendations Made by the Graduate Committee in Psychology:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Student’s Reason for Appeal:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Student’s Proposed Resolution to Situation:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Student’s Rationale for Proposal:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

____________________________  ______________
Student Signature   Date

Submit copies of this appeal to the Dean of Graduate and Continuing Education and the Program Director/Advisor of your graduate program

Date submitted to Dean:  
Date submitted to Program Director/Advisor:  ________
Appendix D

Diverse School Setting Policy

Definition of a Diverse Experience
A diverse experience is defined as a school whose demographic profile includes a range of income levels and a mix of gender. In addition to this profile base, a diverse school setting also includes at least one of the following criteria (with specified categories detailed below): a specified percentage of students of color (African American, Asian, Latino, Native American, Native Hawaiian, Pacific Islander, Biracial/Multiracial); a specified percentage of first language not English or limited English proficient learners; or a specified percentage of low-income students. The categories selected are used by the Massachusetts Department of Education for its demographics.

Note: Westfield State University's definition was determined by close examination of Massachusetts state demographics of diversity across schools, districts, and the surrounding communities.

Categories
Schools or classrooms identified as meeting the diversity experience were selected based on the following criteria:

- Category I: Schools with 40% or more students of color
- Category II: Schools which meet at least two of the three following descriptors: minimum of 30% students of color, minimum of 30% first language not English, minimum of 25% students with limited English proficiency, minimum of 40% low income
- Category III: Special Arrangement: Approval may be granted for schools or classrooms that represent diversity differently from Categories I-II. In such instances, students may be expected to provide either a letter from the school documenting the diversity of particular classrooms or changing circumstances in the school, or a printed copy of the school profile from the Massachusetts Department of Education site.

Schools that meet the requirements of a diverse experience for middle and secondary placements (this is not an all-encompassing list of area schools meeting the diversity requirement):

Springfield: Chestnut Middle School, Forest Park Middle School, John Duggan Middle School, John Kennedy Middle School, Marcus Kiley Middle, STEM Middle Academy, Van Sickle Middle School; Central High School, High School of Commerce, High School of Science and Technology, Putnam Vocational High School, The Springfield Renaissance School, Springfield Academy of Excellence

Holyoke: Clayre Sullivan, Peck, E.N. White, Maurice Donahue, Morgan, Kelly, Elmer J. McMahon; Holyoke High School, William Dean Technical and Vocational High School

Chicopee: Bellamy Middle School; Chicopee Academy, Chicopee High School
Appendix E

Westfield State University
School Guidance Counseling Pre-Practicum Contract

The pre-practicum offers students enrolled in the School Guidance Counseling program at Westfield State University an opportunity to gain first-hand knowledge of school guidance counseling. Ideally, students will be exposed to a variety of school guidance counseling activities and will be able to assist the School Guidance Counseling Department in a meaningful way, as appropriate. The pre-practicum requirements for this course consist of 15 on-site hours working with a school counselor in a school environment, including 5 hours within a diverse school setting, plus attendance in an identified pre-practicum course at Westfield State University. A total of 60 on-site practicum hours working in schools (including 20 hours in diverse schools) is required for graduation. Students are encouraged to work in their pre-practicum sites to begin making connections between classroom learning and school practice.

I, ___________________________, understand that __________________________ will allow
(Student Name)     (Cooperating School)
me to participate in a pre-practicum experience beginning on ________________ and ending on
______________.

I will do my best to be helpful to my site supervisor and the school in which I am performing the pre-practicum. I know I will be evaluated at the end of the pre-practicum by the site supervisor. I am aware that the site supervisor and the Westfield State University supervisor may communicate with each other, if needed.

__________________________________
(Pre-Practicum Student Signature and Date)

In signing this contract, we are agreeing to the above conditions, and expressing our expectation that this experience will be productive and positive for all.

__________________________________  __________________________________
(Site Supervisor Signature and Date)   (School Principal Signature and Date)
Appendix F

School Guidance Counseling Pre-Practicum Site Evaluation Form

________________________  _______________________  _________________
Student’s Name    Date of Completion   Hours Completed

________________________________________ ________________________________
Participating School & Grade Level   Cooperating Practitioner’s Signature

This form is to be filled out by the Cooperating Practitioner and sent to the pre-Practicum Instructor. It is designed to allow the onsite practitioner an evaluation of the abilities of the student as a school guidance counselor, for the purpose of support and follow-up.

Please rate the student with the following indicators:

1 = Seldom    2 = Sometimes    3 = Often    4 = Always    NA = Not Applicable

*Student was eager to learn
*Student explored many aspects of the guidance department
*Student arrived on time and prepared to work
*Student asked appropriate questions
*Student observed rules of confidentiality
*Student was professional at all times
*Student sought to understand the roles of other school support staff
*Student met with other school counselors in the department
*Student sought to meet with administrators
*Student made an effort to grasp the concepts presented
*Student accessed personnel appropriately
*Student sought information about computer guidance programs
*Student explored career information
*Student sought information on personal/social issues in counseling
*Student showed appropriate initiative
*Student demonstrated an ability to work with diverse students
*Student demonstrated appropriate interpersonal skills
*Student came to work looking professional
*Student is welcome here in another capacity at any time

We welcome any additional comments (Please feel free to use the other side or attach).
Appendix G

School Guidance Counseling Practicum Eligibility Form

Name: ________________________________
Address: ______________________________
Phone: _________________________________
Email: _________________________________

Semester(s) when practicum will take place: ____________
Date of expected graduation: _________________

List all of the courses in which you are currently enrolled:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

[Please ATTACH a non-official transcript of previous courses completed and proof of Professional Liability Insurance coverage]

Practicum setting preference: Rate your preference (1st, 2nd, 3rd)
_____ Elementary school _____ Middle school _____ High school

Explanation of preferred practicum settings. Please include a discussion of how your proposed practicum experience will allow you to apply counseling skills.
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Student signature __________________ Date __________

With the completion of courses listed above, the student is eligible for Practicum.

Advisor signature __________________ Date __________
Appendix H

Psychology: School Guidance Practicum & Mental Health Internship Form

| NAME ______________________________ | SSN or CWID ____________________ |
| (Last) | Please Print (First) |
| ADDRESS _____________________________________________________________________________________ |
| TELEPHONE NUMBERS: Business __________ Home __________ |

1) Pre-Practicum requirements completed? (School Guidance Only) Yes:___________ No:___________

2) Field Placement: ______________________________ Placement Supervisor print): ____________________________

3) □ ATTACH copy of Practicum Eligibility Form you completed with your advisor.

4) Year: ___________ Semester: ___________

5) Course Number, Circle one number and enter credit total:

*PSYC 0690 Internship (Mental Health Counseling, 3-6 credits) Number of credits: _____

*PSYC 0691 Practicum in School Guidance Counseling I (PreK-8, 4-12 credits) Number of credits: _____

*PSYC 0692 Practicum in School Guidance Counseling I (5-12, 4-12 credits) Number of credits: _____

*The practicum fee does not apply to PSYC 0690 Mental Health. The practicum fee does apply to PSYC 0691/0692 School Guidance. The practicum fee is due only once per class. At the discretion of the student’s supervisor, the student will register for all credits in the same semester, paying the $100 at that time OR the student will register twice, once each semester, for half the total credits paying the $100 when registering for the 2nd half in the following semester. Student does not pay the fee twice.

********************************************************************************

AUTHORIZED SIGNATURES

Westfield State University Supervisor
Signature
Print Name

DGCE Chair
(Program Coordinator) Signature
Print Name
Date

Associate V.P. DGCE
Signature
Print Name
Date

Student Signature: ____________________________ Date: ____________________________

I understand that if registration for this coursework brings my total credits to ¾ time or more, I am responsible to either pay for medical insurance, or waive it by providing proof of medical insurance via the waiver on the other side of this form.

Attention Student: Tuition waivers and teacher vouchers may not be used for non-education practica or internships. However, matriculated students may use tuition waivers and personally-earned teacher vouchers if the non-education practicum or internship is necessary to meet the requirements of the student’s degree program.

Instructions for completing this form: 1) Students complete Practicum/Internship Eligibility Form (See your Student Handbook) with their program advisor prior to registration. 2) Students obtain signatures of their WSU Supervisor and DGCE Chair and bring completed form to the Graduate & Continuing Education Office to register and pay. Incomplete forms will not be accepted and late fees apply to late registrations. 3) Continuing Ed. staff will obtain Assoc. V.P. signature.
Appendix I

School Guidance Counseling Practicum Agreement Form

This agreement is to verify for the University, the Practicum Site, and the practicum student the expectations of the practicum experience.

This agreement between Westfield State University and ______________________________
(School name) of ________________________(City and State) is for identifying responsibilities assumed in the provision of appropriate supervision for school counseling student __________________________(Student’s name) while he/she is enrolled in the School Guidance Counseling Practicum course for ________________________(semester and year of practicum).

General guidelines:
1. Practicum hours will be in accordance with school work hours and will total 450 clock hours.
2. The practicum must be representative of the role and function of a professional school guidance counselor.
3. Students cannot begin accruing clock hours toward practicum until all forms have been signed and no sooner than the first day of the academic semester in which the student is enrolled in practicum. Permission to begin administrative or observation hours earlier to the first day of the academic semester must be granted in writing by the University.
4. Students are required to attend practicum class sessions for the duration of their practicum experience.

Responsibilities of WSU:
1. Assume responsibility for the approval of practicum site, maintaining on-going and direct communication with site representatives, and ensuring that students are academically ready to begin the practicum experience.
2. Practicum course instructor will be available for consultation with the school supervisor and students for the duration of their practicum. The role of the Practicum Instructor will be that of a consultant alone; the designated school/site supervisor will assume legal responsibility for all students seen by the student practicum student.
3. Instructor will visit each site a minimum of three times over the duration of the experience. More visits may be necessary.
4. Instructor will evaluate the student at each site visit.

Responsibilities of School:
1. Designate one staff person as supervisor with appropriate degree and approved school guidance counseling license (minimum of 3 years working as a school guidance counselor and/or Professional License status).
2. Provide opportunities for the practicum student to become familiar with professional activities in addition to direct service.
3. The opportunity for the practicum student to use professional resources such as assessment instruments, research, etc.
4. Ensure that opportunities exist for direct, face-to-face service to students and offer opportunities to access applied counseling skill (e.g., audio/video taping access).
5. Provide opportunities for the practicum student to engage in individual counseling, group counseling, classroom guidance, and consultation with teachers and staff.
6. If a student is to engage in off-site services, proper training and safety messages will be provided by the school.
7. Provide appropriate working conditions such as desk space, access to a telephone, office space to meet with students privately, etc.
8. Provide one hour of face-to-face supervision each week.
10. Monitor student performance and report to Practicum Instructor if difficulties in performance, ethics, or other related activity arise.

Student Responsibilities:
1. Student will attend all classes for School Counseling Practicum course.
2. The student will complete a weekly log and activity report, obtain site supervisor’s signature on each activity report, and submit to course instructor on a weekly basis.
3. The student will complete duties assigned and at hours scheduled at the practicum site.
4. The student will conduct him/herself in a professional manner expected of all counselor trainees and professional counselors.
5. Student is responsible for seeing that all paperwork related to the practicum is completed in a timely manner.

The signatures below indicate each party’s understanding of the practicum requirements for the school counseling practicum at WSU. The signatures also represent each party’s agreement to uphold respective responsibilities outlined in this form.

The School Counseling Practicum will begin _____________________________ and conclude _____________________________ for a total of __________ weeks.

**School Representative**
Signature: ___________________________ School Name, Address, and Telephone
Printed: ___________________________
Title: ___________________________
Date: ___________________________

**Student**
Signature:__________________________ **WSU Practicum Instructor**
Printed: ___________________________ Signature: ___________________________
Date: ___________________________ Printed: ___________________________
Guidance Practicum Contract For Westfield State University Students

It is agreed that at the student’s practicum site placement, the site supervisor, the university supervisor, and the student need to agree on the student’s activities for the length and duration of the 450 hour placement. The starting date is ___________________________ and the projected end date is ___________________________.

The items that are checked below are the opportunities that each student will be expected to have during the course of his/her practicum.

- Provide personal counseling
- Provide career counseling
- Participate in scheduling
- Work with other guidance counselors
- Interface with administrators
- Work with adjustment counselors
- Work with drug/alcohol counselors
- Work with school psychologist
- Attend faculty meetings
- Attend guidance department meetings
- Participate in professional development
- Help administer PSAT’s, AP exams, MCAS, ASVAB, or other standardized tests (circle all that apply)
  With supervision handle selected caseload
- Lead student groups
- Participate in group guidance
- Participate in orientation activities
- Participate in end of year activities
- Become familiar with guidance paperwork
- Participate in IEP meetings
- Other
- Other
- Other

Provide academic counseling
Provide college counseling
Work with parents
Work with teachers
Work with special education
Work with school social worker
Work with school nurses
Work with clerical staff
Attend SAT meetings
Attend parent conferences
Use counseling related forms
Deliver and explain PSAT’s
Administer and interpret interest inventories
Attend student groups
Participate in 8th grade course selection
Participate in Junior Awards
Participate in crisis counseling, as appropriate
Participate in graduation activities
Other
Other
Other
Other

_________________________   __________________________   ____________________________
Student Signature     Supervising Practitioner    University Supervisor

_________________________   __________________________   ____________________________
Date       Date       Date
WESTFIELD STATE UNIVERSITY  
PRACTICUM SITE SUPERVISOR LICENSURE AND VOUCHER INFORMATION

Name of Supervising Practitioner       License #

dated by the Commonwealth of Massachusetts as a teacher of ________________________________

and has completed _____*full years of successful teaching experience.

________________________________________ __________________________________________
Signature of Supervising Practitioner   Social Security #

School Name and Address               Home Address of Supervising Practitioner

___________________________________  ____________________________________
___________________________________  ____________________________________
_________________________Zip _______  ___________________________Zip______

Telephone #_________________________  Telephone #__________________________

___________________________________  ____________________________________
Name of Student                   Dates of Practicum

Please Check the Following:         ____________________________________________

Status: Undergraduate (Day)_______ Continuing Education_____

______________________________________________
Program Supervisor

I Choose (Check One)                 ____________________________________________

_____ $100

_____ 3-Credit Course Voucher

(Vouchers that are transferred are redeemable for tuition only. Tuition is $85 per credit for undergraduate courses and $105 per credit for graduate courses. DGCE will only accept original vouchers.)

MISSING OR LOST VOUCHERS WILL NOT BE REISSUED.

*A minimum of three full years of successful teaching experience is required.

This form constitutes a substitute W-9 form.

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Appendix K

American School Counselor Association: Ethical Standards for School Counselors


Preamble
The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenants of professional responsibility:

• Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethncial/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services e.g. students of color, students living at a low socio-economic students, students with disabilities and students from non-dominant language backgrounds.

• Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

• Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

• Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

• Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

• Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

• Inform all stakeholders, including parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.
A.1. Responsibilities to Students
Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
c. Respect students’ values, beliefs, and cultural background and do not impose the counselor’s personal values on students or their families.
d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
f. Consider the involvement of support networks valued by the individual students.
g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age.
h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality
Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students’ behalf.
b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school website, verbal notice or other methods of student, school and community communication I addition to oral notification to individual students.
c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students’ developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents’/guardians’ legal and inherent rights to be the guiding voice in their children’s lives, especially in value-laden issues. Understand the need to balance students’ ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
f. In the absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
• Student identifies partner or the partner is highly identifiable
• School counselor recommends the student notify partner and refrain from further high-risk behavior
• Student refuses
• School counselor informs the student of the intent to notify the partner
• School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same
care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in personal contact such as a phone call.


Professional School Counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic, and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional School Counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to the students (e.g., counseling one’s family members or the children of close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication media such as social network sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor student relationship.

A.5. Appropriate Referrals

Professional School Counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.

A.6. Group Work

Professional School Counselors:

a. Screen prospective group members and maintain an awareness of participants’ needs, appropriate fit and personal goals in relation to the group’s intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training, and supervision in group facilitation and any topics specific to the group.
f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others
Professional School Counselors:
   a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is done after careful deliberation and consultation with other counseling professionals.
   b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
   c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without prior and necessary support for that student.

A.8. Student Records
Professional School Counselors:
   a. Maintain secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
   b. Keep sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.
   c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they are shared or are accessible by others in either verbal or written form or when they include information other than professional opinion or personal observations.
   d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
   e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards students’ records and allows parents to have a voice in what and how information is shared with others regarding their child’s educational records.

A.9. Evaluation, Assessment and Interpretation
Professional School Counselors:
   a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent
   b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
   c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
   d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
   e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
   f. Use caution when utilizing assessment techniques, making evaluations and interoperate the performance of populations not represented in the norm group on which an instrument is standardized.
   g. Assess the effectiveness of their program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology
Professional School Counselors:
   a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional School counselors promote technological applications (1) that are appropriate for students’ individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
   b. Advocate for equal access to technology for all students, especially those historically underserved.
c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
d. Understand the intent of FERPA and its impact on sharing electronic student records.
e. Consider the extent to which cyberbullying is interfering with students; educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program
Professional School Counselors:
a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their discretion.
b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities
Professional School Counselors:
a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the students’ maximum development.
b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.
c. Are sensitive to adversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.
d. Inform parents of the nature of counseling services provided in the school setting.
e. Adhere to the FERPA act regarding disclosure of student information.
f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve students.

B.2. Parents/Guardians and Confidentiality
Professional School Counselors:
a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.
b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.
c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships
Professional School Counselors, the school counseling program director/site supervisor and the school counselor educator:
a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
b. Treat colleagues with professional respect, courtesy and fairness.
c. Recognize that teachers, staff and administrators who are high-functioning in personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals
Professional School Counselors:
  a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
  b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
  c. Secure parent consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
  d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
  e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
  f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor
Professional School Counselors, school counseling program supervisor/director and school counselor educator:
  a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
  b. Broker services internal and external to the schools to help ensure every student received the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School
Professional School Counselors:
  a. Support and protect students’ best interest against any infringement of their educational program.
  b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and school counselor.
  c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.
  d. Delineate and promote the school counselor’s role and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
  e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
  f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional counseling positions.
  g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community
Professional School Counselors:
  a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.
b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional School Counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibilities and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associates to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional School Counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as aleism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.
F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism
Professional School Counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of the protection of individual students’ identities when using data for research or program planning.
d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statues established by federal, state and local governments, and when these are in conflict work responsibly for change.
f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services

F.2. Contribution to the Profession
Professional School Counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
b. Provide support, consultation and mentoring to novice professionals.
c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3. Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences
Professional School Counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
d. Ensure the school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4. Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS
Professional School Counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep all documentation of all steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
   • Educating and consulting with the membership regarding ethical standards
   • Periodically reviewing and recommending changes in code
   • Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee Chair.
   • Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with an ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):
   1. Define the problem emotionally and intellectually
   2. Apply the ASCA Ethical Standards and the law
   3. Consider the students’ chronological and developmental levels
   4. Consider the setting, parental rights and minors’ rights
   5. Apply the moral principles
   6. Determine your potential courses of action and their consequences
   7. Evaluate the selected action
   8. Implement the course of action
Appendix L

School Guidance Counseling Weekly Log & Report

Directions: This 2-page report should be completed weekly and turned into the course instructor as directed.

Name of Student: ________________________ Date: ___________ Week#: __________

Name of School: _________________________ Site Supervisor: _____________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Current Week Total</th>
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<td>Group (include in class meetings 2.5 hours)</td>
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Report in quarter hour increments (.25, .50, .75, 1.00 hr)

___________________________________  ___________________________________
Student’s Signature     Site Supervisor’s Signature
I. Describe your assignment within the school as related to the following:

A. What specifically am I expected to do?

B. In what ways is my assignment different than at the time of the last report?

C. Mention specific learning or practice objectives which you and/or your supervisor have developed for you.

D. Delineate new areas of growth and development during this reporting period.

E. Are there tasks of assignments which you would like to have added to your workload?

F. Describe any major practice problems you feel you are having.

G. Assess your own performance during this report period. Please provide specific examples.

II. Practicum Concerns

A. Indicate any practicum-related problems which you are experiencing. What steps have you now taken to resolve the problem(s)? Is your school supervisor aware of this problem?

B. Please indicate any matter which you feel requires the assistance of your practicum instructor/College supervisor.
Appendix M

Performance Evaluation and Checklist
School Guidance Counseling Practicum, PreK-8 and 5-12
☐ Mid-Practicum  ☐ End-Practicum

This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the school guidance counseling candidate, cooperating practitioner and college supervisor.

Name of Student: __________________________________  Date: ______________________________
Name of School: __________________________________  Hours completed: ____________________
Name of School Supervisor: ____________________________________________

I. Statement related to the specific nature of the assignment and overall Counselor Trainee performance to date.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

II. Rating and Assessment. Based upon your observation, please rate this Counselor Trainee in each of the following areas by circling the most applicable option next to each item:

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Can Not Rate</th>
<th>Low</th>
<th>Mod</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism toward public and clients</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cooperation with colleagues</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Responsible job behavior</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ethical behavior</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of resources, literature and supervision for professional growth purposes</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>General rating of this Counselor Trainee</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Based upon your observation, please rate this student in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Can Not Rate</th>
<th>Low</th>
<th>Mod</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human growth and development knowledge</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ability to work with culturally diverse groups</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Large group guidance planning &amp; implementation</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Individual counseling ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Group counseling ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Career development knowledge</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Record keeping ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Consultation ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Needs assessment and program development &amp; evaluation</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration with other school personnel</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student / Client conceptualization skills</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other (specify) ___________________________</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>
Rating Scale: 1 – Unsatisfactory  2-needs improvement  3-Satisfactory  4-proficient  5-Distinguished
Please be referred to the performance-based student teaching rubric. This scale is not equitable to Westfield State College’s grading system.

<table>
<thead>
<tr>
<th>Standard: (7.11) Subject Matter Knowledge Requirements for School Guidance Counselors</th>
<th>Mid-Term Meeting Date</th>
<th>Final Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Psychology of learning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Understanding of the diagnosis and treatment of learning and behavior disorders.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Theories of normal and abnormal intellectual, social, and emotional development.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in PreK-12 students.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>g. Philosophy, principles and practices in school guidance counseling.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>h. Federal, state, municipal, and school laws and regulations.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>i. Career Counseling.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>j. Resources within the school system or the community for referral.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>k. Knowledge of statistics, research design, and research in guidance counseling.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>l. Group Counseling and group leadership.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>m. Development of skills for consultation with parents, teachers, and administrators.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>n. College counseling and use of college and other post-secondary resource materials (grades 5-12).</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

III. Suggested specific objectives related to future professional growth and development:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

IV. Please indicate here whether you would like a conference with the course instructor.
   Yes _____ No _____

   Items to review and discuss at conference: ____________________________________________
   ____________________________________________

Additional comments are welcome (please attach).

The practicum student has been involved in an evaluation process and this instrument has been shared with him/her. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form within seven (7) days from the date below.

Mid-Term Meeting Date:

<table>
<thead>
<tr>
<th>Practitioner’s Signature</th>
<th>Supervisor’s Signature</th>
<th>Candidate’s Signature</th>
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</table>

Final-Term Meeting Date:

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<th>Practitioner’s Signature</th>
<th>Supervisor’s Signature</th>
<th>Candidate’s Signature</th>
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Mediator’s Signature (only if needed):
Appendix N

Practicum Student’s Assessment of the School Guidance Counseling Field Experience

Trainee: ___________________________ Date: ________________

School: ___________________________ School Supervisor: _________________________

Rate 1-5 (1 being lowest and 5 being highest), X = N/A or Cannot Rate

**I. The Practicum Process**

<table>
<thead>
<tr>
<th></th>
<th>Was there sufficient information about this field experience prior to actually starting the experience?</th>
<th>X</th>
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<tr>
<th></th>
<th>Did you feel the kind of setting provided was appropriate to your needs and interests?</th>
<th>X</th>
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<tr>
<th></th>
<th>Was orientation at the school sufficient when the course you are in now (practicum) began?</th>
<th>X</th>
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<tr>
<th></th>
<th>Overall, did the faculty instructor meet his/her responsibilities for the practicum experience?</th>
<th>X</th>
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<th></th>
<th>During this practicum process, did you feel that you were treated as an individual with respect for your own special circumstances?</th>
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<th>Was the school adequately prepared for your arrival?</th>
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## II. The School Setting

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<tr>
<td>1</td>
<td>Was interaction with other counselors and related disciplines sufficient?</td>
<td>X</td>
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<td>2</td>
<td>Did the school provide you with agreed upon working conditions?</td>
<td>X</td>
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<td>3</td>
<td>Overall, did you feel the school attached sufficient importance to your</td>
<td>X</td>
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<td>practicum experience?</td>
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## III. Professional Development

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<tbody>
<tr>
<td>1</td>
<td>Did the experience acquaint you with the operation of a school counseling program?</td>
<td>X</td>
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<td>2</td>
<td>Did this clinical experience improve your capacity to work with people in a helping relationship?</td>
<td>X</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td></td>
<td>Comment:</td>
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<tr>
<td>3</td>
<td>Did this clinical experience acquaint you with resources available in the school?</td>
<td>X</td>
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<td>3</td>
<td>4</td>
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<td>Comment:</td>
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<tr>
<td>4</td>
<td>Did this clinical experience significantly increase your knowledge of the role and functions of school counselors?</td>
<td>X</td>
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<td>Comment:</td>
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<td></td>
<td>Did this clinical experience significantly increase your knowledge of the specific problems in the school, e.g., poverty, substance abuse, mental health issues, anger management, child abuse, and so on?</td>
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<td>5.</td>
<td>X 1 2 3 4 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Rate your general level of satisfaction with the amount and kind of counseling activity you were assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Was there sufficient diversity of learning activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Were there opportunities to be part of the larger school such as attending staff meetings, in-service training, and so on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did this school experience help you understand and use professional record keeping procedures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
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<table>
<thead>
<tr>
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<th>Direct Supervision</th>
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</thead>
<tbody>
<tr>
<td>IV.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did your supervisor stimulate professional counseling identity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did your supervisor help you feel accepted and respected as a person?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>X 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
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</tbody>
</table>
Appendix O

MA Dept. of Education School Guidance Counselor Licensure Requirements

7.11: Professional Support Personnel Licenses
Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

(1) School Guidance Counselor (Levels: PreK-8; 5-12)

(a) Initial License.
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 test 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 450 hours in an educational setting.
4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.
1. Possession of an Initial license.
2. Three years of employment as a school guidance counselor.
3. Completion of one of the following:
   a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
   b. Achievement and maintenance of certification or licensure from one of the following:
      i. National Board of Certified Counselors (NBCC).
      ii. National Board for School Counseling.

http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11
Attaining a license in different same type
(b) New Level (available only for licenses under 603 CMR 7.04 (3) (a) and (d) 1.):
  1. Guidance counselors holding an Initial or Professional license at one grade level may obtain a
     license of the same type and in the same field at a new grade level by completing one of the
     following:
     a. A seminar, institute, or course approved by the Department addressing the curriculum
        and developmental characteristics of the age group appropriate to the license sought.
     b. A practicum/practicum equivalent or internship of 150 hours in the role of the license
        sought in an appropriate classroom.

http://www.doe.mass.edu/lawsregs/603cmr7.html?section=15
Appendix P-1

TRANSCRIPT REQUEST FORM

Initial School Guidance Counselor (PreK-8 or 5-12)

Name of Applicant: __________________________________________  Student I.D. # A__________________

Mailing Address: __________________________________________________________________________

Telephone Number: ________________________  Social Security #: ______________________________

Name of Program Supervisor______________________________ Date of Graduation________________

Date Application for Licensure Was Submitted On-line _________________________________________

You should apply **BEFORE** your graduation date or before your program completion date. If you plan to apply after this date, you must indicate your intentions on this form and then contact me when you have applied. The Massachusetts Department of Elementary and Secondary Education does not process any paperwork unless the candidate has applied and it does not connect transcripts to the application if the application is received after the transcripts have been received by the Massachusetts Department of Elementary and Secondary Education.

Please forward a copy of my Westfield State University transcript(s) to the Licensure Officer at Westfield State University. The transcript(s) will be forwarded to the Massachusetts Department of Elementary and Secondary Education once the master’s degree is posted on the transcript and I have applied to the Department of Elementary and Secondary Education.

______________________________                     ________________________
Signature of Applicant           Date

APPLICATION FOR EDUCATOR LICENSURE IN MASSACHUSETTS MUST BE MADE ON-LINE BY THE APPLICANT AT:

www.mass.gov/doe/educators

See step by step directions attached.

If you have not been previously licensed and have a bachelor’s degree from another college, you must have a transcript mailed to: the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure, 75 Pleasant Street, Malden, MA 02148.

THE FOLLOWING MUST BE SUBMITTED TO WESTFIELD STATE UNIVERSITY

The following information must be **submitted by the program supervisor** to the Licensure Officer at Westfield State University in order to endorse your licensure application:

- Commonwealth of Massachusetts – Department of Education - Practicum Report

- The Transcript Request Form  
  (Transcript must show Master’s Degree)

It is the student’s responsibility to have these forms ready for the program supervisor at the last observation meeting.
Appendix P-2

INSTRUCTIONS FOR ON-LINE APPLICATION
FOR TEACHER LICENSURE
Initial School Guidance Counselor

APPLY ON-LINE TO THE MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION

_____ 1. Go to www.mass.gov/doe/educators

Click Licensure

Click on the “ELAR” button

Login (If you are new to the system, click on the link under the login box, “Create ELAR Profile”

Access the Application

A School Guidance Counselor candidate is applying for Initial School Guidance Counselor License. The candidate is seeking a Professional Support Personnel License.

_____ 2. PAYMENT:
If paying by credit card, submit information with on-line application. MasterCard/Visa and Discover Card are acceptable

If paying by bank check or money order, submit it to:

Office of Educator Licensure
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

The check should be made payable to the “Commonwealth of Massachusetts” (NO CASH OR PERSONAL CHECKS). The fees are as follows:

$100.00 for first field/level
$25.00 for each additional field/level

_____ 3. Proof of Name Change (If Any) – send directly to the Mass. Dept. of Education
Part I – To be completed by the applicant.

1. Legal Name: (print) ___________________________________________________________________
2. SSN: ______________________________
3. Address: ____________________________________________________________________________

4. Sponsoring Organization: ___________ Westfield State University ________ Program & Level: ________ M.A. Psychology ________

5. Practicum/Equivalent
   Course Number: ______________________________________________
   Credit Hours: _________________________
   Course Title: __________________________________________________________________________

6. Practicum/Equivalent Site: _____________________________________________________________
7. Grade Levels of Students: _______________

8. Number of Clock Hours as assistant: ____________________________
   Assumed full responsibility in the role: __________________________

9. Other Massachusetts licenses held if any: _______________________________________________________________________________

10. Have any components of the approved program been waived (see Regulations 703(1)(b)): Yes ______________ No ______________

Part II – To be completed by the Program Supervisor

Name: (print) __________________________________________________________________________
Position/Title ________________________________

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Title of License: ______________________________________________________________________
Level: ________________________________

Part III – To be completed by the Supervising Practitioner

Name: (print) __________________________________________________________________________
Position: ________________________________

School System: __________________________
Initial w/3 years experience: ______ or Professional: ______
Massachusetts License #: ____________________________ Field(s): __________________________

Part IV – Initial 1 and 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.
   Date: ____________ Applicant: ______________ Program Supervisor: ____________
   Supervising Practitioner: ______________

2. Meeting held midway through the practicum at which the Applicant’s progress toward the Professional Standards was discussed.
   Date: ____________ Applicant: ______________ Program Supervisor: ____________
   Supervising Practitioner: ______________

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.
   Date: ____________ Applicant: ______________ Program Supervisor: ____________
   Supervising Practitioner: ______________

Part V
Candidate has successfully completed 7:11  (1) (a) 2 (a, b, c, d, e, f, g, h, i, j, k, l, m, n), 3 ________ Yes: __________ No: __________

Program Supervisor (sign): __________________________________________ Date: ____________

Supervising Practitioner (sign): ___________________________________ Date: ____________

Mediator (if necessary: see 7.04(4))(sign): __________________________ Date: ____________